Special School District of St. Louis County

2017 Missouri Quality Award Application

May 2017

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Special School District of St. Louis County

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Glossary of Terms and Abbreviation

A

ABA - Applied Behavior Analysis
The application of behavior science to modify human behaviors, especially as part of a learning or treatment process.

AC - Area Coordinator
An administrator who supervises and provides instructional leadership for an area or program.

ACT - American College Testing
A standardized test for high school achievement and college admissions.

ADA - Americans with Disabilities Act
Federal law that prohibits, under certain circumstances, discrimination based on disability.

ADA - Average Daily Attendance
The percentage of students who attend school daily; it is monitored for accreditation and funding purposes.

AIMSweb - Academic Improvement Measurement System
A web-based general outcome measurement tool used for universal screening and progress monitoring of student learning.

AIP - Area Improvement Plan
A strategic improvement plan designed by a leadership team led by an Area Coordinator.

ALT - Area Leadership Team
A leadership and improvement planning team of educators led by the Area Coordinator.

APPLIED TECHNOLOGY SERVICES - The Technical Education Division also provides adult education opportunities. The department educates and trains students in four program clusters, including automotive, construction, health careers and manufacturing.

APQC - American Productivity and Quality Center
A vendor SSD is contracting with to assist in process and performance management system.

APR - Annual Performance Report
A measurement and reporting process for each Missouri school district based on standards and targets set by the state education department.

Atomic Learning - Online technology training & support.

AYP - Adequate Yearly Progress
Federal law requires states to show students are making progress based on federal targets on proficiency, attendance and graduation, and participation in state assessments.

B

BLT - Behavior Leadership Team
A District-level team whose mission is to collaboratively provide strategic direction for the efficient and effective use of District resources and personnel by partnering for every student’s success.

BOE - Board of Education
SSD’s seven-member volunteer governing board.

BSC – Balanced Scorecard
A strategy performance management tool - a semi-standard structured report, supported by design methods and automation tools that can be used by managers to keep track of the execution of activities by the staff within their control and to monitor the consequences arising from these actions.

C

CCO - Chief Communications Officer
A member of the Executive Leadership Team and the head of the Communications Department.

CEEDAR CENTER – “Collaboration for Effective Educator Development, Accountability and Reform”
A technical assistance center which supports universities and districts to examine and reform professional learning systems.

CFO - Chief Financial Officer
A member of the Executive Leadership Team and the head of the Business and Finance Department.

Child Find - Local districts must identify, locate and evaluate all children residing in the District with disabilities that need special education and related services.

CI - Continuous Improvement
A cyclical approach to improving quality.
CISSP - Certified Information Systems Security Professional
An independent information security certification governed by the International Information Systems Security Certification Consortium.

CLS - Classroom Learning System
The use of the principles and practices of continuous improvement using the framework of the Baldrige Criteria for Performance Excellence in the classroom or educational setting.

Clean Tech – Clean Tech is SSD’s custodial services vendor.

Core Data System or Core Data - The Core Data System is a data collection system with integrated screens used to directly enter or update information from school districts to the state education agency, the Department of Elementary and Secondary Education.

CSIP - Comprehensive School Improvement Plan The District’s strategic improvement plan; it is also referred to the CSIP/5 Year Rolling Plan.

CTE - Career and Technical Education
The workforce and programs which support South Technical High School and North Technical High School.

CTO - Chief Technology Officer
A member of the Executive Leadership Team and the head of the Technology Services Department.

Data Team - a formal process of reviewing student data and solution-based problem solving for instruction.

Data Team Continuum – A District-created self-assessment completed by school principals and area coordinators to report data team implementation progress in their schools.

DESE - Department of Elementary and Secondary Education
Missouri’s state education agency.

DMAIC - Define-Measure-Analyze-Improve-Control
Data-driven improvement cycle used for improving, optimizing and stabilizing business processes.

DR - Disaster Recovery
Process, policies and procedures that are in place to prepare for recovery or continuation of technology infrastructure which are vital to SSD after a natural or human involved disaster.

DRIMS – Disproportionate Representation in the Identification of Minority Students
The overrepresentation and underrepresentation of a particular demographic group in special education programs relative to the presence of this group in the overall student population.

DR SAN - Disaster Recovery Storage Area Network A dedicated network used for accessing or recovering technology infrastructure.

DSS - Missouri Department of Social Services
State agency responsible for coordinating programs to provide public assistance to children and their parents, access to health care, child support enforcement assistance and to provide specialized assistance to troubled youth.

E

ECO - Early Childhood Outcomes
Data reported to the Office of Special Education Programs in the U.S. Dept. of Education regarding the progress children make in early childhood programs

ECSE - Early Childhood Special Education
The SSD department which provides special education and related services for 3-5 year old students with a disability.

EducationPlus - A non-profit educational service agency which serves as an SSD vendor and partner for purchasing and professional learning.

EEOC - Equal Employment Opportunity Commission
Federal agency responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

EimF - Excellence in Missouri Foundation (2016-17 update: Midwest Excellence Institute
The state non-for-profit organization which assists organization to use the Baldrige Criteria to improve.

EL - Executive Leaders
The senior leaders of the organization comprising the Executive Leadership Team.

ELA – English Language Arts

ELT - Executive Leadership Team
The senior leaders – The superintendent, the associate superintendent, the assistant superintendents, chiefs, general counsel and executive directors. The ELT is sometimes referred to as Cabinet.
EOC - End of Course exams
A summative state assessment for specific courses at the secondary level.

EPIC - Evaluation Process Improvement Committee
A committee which monitors and improves the special education evaluation process.

EPS - Effective Practice Specialist
Administrators who are responsible for program and personnel development in their specialty within the District.

EXCEED - Web-based IEP system
Each student’s evaluation and Individualized Education Program (IEP) is written and stored in this system.

FAMILY ENGAGEMENT – Programs or processes to promote parents’ and/or families’ capacity or capability to participate in professional development, use home-based programs, and access information to promote student learning.

FERPA - Family Educational Rights Privacy Act
A federal law that protects the privacy of student education records; the law gives rights to parents regarding their child’s educational records. These rights transfer to the student when they turn 18 unless the parent has become their legal guardian.

FCRC - Family and Community Resource Center
This resource center is available to the community to check out DVDs, books and other materials. It is part of the Parent Education and Diversity Program.

First Steps - Missouri’s early intervention system for infants and toddlers, birth to age 3, who have delayed development or diagnosed conditions that are associated with developmental disabilities.

FMLEA - Family and Medical Leave Act
This federal law entitles eligible employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance.

GC - Governing Council
A 22-member oversight board for SSD consisting of one Board of Education member for each of St. Louis County’s 22 public/partner school district; it reviews and approves the District’s annual budget, the five-year CSIP/rolling plan and elects the seven members of the SSD Board of Education.

GCA - GCA is SSD’s custodial services vendor.

HQ - Highly Qualified
A teacher has obtained full Missouri/state certification as a teacher, including certification obtained though alternate routes to certification, or passed the Missouri/state teacher licensing examination, and holds a license to teach in Missouri.

HR - Human Resources
The department which oversees recruitment, hiring, evaluation, staff discipline and professional development of SSD’s workforce; it is led by the Assistant Superintendent of Human Resources.

IB of T – International Brotherhood of Teamsters
The bargaining group for SSD bus drivers; see Local 610 Definition, also.

IDEA - Individuals with Disabilities Education Act
The federal law that outlines rights and regulations for students with disabilities who require special education.

IEP - Individualized Education Program
A plan developed annually as required by law for students identified to have educational disabilities. The plan includes present level of performance, long-term goals and short-term objectives, criteria for measuring achievement, amount and type of special education participation in general education, dates of initiation and duration of services.

IGOE - Input, Guides, Output, Enablers
A process organization tool being used in the District.

i-Ready – A K-12 adaptive diagnostic for reading and mathematics.

IRC – Industry Recognized Credentials
Standards or credentials recognized by multiple employers across an industry.

IRL – Instructional Reading Level
The level at which a child needs the support of a teacher, parent, or tutor to read.

IRS - Internal Revenue Service
The federal agency responsible for administering and enforcing the Treasury Department’s revenue laws.
**ISP** - Individual Services Plan
A student is considered eligible for Special Non-public Access Program services when the student meets state education department criteria for being identified as a student with an educational disability. Students with disabilities are entitled to special education and related services as defined by their Individualized Services Plan (ISP). The ISPs are written collaboratively with the parents, the private or parochial school staff, and SSD staff to identify student needs and create a support plan to address them.

**LRE** - Least Restrictive Environment
The learning environment that most closely resembles the environment of non-disabled peers, yet meeting the student’s needs according to the extent of his/her disability.

**LTR** – Leadership Team Report
Progress report on CSIP strategies to Executive Leadership Team.

**JR** - Joint Resolution
A contract which describes what the District and the bargaining group for a workforce segment, agreements made between the District.

**JSA** - Jim Shipley & Associates
The vendor which SSD uses to guide the professional learning primarily for classroom learning systems. The PDSA model shown in Figure 6.1-3 is the intellectual property of JSA and is used with permission.

**K**

**K12 Insight** – SSD vendor for satisfaction and engagement surveys

**KBOX** - Dell system management appliance used to updating District software.

**L**

**Lawson** - the software used by SSD for financials, payroll, supply chain management and absence management.

**LMS** - Learning Management System
A software application used to coordinate a method of delivering learning opportunities. The District’s LMS is Moodle.

**Local 610** - Affiliated with the International Brotherhood of Teamsters and is the bargaining group for SSD bus drivers. A branch of Teamsters Joint Council 13, the governing body representing ten local Teamster unions in Missouri.

**LPN** - Licensed Practical Nurse
A person who has become licensed to provide basic nursing care under the supervision of a doctor or registered nurse.

**MAP** - Missouri Assessment Program
Annual set of mandatory tests taken by students in the state of Missouri.

**MAP-A** - Missouri Assessment Program-Alternate
A mandatory assessment administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student’s Individualized Education Program (IEP) team.

**MCAS** - Missouri Core Academic Standards
Academic standards that help students gain knowledge and skills needed for post-secondary training and careers.

**MISSOURI CONNECTIONS** - an online, career development and planning program

**MO-CASE** - Missouri Council for Administrators of Special Education
An organization designed to provide resources to members pertaining to Special Education Administration.

**MQA** - Missouri Quality Award
A program that offers a thorough, objective educational process by which an organization can learn and apply implementation techniques and assessment methods.

**MSBA** - Missouri School Boards Association
An association designed to provide resources to members who serve on Missouri school boards.

**MSIP** - Missouri School Improvement Program
The process by which school districts in Missouri are reviewed and accredited.

**MVV** - Mission-Vision-Values
The governance tools used to define, set direction, and guide the future of an organization.

**NCES** – National Center for Education
A federal entity for collecting and analyzing data related to education.
NCI - Nonviolent Crisis Intervention
A specific training for crisis events to de-escalate the crisis, reduce injury, comply with mandates and accreditation standards, and minimize liability.

NCLB - No Child Left Behind
An Act from Congress in 2001 aimed at closing the achievement gap with accountability, flexibility, and choice; the Act requires states to develop assessments in basic skills in order to receive federal funding for school.

NETS - National Education Technology Standards
A set of standards published by the International Society of Technology in Education used to assist students, teachers and administrators in learning effectively and living productively in a digital society.

NCE – Normal Curve Equivalent
A way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 0 to 100, similar to percentile ranks, which indicate an individual student's rank, or how many students out of a hundred had a lower score.

NTO - New Teacher Orientation
A three-day program held prior to the start of school in which teachers new to the District learn essential components of successful teaching.

OCR - Office of Civil Rights
The department that educates and investigates to protect citizens from unfair treatment or discrimination because of race, color, national origin, disability, age, sex or religion.

OECD - Organization for Economic Co-operation and Development
Federal agency which promotes policies that will improve the economic and social well-being of people around the world.

OSEP - Office of Special Education Program
A federal office which is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

OSHA - Occupational Safety and Health Administration
Government agency created by Congress to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.

PAC - Parent Advisory Council
Council comprised of parents/guardians advising and collaborating to improve the education, confidence and social outcomes of each students served by SSD.

PBE – Performance-Based Evaluation
A performance-based evaluation model respects the roles and responsibilities of both the employee and administrator. This evaluation process is characterized by the following components: self-reflection, differentiation, systematic support and specific criteria and standards supporting student performance and assessment.

PBIS - Positive Behavior Interventions and Supports
An implementation framework that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve implementation fidelity.

PDC - Professional Development Committee
A group of teachers and educators who assist the District in planning and coordinating professional learning for beginning teachers and experienced educators.

PDSA - Plan-Do-Study-Act
PDSA is a quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning.

PEDA - Parent Education and Diversity Awareness
This SSD department disseminates multicultural and diversity resources to SSD staff, families and the community and identifies a variety of professional development resources to address the needs of students from diverse backgrounds.

PERKINS - Carl D. Perkins Vocational and Technical Education Act
Federal law which aims to increase the quality of technical education and ensures state administrative funding at 5 percent of a state’s allocation.

PISA – Program for International Student Assessment
A triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.

PLI - Parent Leadership Institute
The institute assists parents of children with disabilities to develop strong, effective, collaborative leadership skills through their attendance at 3-day training.
**Plus/Delta/Rx** - A quality tool to gather input which asks: What went well? What are opportunities for improvement? What are some prescriptions?

**POS** - Purchase of Service
Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities for children with disabilities.

**PRC** - Public Review Committee
Review of the District every 4 years required by Senate Bill 687 - Missouri Revised Statute 162.858.

**PSI** - Program Status Indicator
A Program Status Indicator shows how actual performance for a particular measure compares to a goal. The CTE program used a PSI scorecard to average its program performance and planning.

**PTO** – Parent Teacher Organization
A group of parents and teachers that work together for the benefit of a school and the children being educated there.

**PULSE** - Pulse is an information warehouse tool that acts as a central repository and combines and transforms data from multiple databases within the District into highly usable information that is easily accessible and delivered in a useful format.

**SAN** - Storage Area Network
A network of storage devices that can be accessed by multiple computers.

**SEEA** - Special Education Employee Association
The bargaining unit for teacher aides, assistants, applied behavior paraprofessionals, certified occupational therapist assistants and physical therapy assistants.

**SESNA** - Special Education Support Personnel Association
The bargaining unit for clerical and technical employees.

**SDNEA** - Special District National Education Association
The bargaining unit for teachers and teacher-level staff, including diagnosticians, nurses, social workers and therapists.

**Section 504 of the Rehabilitation Act of 1973** - A civil rights law that prohibits discrimination on the basis of a disability.

**SLACCA** – St. Louis Area Curriculum Coordinators Association
A professional learning network of educators supporting curriculum needs in the local area

**SIS** - Student Information System
A comprehensive electronic database which allows districts/schools to record, manipulate and report on a wide range of student data.

**SNAP** - Special Non-public Access Program
Educational services provided to students in private and parochial schools within St. Louis County.

**SPP** - State Performance Plan
A plan to evaluate Missouri’s efforts to implement the requirements and purposes of IDEA, to comply with IDEA, and to describe how the state will improve student outcomes.

**SQL** - Structured Query Language
Standard interactive and programming language for getting information from and updating a database.

**STAR** - Strategic Action Review Report
An accountability tool used by Executive Leaders to track progress on the District’s strategic action plans.

**STAR** – An online formative assessment for reading and math skills.
SS – Scaled Score
A conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students.

SSD - Special School District of St. Louis County
A public school district founded in 1957 through state legislation and local voter approval. SSD provides special education and technical education services to students in St. Louis County.

SSD LIFE - A District electronic tool for staff communication, collaboration and access to resources; the District intranet system.

SWEP - Summer Work Experience Program
Paid summer employment for qualified students with disabilities.

SWOT - Strengths-Weaknesses-Opportunities-Threats
A tool to help organizations analyze strengths, weaknesses, opportunities and threats. It is used during SSD’s strategic planning process.

TITLE I: a federal program which provides financial assistance to school districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

TSA - Technical Skills Assessment
The Perkins Act of 2006 requires Technical Skill Assessment to measure the percentage of Career and Technical Education students who pass a skill assessment aligned with industry-recognized standards.

USDA - United States Department of Agriculture
The U.S. federal executive department responsible for developing and executing the U.S. federal government policy on farming, agriculture, forestry and food.

VENTURES - Tools (interview questions and an online survey) used to enhance SSD’s ability to better understand applicants’ predisposition to working with students and collaborating with others.

Wiki - a website powered by wiki software.

WisdomWhere - Online professional development registration system

WRAPAROUND - A philosophy of care with defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. It is community based, culturally relevant, individualized, strength based, and family centered.

WSUS - Windows Server Update Services
Enables information technology administrators to deploy the latest Microsoft product updates to computers that are running Windows Operating System.
ORGANIZATIONAL PROFILE

P.1 Organizational Description

Special School District of St. Louis County (SSD) is a local public school district established in 1957 to support the educational needs of children with disabilities. Today, SSD educates approximately 22,000 students with disabilities at sites throughout St. Louis County, including 265 public schools operated by the other 22 public school districts in St. Louis County. SSD also provides Career Technical Education (CTE) to about 1,700 area high school students at the district’s two technical high schools. SSD’s unique status as a public school district ensures that all local students receive equal access to quality special education and career technical education regardless of their socio-economic background.

P.1a Organizational Environment

P.1a(1) Educational Program and Services Offerings

SSD provides special education services to students ages 3 through 21 in a variety of placements, which are governed by the federal Individuals with Disabilities Education Act (IDEA). Services are based entirely on a student’s Individualized Education Program (IEP). Placements range from SSD teachers providing special education services in the student’s home school and district to attendance at an SSD special education school or private separate agency. More than 97 percent of students who receive services from SSD staff attend a school in the school district in which they live. The vast majority of special education services provided by SSD are delivered by SSD staff in 265 schools in 22 public school districts in St. Louis County.

SSD operates two technical high schools with more than 30 programs in a wide range of technical areas. Technical course offerings range from traditional technical fields, such as precision machining and construction, to network administration and health sciences. Programs at these schools accept applications from 10th through 12th grade students in 22 public school districts in St. Louis County. Special education and career technical education services are designed to ensure students’ successful experience after graduation, an outcome that is vital to the success of the organization.

P.1a(2) Mission, Vision, and Values

The purpose of SSD’s existence is to ensure that all local students receive access to quality special education services and career technical education regardless of their socio-economic background or the neighborhood in which they live. To that end, SSD has two core competencies: the comprehensive delivery of specialized instruction; and delivery of career technical education. The organization’s mission and values (Figure P.1-1) set the tone for why SSD exists and what is important to the organization. The vision captures the unique nature of the District not only to provide a quality education, but to partner with other districts, parents and the community so that every student, regardless of innate or environmental advantages or challenges, can be successful.

P.1a(3) Workforce Profile

SSD has approximately 6,300 employees covering five distinct job classifications as noted in Figure P.1-2. Workforce diversity by job classification is noted in Figure P.1-3. SSD employs close to 1,000 part-time employees comprising 20 percent of the workforce. The part-time workforce fluctuates depending on student and organizational need.

Workforce changes have included continued retirement of an experienced workforce; designation of an Associate Superintendent, designation of an Assistant Superintendent of College and Career Readiness; allocation of two Executive Leadership Team positions, Executive Director of Separate Schools and the Executive Director of Planning and Development.

A total of 23 percent of SSD’s administrators hold doctoral or education specialist degrees, 61 percent hold master’s degrees, and 7 percent hold bachelor’s degrees. Instructional administrators are required to hold the appropriate state administrative certification. More than 3 percent of SSD teachers hold doctoral or education specialist degrees, 76 percent hold master’s degrees and 19 percent hold bachelor’s degrees. Teachers are required to hold a state
teaching certificate or license depending on their role. SSD requires paraprofessionals to hold 60 college credit hours. Forty-nine percent of the district’s paraprofessionals hold a bachelor’s degree or higher; 44 percent have earned 60 college credits. The remaining paraprofessionals who have high school diplomas serve as aides and have passed the ParaPro assessment. Employees working in support operations vary in education, training, licensing and skill set. Employees may join one of the bargaining units for their job classification as noted in Figure P.1-4.

<table>
<thead>
<tr>
<th>Staff Role</th>
<th>Positions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>Superintendent, Executive Leaders, Directors, Principals, Assistant Principals, Area Coordinators, Effective Practice Specialists, Managers, Assistant Managers</td>
<td>205</td>
</tr>
<tr>
<td>Teacher-level staff</td>
<td>Teachers, Speech/Language Pathologists, Related Services, Facilitators, Coaches, LPN, ABA Teachers</td>
<td>2,618</td>
</tr>
<tr>
<td>Paraeducators</td>
<td>Paraprofessionals, Interpreters, Health service aides</td>
<td>1,853</td>
</tr>
<tr>
<td>Support Operations</td>
<td>Maintenance and Warehouse staff, Bus drivers, Monitors, 12-month Transportation staff, Clerical, Technical support, Technicians</td>
<td>423</td>
</tr>
<tr>
<td>Part-time Staff</td>
<td>ABA Paraprofessionals, Substitutes, Other</td>
<td>1,284</td>
</tr>
<tr>
<td>TOTAL</td>
<td>All Staff</td>
<td>6,383</td>
</tr>
</tbody>
</table>

Figure P.1-2 Workforce by Job Classification

<table>
<thead>
<tr>
<th>Staff Segments</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Hawaiian</th>
<th>Pacific Island</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>0.4%</td>
<td>12.7%</td>
<td>0.4%</td>
<td>0%</td>
<td>0%</td>
<td>86.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Teacher-level staff</td>
<td>0.4%</td>
<td>7.4%</td>
<td>0.5%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>91.0%</td>
<td>0.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Paraeducators</td>
<td>0.8%</td>
<td>25.6%</td>
<td>0.3%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>72.2%</td>
<td>0.9%</td>
<td>0%</td>
</tr>
<tr>
<td>Support Operations</td>
<td>0%</td>
<td>23.2%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0%</td>
<td>74.5%</td>
<td>1.6%</td>
<td>0%</td>
</tr>
<tr>
<td>Total-All Staff</td>
<td>0.5%</td>
<td>15.1%</td>
<td>0.4%</td>
<td>0.05%</td>
<td>0.05%</td>
<td>83.1%</td>
<td>0.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure P.1-3 Workforce Diversity

SSD owns and operates five special education schools, two career technical education high schools and one bus garage. The district recently completed a variety of construction projects including building a new Northview School and performing extensive renovations to other buildings. SSD owns equipment and technologies utilized for trade programs provided at the two career technical education schools. SSD supplies computers to SSD staff in partner districts as well as those in District-owned facilities. The District owns approximately 4,500 computers and uses a four-year refresh cycle for computers used for instruction. Interactive whiteboards are installed in 100 percent of special education classrooms and 50 percent of the technical education classrooms. A fleet of 200 buses covers 510 square miles of the county. Space is leased for a delivery center, transportation, professional development, adult education and offices for staff.

P.1a(5) Regulatory Requirements
SSD is mandated to comply with numerous federal and state statutes, licensing and regulatory requirements as noted below:

- Individuals with Disabilities Education Act (IDEA)
- Americans with Disabilities Act (ADA)
- Office of Special Education Programs (OSEP)
- Family and Medical Leave Act (FMLA)
- Missouri Department of Elementary and Secondary Education (DESE) certification, licensing, financial, and accreditation requirements
- Internal Revenue Service (IRS)
- State and local tax authorities
- Missouri Department of Social Services
- United States Department of Agriculture (USDA)
- Carl D. Perkins Vocational and Technical Education Act
- Section 504 of the Rehabilitation Act of 1973

Key drivers that engage the workforce in achieving SSD’s mission and values are reflected in Figure P.1-5.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Employee Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Meeting appreciated for the work that is done.</td>
</tr>
<tr>
<td></td>
<td>Trust in supervisors to make good decisions for students.</td>
</tr>
<tr>
<td></td>
<td>Supervisor encourages staff to always do their best.</td>
</tr>
<tr>
<td>Shared values</td>
<td>SSD administrators’ actions are consistent with their words.</td>
</tr>
<tr>
<td></td>
<td>Administrators understand employee needs.</td>
</tr>
<tr>
<td></td>
<td>Able to count on the support of supervisor when addressing problems or issues.</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Figure P.1-5 Employee Engagement Drivers

P.1a(4) Assets

<table>
<thead>
<tr>
<th>Factor</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Staff</td>
</tr>
<tr>
<td></td>
<td>6,383</td>
</tr>
</tbody>
</table>

Key drivers that engage the workforce in achieving SSD’s mission and values are reflected in Figure P.1-5.
The key requirements for students and other customer groups are: student success regardless of disability status, socio-economic background or the neighborhood in which they live; quality instructional programs delivered by highly qualified staff; safe and supportive environment; seamless delivery of special education instruction; sufficient resources to fund and support high quality special education and career technical programs and services to benefit students.

**P.1b(3) Suppliers and Partners**

Key suppliers, partners and collaborators are listed in Figure P.1-7 Key Relationships. Mechanisms for communication include face-to-face meetings, advisory councils, electronic methods, phone conferences and contractual agreements. Partner districts and SSD collaborate to provide services to students in support of the District’s mission. Collaborators are agencies that directly impact students now or in the future. Suppliers provide needed services and operate under BOE policy and bidding guidelines. Key supply chain requirements are: quality products or services; competitive pricing; customization for SSD needs.

**P.2 Organizational Situation**

**P.2a Competitive Environment**

**P.2a(1) Competitive Position**

SSD is one of two special education districts in the state. The structure of a district with its own tax base to provide special education and technical education for other districts is a model unique to Missouri. Students served by SSD make up approximately 20 percent of the total population of students with disabilities in the state.

Students must meet state diagnostic criteria to be eligible for services, limiting the competitive nature of market share. Purchase of Service Agency (POS) could be conceptualized as a competitor, however, SSD partners with those agencies to deliver services to student not effectively served in other locations. While the St. Louis area has a number of private and parochial schools, they do not offer the continuum of services mandated by law to be provided through a public district. SSD provides services to students enrolled in private/parochial schools through its Special Non-public Access Program (SNAP).

**P.2a(2) Competitiveness Changes**

SSD provides the only secondary career technical education services in St. Louis County. In conjunction with partner districts, SSD recruits students enrolled in partner districts to apply for admission to the career technical education programs.

Key changes include a general decrease in overall St. Louis County K-12 student population. This decrease affects the population served by SSD. Recent changes in the political landscape may influence operations in the future. Current standards are embodied in the Missouri School Improvement Program (MSIP) and include core academic standards, rigorous assessment procedures, and emphasis on college and career readiness. Emphasis on college and
career readiness creates an opportunity for innovation and collaboration with partner districts to provide a regional program for career technical education.

**P.2a(3) Comparative Data**
SSD faces significant challenges to obtaining key comparative data due to the lack of standardization of most performance reporting across states. Most available data are limited to Missouri for comparative purposes. SSD uses the following data from the Missouri Department of Elementary and Secondary Education (DESE): Annual Performance Report (APR) for attendance, performance and post-school outcomes; and Special Education Profile Report for data relative to student performance, special education incidence rates, placement, evaluation compliance, suspension data and secondary transition. SSD also derives educational comparatives from the National Center for Education Research (NCER). DESE data are used for comparison against similar districts for financial results. The other sources for comparison of financial data are EducationPlus, a non-profit education consortium serving 61 public school districts in eight Missouri and two Illinois counties, and the Missouri United School Insurance Council (MUSIC). Data from the Missouri Economic Research and Information Center is used for workforce data. Comparative data for surveys are provided by K-12 Insight, the District’s contracted supplier.

**P.2b Strategic Context**
SSD’s Strategic Advantages and Strategic Challenges as noted in Figure P.2-1 are an outcome of the District’s strategic planning process. They serve as a basis for the identification of annual action plans (Figure 2.1-6) and improvement efforts.

**P.2c Performance Improvement System**
SSD uses a comprehensive approach to improvement which starts with the Comprehensive School Improvement/Rolling Plan (CSIP). The plan sets direction for the District to leverage its core competencies of comprehensive delivery of specialized instruction and delivery of career technical education. The work of these two competencies is accomplished through the key processes as depicted in the Enterprise Management Model, Figure 6.1-1. SSD uses PDSA model as the foundation of its performance improvement system as described in Figure 6.1-3. Particularly challenging improvements are handled using Define Measure Analyze Improve and Control adopted from Lean Six Sigma.
### Strategic Advantages

**SA 1. Staff committed to student success**  
This is demonstrated through deployment of continuous improvement at all levels of the District, organizational and employee learning through a variety of approaches, innovation to support teachers’ learning, a culture of passion for the well-being of students, and cooperative arrangements with local universities.

**SA 3. Leadership commitment to continuous learning**  
SSD has a stable BOE committed to organizational and professional learning and improvement. They have adopted the Baldrige criteria as the District’s improvement and management model. SSD leadership is committed to organizational performance improvement and innovation. The District provides opportunities for employees to develop new knowledge and skills on the job.

**SA 4. Learning organization**  
SSD has implemented a continuous improvement model through all levels of the organization. Staff show their commitment to personal learning through seeking advanced degrees and participating in professional learning opportunities.

**SA 5. Funding structure**  
SSD has a county-wide tax levy that provides substantial funding for special education providing the resources needed to cover a broad range of services compared to typical districts. In addition, the current fund balance would mitigate the effect of potential annual deficits. The District structure allows for economy of scale.

### Strategic Challenges

**SC 1. Meeting the unique needs of students**  
SSD is committed to improving the academic, social, emotional and technical skills of students. This requires well-designed curriculum, highly skilled teachers, administrators and support staff and access to community environments receptive to engaging students.

**SC 2. Communication**  
Communication challenges are influenced by the size of the District and having staff in more than 250 locations across the county that are not under the direct control of the District. While electronic communication is feasible, effective and timely means of communicating with staff in external sites is a challenge. Because the District’s services are not routinely provided to all students in the county, educating audiences on the importance and breadth of services provided by the District is a challenge.

**SC 3. Partnership with local districts**  
SSD has a unique educational model, operating within District sites and responding to the unique requirements and expectations of 22 partner districts. Challenges include establishing and executing a well-defined relationship model using the partnership agreement as a framework across 22 unique districts, integration of resources and integration.

**SC 4. Technology**  
Technology challenges include responding to the rapidly changing pace of technology, ensuring information security, addressing the unique needs of students and the scope of technology services covering 22 different partner district environments, SSD special education schools, external sites and career technical education high schools.

**SC 5. Roles and responsibilities**  
Staff responsibilities may vary due to having to respond to the unique requirements and expectations of 22 individual partner districts, making consistent approaches to job design and workload across the District challenging.

**SC 7. Limiting initiatives to those that focus on value for students**  
SSD has a goal of establishing a systematic integrated approach to management, team activities, process development and problem solving. Due to the unique nature of the student population and the diversity across districts served, prioritization and streamlining of multiple projects and initiatives is a challenge. The District has multiple methods of documenting work processes. The District is in the early stages of designing and implementing a systematic process of ensuring efficiency and effectiveness of key work processes.

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*Figure P-2.1 Strategic Advantages and Challenges*
CATEGORIE 1 – LEADERSHIP

1.1 Senior Leadership

1.1a Vision and Values

1.1a(1) Setting Vision and Values

During strategic planning, the Executive Leadership Team (ELT) reviews input from key stakeholders from surveys, voice of customer processes, organizational data and listening tour information to set the district’s vision and values. The Board of Education (BOE) established the district mission more than ten years ago with input from stakeholders. The mission and vision statement are reaffirmed annually with the BOE. In 2012, the vision statement was revised to reinforce two critical concepts: partnership with 22 local districts, parents and community; ensuring success for every student. District values are reviewed and validated by the BOE and ELT as part of strategic planning. Equity and continuous improvement were added to the existing values in 2012. ELT drives the the mission, vision, and values (MVV) throughout the organization through deployment of the district strategic plan, the Comprehensive School Improvement Plan (CSIP). ELT members require division, department, and area plans to demonstrate alignment with the goals and objectives of the CSIP. The MVV are deployed to staff, parents, other customers, suppliers and partners as noted in Figure 1.1. The Superintendent and at least one ELT member annually attends orientations in every district and department to personally communicate the MVV.

ELT members further demonstrate commitment to district values by serving as goal team leaders for the CSIP. As champions for goal or strategy areas, they lead the teams in developing strategic action plans, conduct team meetings, monitor implementation of the plans, and report progress to the ELT. ELT members also demonstrate commitment to district values by participating in student, staff and community recognition events, and active participation and leadership in administrative training to model and reinforce the values.

1.1a(2) Promoting Legal and Ethical Behavior

ELT members demonstrate a commitment to legal and ethical behavior through participation in annual training on legal responsibilities and ethical behavior using an electronic SafeSchools system and ensure all district employees complete the same requirements. Further support for legal and ethical behavior is offered by the General Counsel who has been a permanent member of the ELT since 2011. The Assistant Superintendent for Human Resources and the General Counsel provide information on legal and ethical guidelines as part of the semi-monthly administrative training. Board Policy requires the BOE, Superintendent, Director of Purchasing and General Counsel to sign personal financial disclosures and file them with the Missouri Ethics Commission.

<table>
<thead>
<tr>
<th>Methods to Deploy Mission, Vision, Values</th>
<th>Target Groups</th>
</tr>
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<tbody>
<tr>
<td>Back-to-school-orientation</td>
<td>Employee</td>
</tr>
<tr>
<td>New staff orientation</td>
<td>Students</td>
</tr>
<tr>
<td>SSDLife</td>
<td>Parents</td>
</tr>
<tr>
<td>BoardDocs</td>
<td>Stakehold</td>
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<td>SSD webpage</td>
<td>Partners</td>
</tr>
<tr>
<td>Facebook</td>
<td>Suppliers</td>
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<tr>
<td>Cause for Applause</td>
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<tr>
<td>SSD Moodle</td>
<td></td>
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<tr>
<td>Faculty Meetings</td>
<td></td>
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<tr>
<td>SSD Salutes Awards Banquet</td>
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<tr>
<td>CSIP Annual Progress Report</td>
<td></td>
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<tr>
<td>Contractual Agreements</td>
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<td>Special Edition newsletter</td>
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<tr>
<td>Letterheads</td>
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<tr>
<td>Administrative Training</td>
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<tr>
<td>Teacher Leadership Academy</td>
<td></td>
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<tr>
<td>New Teacher Academy</td>
<td></td>
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<tr>
<td>Publication of Board Policies</td>
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<tr>
<td>Workshops, Trainings</td>
<td></td>
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<tr>
<td>Surveys</td>
<td></td>
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<tr>
<td>Classroom System</td>
<td></td>
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<tr>
<td>Signage</td>
<td></td>
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</tbody>
</table>

Figure 1.1-1 Deployment of Mission, Vision, Values

The Associate Superintendent leads a systematic process for review and revision of district policies. ELT members are assigned policies consistent with their area of supervision and recommend updates to policies based on Missouri School Board Association (MSBA) recommendations. The Associate Superintendent facilitates discussions with the BOE subcommittee for policy review and submits the policy with revisions for approval by the entire BOE.
All staff have electronic access to district policies and verify understanding and commitment to the policies as part of the annual SafeSchools training module. Key policies are highlighted during back-to-school orientation. The district conducts thorough background checks for potential employees, contractors, student teachers, and volunteers before a potential employee is allowed to begin working for the district.

1.1b Communication
ELT members engage the workforce, students and key customers through a variety of methods. Key district communications are provided by the Superintendent through the website, emails, email updates from weekly ELT meetings and postings on SSD Life. The Superintendent attends the annual orientations for all staff in each of the 22 partner districts, and SSD schools and departments, comprising about 40-60 opportunities to directly reach 6,000 employees of the district. ELT members conduct annual listening tours throughout the 22 partner districts and SSD schools asking carefully selected questions to students. Responses are recorded and analyzed for themes.

ELT members encourage frank, two-way communication with partner districts through quarterly Superintendent meetings, Partner District Administrative (Liaison) meetings, Curriculum Advisory meetings and Career Technical Education Advisory meetings. The Superintendent and ELT members meet monthly with the Parent Advisory Council (PAC) and quarterly with the PAC Executive Committee. ELT members serve as liaisons to community organizations. ELT members meet regularly with instructional administrators to communicate key information. Administrator training is held twice monthly and provides an opportunity for engagement and two-way dialogue. Recent enhancements to listening methods have included the addition of a Superintendent led Student Advisory Council and the deployment of the social media based “Lets Talk”.

SSD utilizes electronic surveys to gain feedback and engage the workforce, students and key customers. Student and staff climate surveys are tracked on the district scorecard and action plans for improving student engagement are included within school improvement plans. ELT members support the deployment of continuous improvement at the classroom level by encouraging staff to engage students in daily feedback about effectiveness of instructional strategies and monitor individual performance through data collection and analysis. This approach provides an opportunity to improve individual performance.

ELT members reinforce high performance and a focus on student learning through comprehensive program evaluations including areas such as instructional effectiveness, disaggregated data, career technical education, court programs, special education and private/secure schools. ELT members actively participate in reward and recognition programs such as “The Commitment to Excellence” award. They encourage use of “Cause for Applause” in which employees are recognized for the outstanding demonstration of one of SSD’s Standards of Excellence which are tied to SSD’s values. ELT members sit on all selection committees for the numerous staff and community recognition programs, attend award programs and participate in the program to honor staff, partner district, and community members and agencies.

1.1c Mission and Organizational Performance
1.1c(1) Creating an Environment for Success
BOE policy requires and ELT members use the Baldrige Excellence Framework as the management and leadership model for the district to create an environment for success now and in the future. When establishing organizational strategy, the ELT balances past and current organizational performance with anticipated needs for the future to identify the long term direction of the district. Leaders design strategic plans and personally lead plan implementation to demonstrate a commitment to organizational direction and allow for rapid adjustments to plans as environmental conditions shift. Future success is established and ensured through continued focus on organizational mission, vision, and values and inclusion of a sustainability component in the strategic plan.

Leaders align professional development and related work systems to the strategic plan and identified workforce needs to cultivate workforce learning. ELT members participate in workforce development opportunities. Organizational learning is supported through BOE mandated program evaluations, as well as the recent establishment of the ELT Data Dashboard. Innovation and intelligent risk taking are fostered first during design of the strategic plan and as a cycle of learning the identification of a district stretch goal was used to spur consideration of needed innovation and risk taking.

Leaders create a culture that fosters students and customer engagement by affirming student success and collaboration as the first two organizational values and embedding both concepts in the organizational mission and vision statements. These values are further deployed through items such as name badges, posters hung in SSD facilities, and awards that recognize contributors to student success. ELT members have identified individuals within the organization to act as
successors and actively participate in the development of future organizational leaders through the establishment of a two-year administrator internship program and acting as mentors for university shadowing and internship requirements.

1.1c(2) Creating a Focus on Action
During strategic planning, ELT members create a focus on action to achieve the organization’s mission through setting the district stretch goal, designing the CSIP, and championing improvement teams. ELT members utilized a strategy map format when developing the strategic plan to ensure a balance of value for students and other stakeholder groups. They lead district goal teams, report progress on goals, and update the status of actions on implementation plans. Goal teams are designed to include a broad representation of district personnel and provide opportunities for ELT members to identify needed action and communicate expectations.

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

1.2a(1) Governance System
The BOE ensures responsible governance by holding ELT members responsible for state accreditation; scheduling, reviewing and approving program evaluations; expecting district operations to be conducted according to Baldrige principles; evaluating the Superintendent; ensuring the Superintendent conducts an annual evaluation of each ELT member’s performance. Accountability is created by monitoring performance on strategic priorities tied directly to the CSIP.

Fiscal accountability is ensured through review and approval of annual audit findings, participation of BOE members on the audit committee, holding work sessions on budget, approving transfers between general, teacher and capital funds, approving annual budget goals, and approving employment, retirement, resignation and termination of employees.

BOE ensures transparency in operations through publication of meeting agendas, documents and minutes on the publically accessible electronic BoardDocs system. At least 24 hours’ notice is provided for all BOE meetings and all work study sessions are open to the public. BOE also consults directly with the General Counsel regarding appropriateness of public accessibility of its operations.

By legislative authority, BOE members are elected by the Governing Council in an open meeting. One BOE member from each of seven geographic sub-districts of the county is appointed ensuring representation across the county. BOE members sign a disclosure agreement through the external auditor and files a personal financial disclosure with the Missouri Ethics Commission.

BOE reviews and accepts audited financial statements, reviews the written external audit report, and has an opportunity to ask questions of the lead auditor during a public meeting prior to approval achieving independence and effectiveness of audits. Auditing firm selection occurs through a bidding process led by the Audit Committee which includes a BOE member. The BOE ensures stakeholder interests by appointing advisory committees such as the PAC, Autism Advisory Council, or a task force to study specific issues, such as the Education Equity Task Force. Included in the BOE agenda for each meeting is an opportunity for public comments and comments from the district’s union representatives. BOE policies are posted on BoardDocs and are available through a link on the district website. Policies are reviewed by a BOE subcommittee and are posted for a first and second reading allowing for stakeholder input. Student-centered policies are also reviewed by the PAC for input prior to being submitted to the BOE policy subcommittee.

Succession planning for Superintendent and ELT members includes a Development Assessment conducted by an external talent management agency, Leadership Alliance. The assessment provides a comprehensive look at individuals who may be filling senior-level roles in the organization and whose success is critical to the organization. It includes a work-style interview to provide insight into the motivations and drivers of the individual. The assessment, written summary report, feedback session, and development planning session are designed to help individuals leverage and enhance their strengths and target key priorities to ready themselves for greater organizational responsibilities. The BOE collaborated with Leadership Alliance to reach consensus on qualities essential in an aspiring Superintendent.

1.2a(2) Performance Evaluation
BOE evaluates the performance of the Superintendent using a framework adapted from the Department of Elementary and Secondary Education. It includes a performance-based assessment as well as goals aligned to district strategic initiatives. Each of the ELT members is evaluated annually using the Administrator Performance Based Evaluation (PBE) system. Evaluation indicators are based on the seven Baldrige categories in addition to general indicators specific to school administration. ELT members set annual goals aligned to the CSIP. Updates on goals and self-evaluation on the performance indicators occur mid-cycle as well as prior to the final review.
The BOE performs an annual self-evaluation utilizing a process offered by MSBA and aligned to the seven Baldrige categories and general indicators for an effective governing board. BOE evaluation includes a stakeholder survey. Based upon survey results, discussion of individual scoring and consensus building around performance on the evaluation indicators, the BOE identifies strengths and opportunities for improvement. BOE members develop an improvement plan based on the evaluation.

1.2b Legal and Ethical Behavior

1.2b(1) Legal, Regulatory, and Accreditation

SSD addresses public concerns with current and future programs through feedback derived from the PRC study conducted every four years as well as through attendance at PAC meetings to discuss concerns with current services and listen to needs for future services. Recommendations are reviewed by ELT members and Directors to determine how issues can best be handled either through a district strategic initiative, a short-term project or professional development. Potential adverse impacts associated with CTE programs are mitigated through annual OSHA training for hazardous waste management.

1.2b(2) Ethical Behavior

BOE policies addressing ethical behavior are included in the annual SafeSchools online training. Topics relating to ethics include: unlawful harassment and retaliation, confidentiality of records, technology usage, nondiscrimination, child abuse and neglect, reproduction of copyrighted materials, conflict of interest, staff conduct, drug-free workplace, student/staff relations, bullying and hazing, medication administration, and seclusion and restraint. Staff members take a test and affirm understanding regarding all district policies and ethics. Breaches of ethical behavior are reported to a supervisor. Concerns may also be reported to Human Resources. BOE policy strictly prohibits retaliatory action for reporting of ethics concerns. Human Resources investigates all potential policy breaches and makes recommendations regarding appropriate actions based on the findings. Employees must adhere to mandated hotline procedures for possible abuse.

<table>
<thead>
<tr>
<th>Process</th>
<th>Measures/Goals</th>
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</thead>
<tbody>
<tr>
<td>IDEA compliance</td>
<td>Minimize child complaint #’s</td>
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<tr>
<td>ADA workforce</td>
<td>100% compliance</td>
</tr>
<tr>
<td>ADA students</td>
<td>100% compliance</td>
</tr>
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<td>Background checks</td>
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<tr>
<td>Transportation</td>
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</tr>
<tr>
<td>Federal Programs</td>
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</tr>
<tr>
<td>Compliance Perkins</td>
<td>Meet 70% targets</td>
</tr>
<tr>
<td>Financial Oversight</td>
<td>BOE acceptance</td>
</tr>
<tr>
<td>Open Meeting Laws</td>
<td>0 violations</td>
</tr>
</tbody>
</table>

*Figure 1.2-1 Legal and Regulatory Behavior*

1.2c Societal Responsibilities

Societal well-being and benefit are at the core of the district’s mission to provide education and support services designed for each student’s successful contribution to our community. In December 1957, St. Louis County voters passed a referendum establishing a local public school district to support the educational needs of children with disabilities. Since that time, SSD’s unique status ensures that all local students receive equal access to quality special education regardless of their socio-economic background or the neighborhood in which they live. The well-being and success of all students is dependent upon collaboration among parents, students and staff.

1.2c(1) Societal Well-Being

SSD engages in waste reduction through a recycling campaign at the central office building and district schools resulting in reduction in waste pickups. All employees at the Central Office and Learning Center have a recycling bin at their desk and centralized recycle containers are available throughout the building. Vendors use post-consumer recycled materials. The district provides bicycle parking at the central office for bike commuters. SSD also addresses environmental stewardship through paper reduction, paperless Board packets, maximizing bus routes, energy efficient HVAC units installation in schools as part of facility upgrading, air quality checks in response to employee concerns, contracts for safe disposal of hazardous waste products in CTE schools, and hosting a computer recycling event for the community.

SSD considers community support a priority as evidenced by the inclusion of a strategic goal to promote, facilitate and enhance community collaboration to meet the needs of all students. Key communities are identified based on relatedness to SSD’s core competency of specialized instruction and career technical education and potential ability to improve overall services and future opportunities for students with disabilities and their families. During strategic planning, the ELT considers its current communities and looks for other community needs to be addressed. Figure 1.2-2 lists SSD’s key communities and district contributions.
1. The community.

The district provides multiple education opportunities for which can be accessed immediately upon need. The district also offers school-wide support for crisis intervention academic multi-tiered systems of support. The district teams to develop and sustain positive behavior and training and ongoing support of district leadership teams; allocation of staff time for interventions; district provides a Disabilities Resource Fair in which variety of topics to all parents in the county. The Center offers information and parent education on a community. The Family and Community Resource

2. Strategy Development

2.1 Strategy Development Process

2.1a(1) Strategic Planning Process

The strategic planning process can be viewed from the view of the management flow in Figure 2.1-1 showing the process from the planning of the CSIP to the development of the organization’s action plans each year, to the ongoing review of organizational performance, linking to the repeat of the process each year. The need transformational change is addressed establishing a district five-year stretch goal in light of current district performance, stakeholder input and likely changes in the environment over the next five years. Organizational agility and flexibility have been built into the process through formal scheduled one year strategic reviews, regular goal team reviews and providing the flexibility for team to adjust action plans as needed to reach the strategic objectives.

The significance of the cycles of improvement can be identified from a historical view of the district’s strategic planning process evolution. From 1996 through 2008 the district developed two plans including a five-year rolling plan satisfying the requirements of Missouri statute RSMO 162.856, and a CSIP satisfying the requirements of DESE’s Missouri School Improvement Program. In 2009, the BOE and

<table>
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<th>Community</th>
<th>District Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESE</td>
<td>Superintendent serves on CTE Task Force</td>
</tr>
<tr>
<td>MO-CASE</td>
<td>Director serves on Board</td>
</tr>
<tr>
<td>Productive Living Board</td>
<td>Assistant Superintendent serves on Board</td>
</tr>
<tr>
<td>North County Inc.</td>
<td>Superintendent serves on Board</td>
</tr>
<tr>
<td>Missouri legislators</td>
<td>SSD Legislative committee educates legislators on special education and career technical education</td>
</tr>
<tr>
<td>Parents, general education staff, educators outside St. Louis County</td>
<td>SSD professional development opportunities are open to parents, general education staff, educators both inside and outside St. Louis County</td>
</tr>
<tr>
<td>Affiliated Community agencies</td>
<td>SSD meets biaually with representatives to engage in two-way communication about student needs and service offerings</td>
</tr>
</tbody>
</table>

Figure 1.2-2 Support of Communities

1.2c(2) Community Support

SSD places the highest priority on two essential communities: partner districts and families of students with disabilities. SSD actively supports and strengthens partner districts by engaging in opportunities to improve relations and strives to provide equitable services including commissioning two equity studies. Services are provided beyond those mandated by the district’s charter and that impact all students, not just those that receive district services. For example, SSD allocates workforce time for support of academic and behavior interventions for all students for activities such as: participation in student support teams and data teams; allocation of staff time for interventions; training and ongoing support of district leadership teams to develop and sustain positive behavior and academic multi-tiered systems of support. The district also offers school-wide support for crisis intervention which can be accessed immediately upon need. The district provides multiple education opportunities for the community.

Families of students receiving services are another key community. The Family and Community Resource Center offers information and parent education on a variety of topics to all parents in the county. The district provides a Disabilities Resource Fair in which local and state agencies participate to inform parents, teachers, and community stakeholders about autism awareness and services available in the community. Parents can receive consultation regarding compliance and legal issues relating to education of their children. Parent Education Diversity Awareness (PEDA) partners with the Special Education Foundation to provide a leadership institute for parents of children with disabilities. The institute is designed to enhance knowledge, provide leadership skills to improve the educational climate for all children, to access new resources and experts to support them and to understand a vision for the future of their children. Families in need whose children are receiving services through SSD are supported by “Project Hope” though which employees in several departments “adopt” families during the winter holidays. The district also sponsors a winter coat drive, food drive and several SSD schools operate “clothing rooms” for students. Further community support is provided by funding a full-time facilitator for Special Olympics who coordinates participation and engagement in Special Olympics activities and funding events. Additionally SSD provides free hearing screening throughout county schools and offers free audiology testing to children living within St. Louis County.
Governing Council approved the consolidation of the plans into a single document. During that cycle of improvement, the district established a structure of goal teams to monitor the plan on an ongoing basis and ensure that it was being implemented with fidelity. The goal teams are multi-functional and facilitate integration of the plan throughout the district.

Another cycle of improvement was conducted for the 2012-2017 strategic planning process to ensure alignment with the Baldrige criteria. Improvements included: focus groups to determine stakeholder need; identification of performance data for goals and objectives; and timeline adjustment to allow for alignment to budgeting processes. Improvements for the 2017-2022 strategic plan have included enhanced voice of customer process, development of an overarching district stretch goal, and use of a strategy mapping process to enhance focus on the overarching district objectives as well integration of plans.

During the 2013-2014 plan year, improvement efforts focused on feedback received in the MQA feedback report and through evaluation of plan effectiveness. The process was improved to address the identification of short and long term planning horizons, innovation, intelligent risk, and alignment of strategic goals and objectives with strategic advantages, challenges, and opportunities. These efforts continued into the 2014-2015 plan year with a focus on deeper integration of the improvements made and further implementation of the leadership organizational review system.

A high level flow of the strategic planning process as it cycles between the strategic, tactical, and performance evaluation phases is shown in Figure 2.1-2 (Strategic Planning Process). Organizational agility and operational flexibility are addressed through proactive management of the strategic planning process at all stages. Decisions can be made to adjust timelines, resources, and strategies during each review. This process addresses a key need to be able to react to changing organizational needs and concerns.

**Figure 2.1 Strategic Management Flow**

### 2.1a(2) Innovation

SSD’s strategic development process stimulates and incorporates innovation by: setting a district stretch goal specifically design to push district performance to high levels and requiring key planning questions specifically addressing the need for innovation by answered by strategy champions. Strategic opportunities are identified as part of the SWOT analysis conducted during the early stages of planning. Determination of which risks to pursue is made through considering which ideas are most likely to push the district toward its stretch goal and prioritizing action based on the value added to the organization. More than 100 employees are engaged in goal teams with the opportunity to directly provide input into the strategic plan providing both employee buy-in to the plan and numerous opportunities collect innovative ideas. Key strategic opportunities identified during the 2017 CSIP planning cycle include leveraging relationships to achieve success for students, recruiting a highly skilled diverse workforce, focus on academic, social-behavior skills, and independence.

### 2.1a(3) Strategy Considerations

Data identified as critical to district success are identified and compiled prior to the first ELT planning retreat. In preparation for the retreat and during the retreat, ELT members review these data sets in teams to conduct a SWOT analysis. The results of this analysis are used to update district advantages, challenges, and opportunities. A legislative update is conducted in tandem with this process providing insight into changes in the regulatory environment. This update generally translates into the threats portion of the analysis. Other potential regulatory changes are identified through partnerships with DESE and the MSBA. Risks to organizational sustainability are addressed through legislative, workforce, and budgetary forecasting as part of the planning retreat.

Multiple participants from different levels and segments of the district serve on goal teams. Team members provide input into strategies, actions and measures to support planning and identification of blind spots. BOE CSIP work study and PAC CSIP presentation provide another opportunity to identify blind spots. Further opportunities for blind spot identification occur during administrative updates.

SSD’s ability to execute the plan is reviewed when the strategic plan is established and refined. As part of the five-year planning cycle, strategy champions estimate workforce needs specific to each strategy. The ELT reviews this information before finalizing the plan. The annual action plan development process provides a year opportunity to refine strategies against the district’s ability to execute the plan. BOE has opportunities during work study meetings to provide input into goal setting and strategy development. Action plans are prioritized based on available resources and short- and long-term planning timelines are adjusted based on the priorities.
Work Systems and Core Competencies

SSD’s two key work systems are: the design and delivery of educational instruction and services and operational support systems for programs and service delivery. Work system decisions are made through the strategic planning process in which core competencies are validated through data review, SWOT analysis and environmental analysis and future core competencies are identified. ELT members make determinations regarding key processes to be accomplished by external suppliers and partners by considering the following: internal and external cost analysis, staff capacity, staff capability and needed expertise, and impact on student population.

Work systems that directly impact the core competencies of comprehensive delivery of specialized instruction and delivery of career technical education are internal. An exception to this approach exists for the sub-process of substitute fulfillment for special education positions. The decision to use an external agency to assist in acquiring substitutes was the result of a project improvement team’s study of data and conclusion that the district did not have the capacity of substitutes to fulfill the need. Future core competencies are tied to the appropriate goals and objectives in the strategic plan and action plans are identified each year based on the organizational performance gaps identified. For example, after review of focus group data and future sustainability requirements, partnership was added as a needed future core competency. With upcoming changes in the strategic plan the district is realigning its key instructional coaches to better support identified teacher skill sets.

Strategic Objectives

**2.1b(1) Key Strategic Objectives**

Figure 2.1-3 shows the key district objectives (referred to organizationally as “strategies”) and the timetable for achieving them. Targets are assigned for success measures for each objective in the Balanced Scorecard, which allows the organization to identify targeted progress in the short and long terms. Each year advantages, challenges, and core competencies are mapped to strategic objectives to ensure integration amongst all critical elements. Changes in services, customers, markets, suppliers, partners, and operations are identified during the environmental analysis conducted annually by the district. Challenges and opportunities are studied for potential prioritization in the development of action plans for the year.

**2.1b(2) Strategic Objective Considerations**

Strategic objectives balance varying and competing needs through alignment with the District stretch goal and integration into a strategy map that considers stakeholder needs, internal process needs, learning and growth requirements, and organizational sustainability. The CSIP balances short and long-term time horizons by emphasizing a commitment to the five-year stretch goal and then building strategies and timelines based on the timeframe in which they will need to be accomplished to achieve the goal, support other strategies, and complexity of organizational change required. Key stakeholder needs are identified in the strategic planning process and those that may positively impact students or stakeholder requirements are factored into the prioritization efforts through ELT consensus.

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Strategic Measure</th>
<th>Compare</th>
<th>Goal 15-16-17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Student achievement</td>
<td>MAP, ELA</td>
<td>DESE Ave</td>
<td>37.0</td>
</tr>
<tr>
<td>1.2 College/career</td>
<td>MAP, Math</td>
<td>DESE Ave</td>
<td>366</td>
</tr>
<tr>
<td>1.3 Student satisfaction, engagement</td>
<td>Positive Placement</td>
<td>DES Ave</td>
<td>81.9</td>
</tr>
<tr>
<td>1.4 Staff satisfaction, engagement</td>
<td>Student: Climate-Belongs</td>
<td>K-12</td>
<td>91.3</td>
</tr>
<tr>
<td>1.5 Staff: Climate-Safe</td>
<td>Proportional attendance</td>
<td>DES Ave</td>
<td>79.8</td>
</tr>
<tr>
<td>2.1 Staff satisfaction, engagement</td>
<td>Participation in activities</td>
<td>DES Ave</td>
<td>79.1</td>
</tr>
<tr>
<td>2.2 Staff effectiveness</td>
<td>Proficiency on PBE</td>
<td>DES Ave</td>
<td>93.5</td>
</tr>
<tr>
<td>2.3 Highly qualified staff</td>
<td>HQ Teachers, SSD</td>
<td>DESE</td>
<td>95.0</td>
</tr>
<tr>
<td>2.4 Diversity</td>
<td>Staff diversity</td>
<td>Merit</td>
<td>17.5</td>
</tr>
<tr>
<td>3.1 Technology for student learning</td>
<td>Staff survey</td>
<td>Not Avail</td>
<td>75.5</td>
</tr>
<tr>
<td>3.2 Technology for operations</td>
<td>Best practices</td>
<td>Not Avail</td>
<td>TBD</td>
</tr>
<tr>
<td>4.1 Fiscal stability</td>
<td>Fund balance &gt; 20%</td>
<td>Comp Dist</td>
<td>29</td>
</tr>
<tr>
<td>4.2 Safe, efficient transportation</td>
<td>Accidents per 100,000 mi</td>
<td>Natl Av</td>
<td>3</td>
</tr>
<tr>
<td>4.3 Safe, appropriate facilities</td>
<td>Safety audits</td>
<td>Not Avail</td>
<td>TBD</td>
</tr>
<tr>
<td>5.1 Collaborative structures</td>
<td>Classroom System Check</td>
<td>Not Avail</td>
<td>32</td>
</tr>
<tr>
<td>5.2 Parent, community engagement</td>
<td>Evaluation survey</td>
<td>SSD</td>
<td>94</td>
</tr>
<tr>
<td>6.2 Communication</td>
<td>Stakeholder survey</td>
<td>K12</td>
<td>80%</td>
</tr>
<tr>
<td>7.1 Align process/strategic direction</td>
<td>Project results</td>
<td>SSD</td>
<td>TBD</td>
</tr>
<tr>
<td>7.2 Use of Baldrige Framework</td>
<td>District System Check</td>
<td>Not Avail</td>
<td>40</td>
</tr>
<tr>
<td>7.3 Improve organizational performance</td>
<td>Scorecard analysis- Trend</td>
<td>Not Avail</td>
<td>40%</td>
</tr>
<tr>
<td>7.4 Knowledge assets</td>
<td>Quality review</td>
<td>MQA Std</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Figure 2.1-3 Key Strategic Objectives
2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

2.2a(1) Action Plan Development

Strategies are identified based on the analysis conducted during the strategic planning process to address the most critical issues for the district. Action plans are then developed by goal teams for each of the strategies identified using a systematic, repeatable process. See Figure 2.2-1 for an example of district strategies. Milestones for completion, measures, resources, timelines and level of effort are identified. This information is housed in the strategic planning system and supports the line of sight from the goal and objective level to the action plan and task level to ensure full integration. As a part of the action plan development process, level of effort and resources are identified for each action plan. The action plans are then analyzed using a decision matrix to ensure the most cohesive plans are selected each year based on potential impact and resource availability. Once all action plans are developed, ELT members analyze resource capacity and budget and adjust timelines to ensure that the plans can be accomplished. A Gantt chart is generated from the system to provide a view of the scheduling of the plans to ensure an appropriate distribution across the year of the plan.

2.2a(2) Action plan implementation

Once the strategies are finalized, timelines are adjusted to ensure capacity is available to implement. Goal teams complete the action plans, adjust resource estimates and deploy the detailed plans. Department, region, area, and work unit plans are developed to align with the strategic goals and objectives. Figure 2.2-2 shows how leadership teams through all levels of the organization provide the structure for ensuring that deployment is systematic and reaches the workforce level through cascading improvement plans.
The CSIP is integrated in the budget development to assure that financial and other resources are available to support the action plans. During the planning stage, financial, human resource and capital needs are identified. While developing action plans, goal teams identify additional resources including staffing, professional development, technology and materials necessary to execute the plans. ELT members incorporate revisions into proposed budgets and include justification and strategic planning needs in the proposals. Budget reviews are conducted, and adjustments made based on strategic planning priorities. As needed, leaders realign staff based on projected and shifting student needs, new initiatives and budget projections. When adjustment of staffing patterns are necessary for the upcoming school year, staff are given the opportunity to transfer into settings that best match their current assignment and skill set. Risk is managed through monthly monitoring of the status of the strategies.

Historically, the CSIP was approved in December and the budget approved in May. As part of a cycle of improvement in 2013, the Board of Education and Governing Council approved readjusting the timeframes for strategic planning cycle to coincide with the budgeting process. That cycle of improvement helps plans drive the budget and actions, rather than actions aligning to budget parameters.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategies/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Success</td>
<td>1. Ensure achievement for all students.</td>
<td>1.1. Implement and monitor a system of interventions in Mathematics, Literacy, and Writing for students who are not proficient on benchmark assessments. 1.1.2 Revise, implement curriculum. 1.1.3 Review predictive measures. 1.1.4 Develop, implement and sustain a systematic multi-tiered process to support student behavioral/social success.</td>
</tr>
<tr>
<td></td>
<td>1.2 Ensure that all students are ready to participate in college, career or community programs.</td>
<td>1.2.1 Develop and implement a systematic process of individualized student planning to ensure students meet post-secondary outcomes. 1.2.2 Develop a process to use State Performance Plan (SPP) data to make data-driven decisions to improve student success.</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure student satisfaction and engagement.</td>
<td>1.3.1 Provide a safe, equitable, supportive environment for students attending SSD Schools.</td>
</tr>
</tbody>
</table>

**Figure 2.2-1: Example Action Plan**

<table>
<thead>
<tr>
<th>Leadership/Goal Teams</th>
<th>Department Teams</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop communication Plan</td>
<td>Develop department, region, school, area, and work unit plans.</td>
<td>Offer input on draft of plans and measures</td>
</tr>
<tr>
<td>Determine workforce needs and develop professional learning plan</td>
<td>Determine measures for department objectives to align with strategic plan</td>
<td>Develop professional learning in alignment with district needs</td>
</tr>
<tr>
<td>Provide feedback on alignment of department plans</td>
<td>Develop and implement progress review cycle using</td>
<td>Implement new strategies and actions</td>
</tr>
<tr>
<td>Review department progress.</td>
<td></td>
<td>Make needed adjustments through coaching and supervisor feedback</td>
</tr>
</tbody>
</table>

**Figure 2.2-2 Workforce Participation**

**2.2a(3) Resource Allocation**

The CSIP is integrated in the budget development to assure that financial and other resources are available to support the action plans. During the planning stage, financial, human resource and capital needs are identified. While developing action plans, goal teams identify additional resources including staffing, professional development, technology and materials necessary to execute the plans. ELT members incorporate revisions into proposed budgets and include justification and strategic planning needs in the proposals. Budget reviews are conducted, and adjustments made based on strategic planning priorities. As needed, leaders realign staff based on projected and shifting student needs, new initiatives and budget projections. When adjustment of staffing patterns are necessary for the upcoming school year, staff are given the opportunity to transfer into settings that best match their current assignment and skill set. Risk is managed through monthly monitoring of the status of the strategies.

Historically, the CSIP was approved in December and the budget approved in May. As part of a cycle of improvement in 2013, the Board of Education and Governing Council approved readjusting the timeframes for strategic planning cycle to coincide with the budgeting process. That cycle of improvement helps plans drive the budget and actions, rather than actions aligning to budget parameters.

**Figure 2.2-3 Budget and CSIP alignment**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Budget Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>BOE sets tax rate</td>
</tr>
<tr>
<td>November</td>
<td>Prepare budget assumptions</td>
</tr>
<tr>
<td>December</td>
<td>Identify enrollment projections</td>
</tr>
<tr>
<td></td>
<td>Current state data analysis</td>
</tr>
<tr>
<td>December-January</td>
<td>Identify strategies and needs for CSIP</td>
</tr>
<tr>
<td>January</td>
<td>ELT incorporates resource needs into proposed budgets</td>
</tr>
<tr>
<td>February</td>
<td>Plans presented to BOE</td>
</tr>
<tr>
<td>March</td>
<td>Work system realignment conducted</td>
</tr>
<tr>
<td>March</td>
<td>GC approval of CSIP</td>
</tr>
</tbody>
</table>

**2.2a(4) Workforce Plans**

Workforce plans are developed as part of strategic planning. Steps include: 1) Establish current and projected changes in the workforce as part of the SWOT analysis. 2) Set strategic direction including development of strategies as required to address workforce needs. 3) Estimate workforce needs for plan implementation. 4) Devise plan to meet workforce needs.
<table>
<thead>
<tr>
<th>Workforce Plan</th>
<th>Need addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality appli.</td>
<td>Declining teacher pool</td>
</tr>
<tr>
<td>Teacher development</td>
<td>Address hard to fill</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>Employee engagement</td>
</tr>
<tr>
<td>Skills-instructional practices skills</td>
<td>Student performance</td>
</tr>
<tr>
<td>Cultural proficiency</td>
<td>Diversifying community</td>
</tr>
<tr>
<td>Knowledge management</td>
<td>Instructional knowledge gap</td>
</tr>
<tr>
<td>Safe environment</td>
<td>Work safety</td>
</tr>
<tr>
<td>Equitable staff levels and quality</td>
<td>Equity of services</td>
</tr>
</tbody>
</table>

*Figure 2.2-4 Workforce plans*

### 2.2b Action Plan Modification

Adjustments to action plans can be made by the goal teams if circumstances require a rapid response. Changes are documented on the implementation plan. If a potential modification requires additional resources that are not currently available through the ELT champion, the responsible ELT may add it to the weekly cabinet agenda for resolution. In addition, during the StAR progress reporting process, the ELT may recommend changes to action plans based upon strategy progress results.

### CATEGORY 3 – CUSTOMERS

#### 3.1 Voice of the Customer

##### 3.1a Listening to Students and Other Customers

**3.1a(1) Current Students and Other Customers**

SSD listens to, interacts with, and observes students and other customers (parents/families, partner districts and community partners) to obtain actionable information described in Figure 3.1-1. Students are defined as those receiving special or technical education in the partner districts or in the SSD schools. A key method by which SSD listens to, interacts with and observes students to obtain actionable information is through the use of the principles and practices of continuous improvement in classrooms. Specifically, students create a classroom mission statement defining what they will do and how they will do it. Students chart progress toward classroom and individual goals, and monitor data through the use of PDSA. To study the data, classrooms use the Plus/Delta/Rx quality tool to obtain immediate and actionable information from students by which they and their teachers make adjustments on the quality of educational programs, instruction and the learning environment.

Parents/families are defined as those whose children are receiving special or technical education in the partner districts or in the SSD schools. Key methods include parent-teacher conferences, Individualized Education Program (IEP) meetings, and Parent Advisory Council (PAC) meetings. The Parent Education and Diversity Awareness (PEDA) administrators track the number of requests for information by topic through their Contact Tracker database. Data are used to plan parent and community workshops, other district professional learning and inform strategic planning.

The key approach by which SSD listens to and interacts with partner districts to obtain actionable information is through the Liaison/Curriculum Coordinator Advisory and Principal/AC Advisory.
<table>
<thead>
<tr>
<th>Group</th>
<th>One way Listening</th>
<th>Two-way Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>SSD Schools climate survey&lt;br&gt;Superintendent Advisory&lt;br&gt;Student-led Conferences&lt;br&gt;IEP meetings&lt;br&gt;Listening Tours&lt;br&gt;Tech High School Focus Groups&lt;br&gt;SNAP Student Surveys&lt;br&gt;Homebound Student Surveys&lt;br&gt;Post-graduation Surveys&lt;br&gt;Data Team Process&lt;br&gt;Progress monitoring</td>
<td>Classroom PDSA&lt;br&gt;Classroom Plus/delta/RX&lt;br&gt;Student Data Folders&lt;br&gt;Four Year Plans (starting 8th grade)&lt;br&gt;Team meetings&lt;br&gt;Futures plans&lt;br&gt;RENEW plans&lt;br&gt;Wrap Around meetings&lt;br&gt;Student Council Advisory&lt;br&gt;Social Media&lt;br&gt;SSD &amp; SSD School Websites&lt;br&gt;Let’s Talk&lt;br&gt;Initial/re-evaluations&lt;br&gt;Progress reporting</td>
</tr>
<tr>
<td>Partner Districts</td>
<td>Governing Council&lt;br&gt;Strategic Planning Focus Groups&lt;br&gt;BOE stakeholder survey to Governing Council members&lt;br&gt;Public Review Committee&lt;br&gt;Professional development feedback – Partner district CSIP plans&lt;br&gt;Let’s Talk&lt;br&gt;Meeting Plus/delta/RX</td>
<td>IEP meetings for students – St. Louis Area Curriculum Association&lt;br&gt;Partner District Board Meetings&lt;br&gt;SSD/partner district Superintendent meetings – Principal Advisory&lt;br&gt;Curriculum Coordinator/Liaison Advisory&lt;br&gt;Partnership Agreement Discussion&lt;br&gt;Career Technical Education Advisory&lt;br&gt;Partner district leadership team meetings&lt;br&gt;Social Media&lt;br&gt;SSD and SSD School Websites&lt;br&gt;Early Childhood Coalition meetings&lt;br&gt;Partner District Technical Education Collaboration Meetings&lt;br&gt;Special Education Leadership Academy for New Partner District Administrators</td>
</tr>
<tr>
<td>Parents/ Families</td>
<td>PAC meetings&lt;br&gt;Annual Climate Survey (SSD Schools) – BOE meetings (Public comment)&lt;br&gt;Public Review Committee&lt;br&gt;Title 1 Parent/Family Phone Survey&lt;br&gt;SNAP Student Surveys&lt;br&gt;Homebound Surveys&lt;br&gt;IEP Survey&lt;br&gt;EPIC&lt;br&gt;PAC Parent Concerns Website&lt;br&gt;Let’s Talk&lt;br&gt;Professional development feedback&lt;br&gt;PEDA Contact Satisfaction Survey</td>
<td>IEP meetings - Parent Input Form&lt;br&gt;Inclusion Stakeholder Committee&lt;br&gt;School Events&lt;br&gt;PEDA Contact Tracker data&lt;br&gt;MAPs/Futures Plans/RENEW&lt;br&gt;Wrap-Around meetings&lt;br&gt;Social Media&lt;br&gt;Title 1 Program Evaluation Meeting&lt;br&gt;SSD and SSD School Websites&lt;br&gt;Superintendent Twitter&lt;br&gt;Special Education Evaluation/Reevaluation&lt;br&gt;Parent Teacher conferences&lt;br&gt;Parent Leadership Institute (PLI) ELT and Board Member Panel&lt;br&gt;Autism Advisory&lt;br&gt;Meeting Plus/delta/RX&lt;br&gt;Procedural Safeguards associated with special education process&lt;br&gt;SSD Unfiltered</td>
</tr>
<tr>
<td>Community Partners</td>
<td>Community Partnership Survey&lt;br&gt;Let’s Talk&lt;br&gt;Professional development feedback</td>
<td>Agency Collaboration Meetings&lt;br&gt;SSD and SSD School Websites&lt;br&gt;Career Technical Education Advisory&lt;br&gt;CEEDAR Partnership&lt;br&gt;EducationPlus Learning Advisory&lt;br&gt;SNAP Consultation Team Meeting Plus/delta/RX</td>
</tr>
</tbody>
</table>

**Figure 3.1-1 Listening Methods**
Starting in 2017, each director worked with their respective partner districts to develop a Partnership Agreement Plan.

Community partners are those external groups, businesses or agencies with which SSD staff collaborates to ensure smooth transitions from early intervention services through adult life. SSD listens to and interacts with community partners to obtain actionable information through agency collaboration meetings and the Career Technical Education (CTE) Advisory. At the two agency collaboration meetings, input is shared from each community agency and SSD solicits feedback for program improvement. The CTE program receives actionable information through program advisory groups (e.g. carpentry, welding, graphic design, etc.) which include parents, students, representatives from post-secondary institutions, and representatives from industry and the CTE Advisory Board, which meets 3-4 times each school year to review CTE data and to discuss better ways to address CTE needs in the county.

SSD uses social media and web-based technologies to listen to students and other customers primarily through Facebook, Twitter and the district website. With over 10,898 Facebook followers as of March 2017, the audience includes students, former students and alumni, their families, representatives from community partners, and members of the general community. The Communications Department monitors and analyzes Facebook Insights data, especially “Shares”, “Comments” and “Likes” to determine the type of content most effective in garnering audience engagement. They also monitor comments and direct messages made to SSD social media accounts. Feedback is shared with other administrators for appropriate follow-up actions.

SSD’s website features “Let’s Talk” that allows customers to click the link to add suggestions, comments and concerns. The input from this feature is disseminated to the respective ELT member to address the input. The SSD PAC’s Parent Concern Form is available via SSD’s public website. The PAC uses this form to capture and report data on parent/guardian concerns within SSD. SSD Unfiltered, the District’s e-newsletter, is distributed to SSD students’ families and other community members who sign up to receive it. Beginning Summer 2016, the technical high school websites implemented a “Contact Us” form which provides all customers the opportunity to provide feedback and/or make inquiries. The information submitted is routed to the appropriate person or department. As of March 2017, an average of 15 contact forms are submitted monthly by a variety of stakeholders including students, parents, alumni, employers, community members and community groups.

Listening methods vary across the stages of student, parent and other customer relationships as described in Figure 3.1-2. These stages also differ for technical education and special education.

<table>
<thead>
<tr>
<th>Customer</th>
<th>Special Education: Referral Stage</th>
<th>Technical Education: Recruit Stage</th>
<th>Special Education: Initial Evaluation &amp; Eligibility Stage</th>
<th>Technical Education: Application and Acceptance Stage</th>
<th>Special Education &amp; Technical Education: Receiving Services &amp; Education Stage</th>
<th>Special Education &amp; Technical Education: Exit Service &amp; Graduation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Special Education Evaluation Process</td>
<td>Special Education Evaluation Process</td>
<td>Special Education Evaluation Process</td>
<td>Special Education Evaluation Process</td>
<td>Special Education &amp; Technical Education Figure 3.1-1 Customer Listening, Interacting, Observing to Obtain Actionable Feedback – Students</td>
<td>Special Education Transition Assessments, Plans and IEPs</td>
</tr>
<tr>
<td></td>
<td>Child Find Process</td>
<td>Initial IEP development</td>
<td>Technical Education Admissions Counselors</td>
<td>9th and 10th grade shadowing experiences</td>
<td>Technical Education Admissions Counselors reach out 6 weeks into the program and touch base at the Winter Break</td>
<td>Graduate Exit Survey</td>
</tr>
<tr>
<td>Parents/ Families</td>
<td>Special Education &amp; Technical Education</td>
<td>FIGURE 3.1.1: Customer Listening, Interacting, Observing to Obtain Actionable Feedback – Parent/Families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Evaluation Process EPIC Survey IEP Meeting IEP Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Education Open house, transition to high school informational resource tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner Districts</th>
<th>Special Education &amp; Technical Education</th>
<th>FIGURE 3.1.1: Customer Listening, Interacting, Observing to Obtain Actionable Feedback – Partner Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special Education Early childhood Coalition Meetings Student Support Meetings Child Find Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Education Admission Counselor visits with Partner District Counselors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Partners</th>
<th>Special Education &amp; Technical Education</th>
<th>FIGURE 3.1.1: Customer Listening, Interacting, Observing to Obtain Actionable Feedback – Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special Education First Steps outreach efforts Early childhood Coalition Meetings Inclusion Coalition for Employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Education Industry organizations to determine innovative approaches to recruitment and programming—Examples, St. Louis Construction Forum/Foundation, Ameren, Laclede Gas, and MSD Skill Trades Programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3.1-2: Listening Method Stages**

**3.1.a(2) Potential Students and Other Customers**

SSD obtains information regarding potential students in the first stage of their relationship with us – recruitment for technical education and referral for special education. In special education, partner district and SSD staff participate in student support teams in partner districts that design interventions for students before they are evaluated for special education. Families can also self-refer their child evaluation. SSD listens to potential students with disabilities and their families through the special education initial evaluation process and ECSE Coalition. ECSE Coalition meetings include those districts which provide their own early childhood special education; their students will potentially move to school-age programs requiring special education services. To listen to CTE potential students in the recruitment stage, the CTE Program conducts 8th-grade visits at both North and South Technical High Schools to obtain feedback on educational programs and services. Admissions counselors interact with high school and middle school counselors and potential students as part of the recruitment process. Technical high school administration annually reviews the Missouri Connections career interest data from partner district schools when available to anticipate student interest before developing new programs. As some partner districts begin to create technical education programs in their districts, SSD meets with them to determine how each district might contribute to an effective, collaborative partnership. To listen to both students in special education and in technical education post-graduation, a six-month follow-up survey is completed for all of the previous year graduates.
3.1.b(1) Satisfaction, Dissatisfaction and Engagement

SSD determines student satisfaction and dissatisfaction through the systematic use of the Plus/Delta/Rx quality tool in classrooms and other instructional settings. SSD administers an annual climate survey to parents and students in SSD schools. Respondents rate their satisfaction with quality of education, support to students, school administration, safety, school operations, and transportation. These results are used for annual improvement planning and to provide schools with actionable information to address.

Student attendance at each SSD school, program and in SNAP is monitored as one indicator of student engagement. Student engagement is also determined through the number of students participating in Special Olympics. Recruitment and retention rates in the CTE programs and the Applied Technology Services program are monitored to determine engagement. Student engagement is promoted and determined through participation in student groups, student events and sports teams.

SSD determines parent/family satisfaction and dissatisfaction through surveys provided after each initial evaluation and, thereafter, annual IEP meeting. Results of these surveys are reviewed by the process owners of the survey and trends and concerns are brought to the Special Education Process Committee. Parent dissatisfaction is also captured through the PEDA work unit through their measurement of “Issue” phone calls or contacts. Data are analyzed at least quarterly and results that require action are shared with Directors and the ELT, appropriate committees or used for parent education program improvement. The PAC has deployed a parent concerns process in which the council works collaboratively with the administration to resolve concerns. Parents of students receiving Title 1 services in the SSD special education schools and program provide satisfaction and dissatisfaction feedback during the annual telephone survey. All parents of students with disabilities are provided with procedural safeguards at least annually or when concerns are discussed. These safeguards include: Child Complaints, a state-level review process, Office of Civil Rights complaints, a federal review process, and due process filings. Concerns across these processes are tracked and monitored in order to analyze for system issues, identify root causes and apply individual resolutions and districtwide improvements as warranted.

Family engagement is determined through monitoring and evaluating Parent Education program activity. There has been a shift in customer requirements from attending workshops to making information available electronically. Consequently, SSD is currently focusing its efforts to provide information and outreach through the website, PEDA wiki, webinars, online training, Facebook, and electronic newsletters. In addition, the number of parents in each district represented in the annual SSD Parent Leadership Institute (PLI) is monitored and shared with leadership to determine and promote parent/family engagement for the long term.

During strategic planning, development of partnership agreements was identified as a need to promote customer engagement. Directors and their partner district colleagues used the key indicators to self-assess, develop a baseline, determined priorities and created action plans deployment in 2017. The Positive Behavior Interventions and Supports (PBIS) program has an extensive monitoring process to assess partner district participation and engagement in building school-wide behavior support. These measures capture actionable information used in exceeding customer expectations.

3.1.b(2) Satisfaction Relative to Competitors

Although the district does not have direct competitors, the district identified the need for a systematic voice of customer process to determine student and other customer satisfaction, dissatisfaction and engagement. Based upon evaluation of current practice and study of best practice the district developed a systematic VOC process and secured an external agency, K-12 Insight, to develop, deploy and assist in analyzing district-wide surveys. Comparative data are provided through the K-12 Insight database of districts from around the country for standard questions or from nationally published educational research. District schools measure themselves against DESE’s criteria for accreditation in achievement, attendance, graduation rate, and post-graduation placement. Community sites housing job-training programs complete an annual evaluation of program quality for the students at the site. Regional Transition Networks (RTN) bring school and agency partners together in the school to identify student supports and skills needed. The Adult Ed LPN program obtains information from graduates and students leaving the program for other reasons as well as from staff at clinical sites and an Advisory Group. Information is obtained by other agencies that provide special education through the district’s POS program. The POS coordinator schedules student and
SSD determines educational program and service offerings at a high level through its strategic planning process. Annually, the strategic plan is studied and adjusted after reviewing results of improvement plans at the district, region, school and area levels, VOC, research, student performance data and demographic changes. SSD determines student, other customer and market needs and requirements through seeking input through the structures listed in Figure 3.1-1.

SSD identifies and adapts program and services through the student evaluation and the IEP process. The evaluation process determines whether or not a student has a disability and how it may or may not impact their ability to access and benefit from the general education curriculum. A report is written to help the IEP team and/or the student’s educational team including the parents, identify the student’s educational needs. The IEP process is completed on an individual basis for all students found eligible for special education and related services by a multidisciplinary team of special and general educators and the family. The IEP outlines educational programs and services to address the students’ identified needs initially identified in the evaluation. Area coordinators (AC) and principals who supervise special education programs determine when services or programs need to be designed or changed based on student need. Requirements for needed services or intensity of services are also identified through the analysis of formative and summative student data using standardized, norm-based formative assessments such as AIMSWeb, iReady, STAR, district-created assessments, a review of the number of students who are eligible for the MAP-A, and the types of accommodations or modifications students’ IEPs require.

SSD has several methods of identifying and adapting educational programs and services to meet the requirements of students and other customers. Each program varies depending on the level of need. Programs and services are also customized at the region, school or area level through the cascading of improvement plans aligned to the CSIP. At the classroom level, teachers use a classroom learning systems approach, which includes the frequent use of PDSA. Another key method SSD uses to identify and adapt educational programs is through the systematic deployment of program evaluations through the Evaluation and Research Department. The Transition department solicits the eligibility requirements for adult services available after graduation by systematically meeting with two state agencies, Vocational Rehabilitation Services of Missouri and the Department of Mental Health. SSD has partnered with the Community Transition Team and have created a document of key skill requirements for the various post-school outcomes. This document is used in training for educators and parents to help develop a better understanding of behavior and skill requirements for each level of post-school placement options.

To attract new students and other customers and expand relationships with current students and other customers, the district created the Assistant Superintendent of College and Career Readiness. As partner districts develop career technical education programs and the market share changes based on student preferences and district needs, SSD’s collaborative partnership with these districts’ programs will be analyzed to enhance our partnership efforts and make decisions regarding future program development and recruitment needs. SSD’s Assistant Superintendent of College and Career Readiness has attends CTE Director state meetings to determine how to acquire customer satisfaction data and how that data is applied. In addition, applications for programs are analyzed to determine potential program expansion. To attract new students, admissions personnel attend partner school district Open Houses, Curriculum Nights and School Career Fairs to provide information and materials. In the partner and SSD schools, SSD creates opportunities to expand relationships and exceed requirements through the bi-annual PBIS social validity surveys focused on tiered supports for behavior. They are deployed to all administrators and coaches in partner district schools in St. Louis County who implement PBIS (over 50% of county schools). New and re-engaged customers are identified through the Team Contact portion of the recommitment process where the partner district schools and/or districts agree at which level of they will engage in the PBIS process.
SSD provides direct support to parents and partner districts through our administrative structure. For instance, the assignment of partner district ACs to schools is strategic in that ACs are only assigned to one district. Based upon data derived from the external Operational Audit, an innovative management model was deployed that promotes that an AC has no more than 3 schools to increase their ability to be responsive to student, parent and partner district need and provide instructional leadership.

To enable customers to obtain information and services, SSD has a comprehensive explanation of the special education process available through the district website. SSD has a unique service available to parents to meet and exceed their needs through the PEDA program. Three fulltime staff provide direct support to parents and the community. They manage the Family and Community Resource Center (FCRC) from which parents and other customers can access materials on special education and disability-related topics. They provide parent education workshops published in the Parent Connection newsletter. Beginning in 2016-17 school year, the newsletters are mailed home to every household that receives special education services. The newsletter is also posted electronically on the SSD website.

Parents and community members can also access individual support on specific questions and issues through phone discussions or meetings with the PEDA staff. The SSD Parent Leadership Institute, a 3-day professional development program, focuses on helping parents gain the information and support they may need.

In addition, parents can contact the district Compliance Administrator who fields questions regarding the special education process and options for resolutions of concerns. The parents can also access information and support through the PAC whose information is available through the district website.

The SSD website is a key information and support resource for students and families. The SSD special education schools have developed and shared “Partners for Success,” a handbook for families. It is distributed to all SSD school families and includes suggestions on ways families can advocate for their students, a navigation ladder to help families identify the appropriate person to contact when they have questions or concerns, and a number of other resources that families may find useful. Two newsletters, “A Family of Readers” and “Math Wise” are mailed to families of SSD students each quarter.

Key means of student support include provision of special education and other related services defined by the IEP process. Students in the CTE program are supported through the curriculum and the specific trade instruction designed for the student’s selected course of study. Special education and related services for students parentally placed in private schools, parochial schools, and home-school programs in St. Louis County are provided throughout the school year by the Special Non-public Access Program. Students with disabilities are entitled to special education and related services as defined by their Individualized Services Plan (ISP).
The ISPs are written collaboratively with the parents, the private or parochial school staff, and SSD staff to identify student needs and create a support plan to address them.

SSD uses multiple means to determine customer requirements. One of the primary ways SSD determines students’ support requirements is through the Data Team process. Teams of educators review student progress and make data-based decisions regarding the student’s individual needs. All teacher-level staff are part of data teams, which systematically look at student data to determine support requirements. Another way to determine students’ support requirements is through the implementation of classroom learning systems; teachers systematically define the classroom requirements through a review of their district curriculum and student IEP requirements. The Wrap Around process assists families in developing plans centered on providing the family an effective support network to acquire new skills for managing the unique needs of their child. Following the school’s Title I Caseload Plan, reading and math specialists use state and district assessment data to determine which students will receive Title I remedial reading and/or math instruction.

SSD has a wide variety of methods to ensure that requirements and expectations are deployed to all providers of student as well as all other customer supports -- Learning Walks/Walk Throughs, monitoring Transition IEP compliance, the Strategic Planning Process and Cascading Improvement Plans, and Board Policies and Regulations. Special Education Process Committee meets monthly to review performance data and make decisions about issues revolving around special education. The committee prepares professional development opportunities for administrators. The special education process online professional development course is available to staff and an e-learning course is available to parents and the community. These are used to deploy quality and compliance requirements throughout the district. The course is completed by all staff annually. Each summer, the content is reviewed for accuracy with ongoing changes in special education requirements. New special education teachers and related service providers complete the online course with the assistance of special education process facilitators. At the onset of each calendar year, all staff groups participate in a beginning of the year orientation. All orientations share common elements representing organization wide expectations and requirements. Also, a file review is conducted across each of the 22 districts and SSD. IEPs and evaluation are monitored for compliance with state special education regulations and quality requirements. Each of the 22 districts and SSD will be monitored over the course of a 3-year period. Bimonthly administrator professional development sessions are organized providing specific ongoing professional learning for administrators with the expectation that they disperse that information and value set to the staff they support.

3.2.a(3) Student and Other Customer Segmentation
Results of evaluation eligibility are segmented by disability, service needs, and partner district to identify current and anticipate future student segments. Analysis of population trends by disability helps determine needs for both the ECSE student segments and school-aged student segments. SSD uses the PSI scorecard and an annual review of partner district participation rates to analyze enrollment by career cluster and determine market share. To determine future needs for SNAP services, the following data are tracked and analyzed: number of private school students with a public school evaluation resulting in an educational eligibility; number of eligible private school students currently attending SNAP, dually enrolled students; number of private school students with a public school evaluation resulting in an educational disability not attending SNAP; number of private school students referred but not yet evaluated. Similar information is gathered for students attending POS agencies.

The process used to determine customer groups to pursue to increase the number of students served is unique due to SSD’s mission. By federal and state requirement, SSD cannot increase the percent of students identified for special education. It does try to grow effective supports to meet the variety of needs of all students. Those supports promote proactive, multi-tiered interventions for students within the general education programs. SSD’s strategy to influence partner districts is to provide them access to training on effective practices, coaching and leadership support. Examples of programs and systems of support that SSD has provided include the Response to Intervention (RtI) process, PBIS, and WrapAround. We also listen to the CTE Advisory, review the number of applications submitted for each program, conduct student focus groups and surveys, and listen to partner district counselors who are keenly aware of the needs of their students.

3.2.b(1) Relationship Management
SSD markets, builds, and manages relationships with students and other customers through the strategies
depicted in Figure 3.2-1. Outreach and support to high school case managers within the transition planning process and parent education workshops help market, build and manage relationships with students, parents and the community. SSD sponsors a community agency resource fair that focuses on transition, participates in agency resources fairs, and back to school fairs in North County. SSD holds parent education workshops in North County and Central region rather than asking these family members to travel to the SSD Central Office. The ECSE director plans and conducts monthly ECSE coalition meetings where ECSE directors from other districts within and outside of St. Louis County meet to discuss issues, current trends and updates DESE. The ECSE department, also, meets twice annually with partner district EC programs to improve service delivery, identify current trends and issues. ECSE Director meets twice annually with our local First Steps administration and providers to discuss current issues and trends. The purpose of these meetings is to improve the quality of service, transition and transparency between all components.

Other retention efforts include vary student attendance times, devise new program offerings that will appeal to one year students, provide students with multiple opportunities within a career pathway and offer opportunities to be more interactive with other sending school initiatives.

SSD leverages its social media use to enhance student and other customer engagement and relationships by posting a variety of information and positive news, purposefully using photos and other visuals, and analyzing post engagement and other social media analytics. SSD uses that analysis to improve how it uses social media to enhance and increase its relationships with students and other customers. The PBIS Compendium/website is updated annually (presentations, assessment schedules, tools, and resources)

3.2.b(2) Complaint Management
SSD manages and resolves student complaints effectively within the classroom through the use the systematic use of PDSA and, specifically, the use of the quality tool Plus/Delta/Rx. At a district level, several BOE policies provide formal processes for complaint resolutions including: student due process rights, bullying and hazing, reporting and investigating child abuse, prohibition against discrimination, harassment and retaliation, and regulations for compliance grievance procedure. The district’s compliance administrator sends child complaint decisions and actions to all SSD administrators and partner district liaisons through email to promote the recovery of student and other customer confidence, enhance their satisfaction and engagement and avoid similar complaints in the future.

CATEGOR Y 4 – MEASUREMENT, ANALYSIS, and KNOWLEDGE MANAGEMENT

4.1 Measurement, Analysis, and Improvement

4.1a Performance Measurement
4.1a(1) Performance Measures
SSD tracks overall organizational performance through the use of the District Scorecard. Daily operations are tracked through the use of area/building, region, department, and work unit improvement plans. Goal and work teams complete a Suppliers, Inputs, Process, Outputs, Customers (SIPOC) diagram for each objective and strategy area. Goal teams identify characteristics of the objective, strategy and/or process essential for understanding whether or not it will accomplish its purpose. Teams generate lists of potential measures and narrow the list by assessing feasibility, cost, and predictive power. Once the list of potential measures is refined, teams identify stratification factors of data. Data collection methods are specified, comparative data sources considered and performance targets selected. The resulting measures and performance targets are reviewed by senior leaders and the BOE as part of the CSIP review process for overall performance and by process owners for daily operations.

Progress on strategic objectives and action plans are tracked in the on-line Planbase system. Owners are identified at each level and update the system on a timeline approved by the ELT. The ELT uses a team-based decision process to align the scorecard to the district’s vision, mission and values. Key organizational measures include APR, post-secondary outcomes, EES completion, safety plans, transportation on-time rates, vacancy fill rates, and IEP timeline compliance. The fund balance is monitored as a key financial measure. Monthly financial statements are prepared and submitted to the BOE. Financial projections are used to guide personnel decisions and resource allocation. The ELT is addressing an opportunity for improvement with the ELT dashboard process designed to use formative measures with targets for rapid innovation and change.
SSD supports fact-based decision making through by identifying large districts with similar profiles and high performing districts for benchmark data. Goal and work teams consider potential sources of comparative data and information as part of the identification of performance targets. When comparative sources are identified, teams ensure effective use of the data by relying on those data to set performance targets for the school year.

SSD selects voice of customer and market data and information to build a more student-focused culture and to support fact-based decision making for students, parents and staff in SSD schools through processes developed by the measurement team in alignment to the strategic planning process. VOC data and information is selected based upon the listening methods in Figure 3.1-1. The intent of the listening method, the process for gathering information and the breadth of sources are considered when making selection decisions. Examples of measurement selections are as follows: Annual climate and engagement surveys are issued to identify areas of overall satisfaction and concern; IEP process surveys are issued for every IEP, gathering input from students and families; The ELT conducts listening tours annually to gather input from students. Students are given the opportunity to provide input using quality tools, evaluate effectiveness of learning through Plus/Delta/Rx, and analyze individual and class data against the instructional objective.

SSD ensures the performance measurement system can respond to rapid or unexpected organizational or external changes by monitoring state and federal regulations for potential changes; participation in key state level committees, conferences, meetings and other discussions often provide the first indications that changes to the district’s measurement system will be needed. Rapid or unexpected organizational or external changes are considered through the appropriate goal team and committee or work group most responsible for collecting and analyzing the data. High level measures that are part of the Enterprise Management Model (EMM) are referred to the process owner for consideration. After the relevant team or committee determines the needed adjustments through DMAIC or PDSA processes, immediate process changes are identified and the individuals most directly impacted by the changes are informed. Changes requiring significant adjustments in data collection are referred to program evaluation administrator for technical support.

SSD reviews organizational performance and capabilities using the structure identified in the Enterprise Management Model (Figure 6.1-1) and the program evaluation process. Key organizational performance measures are reviewed by the ELT. Program evaluations contain recommendations and action plans for operations and instruction. Schools, areas, regions, and departments have an annual and recurring reviews for their improvement plans. The PDSA process is used in these reviews. Comparative and customer data are gathered during the PDSA process and are used to determine improvements. Through a cycle of learning, the ELT dashboard process is using formative measures during ELT reviews.

The analysis of performance on the strategic plan and balanced scorecard draw on several types of data including student achievement and perception, stakeholder perception, organizational and personal growth and development, operational, and financial. Performance analysis includes examining performance trends and analysis of cause-effect relationships or correlations, change over baseline, disaggregation of all our performance data. Many areas of importance are identified by DESE in MSIP standards requiring annual or biennial analysis and program evaluation reports to the BOE. These reports include goals with objective quantifiable measures, progress on meeting those goals, strengths, opportunities using the PDSA cycle and when feasible a cost-benefit analysis. ELT reviews information from the findings to allocate resources, identify areas of focus in professional development, and identify areas that we can address through community or legislative action or advocacy. SSD utilizes team-based processes to review data to ensure accuracy. The ELT has a regular cycle of reviewing CSIP goals, starting a regular cycle of reviewing organizational measurement items. The ELT responds rapidly through review processes establishing priority for action. ELT team members use a prioritization process to assign responsibility for every strategic priority. Each individual responds to the BOE on a regular basis to update progress. SSD BOE reviews performance and progress on strategic objectives through the superintendent report on Board priorities, reviews and updates on the strategic plan, BOE and governing board approval of the strategic plan, and program evaluation reports.
4.1c Performance Improvement

4.1c(1) Future Performance
Future performance is projected by assessing the recent trends in the measures on the scorecard. After trends are projected, performance targets and stretch goals are set based on comparative data, state or district expectations, or needed growth for beyond proficiency targets. The district uses industry standard comparisons for CTE to project future performance trends; trends are local, state, and nationwide. Projecting staff needs, resource needs, and student outcomes are all in a cycle of improvement to develop a process for projecting performance. Differences are reconciled using PDSA and the use of other continuous improvement quality tools. Teams engage in inquiry to determine the reason for less than expected performance and devise a plan of action accordingly.

4.1c(2) Continuous Improvement and Innovation
SSD projects future performance by review findings on the district scorecard, program evaluations, region improvement plans, department improvement plans, school measures (such as attendance and performance on predictive academic measures); and information from regulatory reviews, legal actions and stakeholder input are integrated into strategic advantages, establishment of project teams and challenges at the strategic planning retreat. Objectives and scorecard measures may be added to the district plan after prioritization and resource analysis. District priorities are deployed at the department and region level through administrative meetings, area/building teams, and through administrators to the school, area work unit, and individual level. Building plan components/priorities are deployed through school improvement plans. SSD shares information about our priorities and goals with our suppliers, partners, and collaborators to meet their needs and with POS agencies we contract with.

4.2 Knowledge Management, Information, and Information Technology

4.2a Data and Information

4.2a(1) Quality
SSD verifies and ensures the quality of non-student organizational data and information through deployment of pre-configured business rules to prevent overspending, adjust expenditures and create financial encumbrances in Lawson, a business enterprise software. Several project teams have been established for data improvement. Accuracy, validity, integrity and reliability of records are ensured through the auditing process. External auditors conduct a random sample of records reviewing process documentation, back up documentation and checking for internal controls such as records access permissions, attendance monitoring and internal audit logs for data entries, data matches, and approval records from Lawson. Student data are checked for accuracy through daily attendance reports and review of grades by each teacher. Access to student information is password protected with leveled access based on user role within the district and is subject to the same auditing controls as non-student data. Access to all student data is limited based on Federal Educational Rights and Privacy Act (FERPA) guidance. Specific field validations are set to control what information is entered. State reports on student data are checked for accuracy once received. Mechanisms are in place for data we report to DESE. Performance data accuracy is also a component of the program evaluation process.

4.2a(2) Availability
Data and information are primarily made available to the workforce in a user-friendly and timely manner through the district’s intranet -SSDLife, the student IEP software -Exceed, staff evaluation software -TalentEd, student information system - Tyler SIS, and student performance data software - EduClimber. Data systems benefit from improvement committees that review data, requirements, and other needed modification information and provide feedback to programmers and staff who make adjustments to the system. Availability of information in Exceed is provided based on appropriate user access levels. Also, based on user access levels, district software applications are accessible through the SSDLife portal. To facilitate the exchange of student information to Partner Districts and key partners, access to Exceed is provided on a FERPA compliant need to know basis. Parents and legal guardians of students with an IEP may access student files by request and progress reports are sent home in accordance with the partner district reporting schedule. Parents have access to their student’s data through a password protected Parent Portal for students in the CTE schools. Software solutions such as EduClimber and TalentEd were selected through cycles of learning to make student and staff performance data more accessible and easier to use.

4.2b Organizational Knowledge

4.2b(1) Knowledge Management
SSD is committed to continuous improvement and sharing best practices across the District in several ways. The four key methods of sharing that are fully deployed include: professional learning; data teams; school, area or department leadership teams; and electronic sharing through SSDLife, Moodle or web-based applications accessed through the SSD portal.
Through a cycle of learning technical assistance teams are being deployed throughout the district as a means of sharing knowledge. The District has an extensive offering of professional learning opportunities made available to all staff through its WisdomWhere course listing software. Planning and Development staff ensure that only those instructional strategies and programs that are research-based are offered on a districtwide basis. Structured mentor programs are provided through Planning and Development for groups of staff and the deployment and improvement of the PCF. Through a cycle of learning, the IT department deployed a process April 2017 to capture issues, service and change requests. Knowledge base articles will be available through this new online system to end users addressing common issues and requests.

Data teams incorporate multiple pieces of data throughout the organization to create knowledge on effective practice. Through a cycle of learning the Evidence-based Framework was deployed to administrators and facilitators/coaches April 2017 to promote a systematic approach to sharing effective practices to all staff. The new strategic plan uses multiple forms of data to guide the ELT to improve the current plan to meet our needs. Transferring knowledge to and from students and other customers occurs through classroom learning systems, PAC, advisory committees to exchange information. Information is derived from program evaluation data and advisory committees to exchange information.

Innovation occurs in the strategic planning process through the ELT. Goal teams identify knowledge needed to address strategic challenges and core competencies and include professional learning needs in the strategic action plans. Culture of established by leadership and workforce approaches in category 5.

4.2b(2) Best Practices
Building, department, and area leadership teams share data and harvest potential best practices to share among their staff either through electronic team sites on SSD Life or at staff meetings. One of the primary means of sharing information and knowledge is through SSDLife. Effective Practice Specialists, Facilitators and Coaches share knowledge and best practices with teachers through professional development and job-embedded coaching. These staff are also used to identify district best practices for sharing and implementation across the district. An example of a tool used to identify such practices is the “Best Practices Inclusive Education Survey”. This tool has been shared with inclusion training participants, directors and other administrators to give to schools. Results will be analyzed to identify what is being referred to as “Pockets of Excellence” so other educators in the county to learn from others using and benefiting from the use of best practices in this area. Student information is shared with parents through the parent portal in the School Information System (SIS). SSD utilizes content area specialists to identify and share best practices within the district.

These data coaches, literacy coaches, facilitators, effective practices specialists and curriculum coordinators utilize available district data sources, direct observation, and team discussions to compare classroom and district performance against available literature and state/federal guidance. When a best practice is identified the information is disseminated through data teams, staff meetings and SSD Life. Direct teacher sharing of best practices occurs through data team discussions and cohort meetings where groups of teachers working with similar student populations meet with content specialists to discuss effective practices. The use of project teams provides an additional opportunity for the district to identify and disseminate best practices. When appropriate, project teams determine the current state of the process or processes being improved. These measurements allow teams to identify performers that are achieving results above the overall system capability. Project teams are then able to incorporate this information into the redesign of the processes and disseminate that information to the relevant stakeholder groups.

4.2b(3) Organizational Learning
Knowledge and resources are embedded through ongoing professional development that are committed to lifelong learning, professional growth plans, data team initiatives, and the mentor process combined with growing knowledge base of technology services. Needs for learning are identified through strategic planning and service requests/incidents. SSD provides online and blended learning opportunities for staff to promote flexible/any-time learning and self-sufficient users. The IT service desk process distributes information and knowledge aligned to a service catalog for all staff in an easy to use portal addressing common requests and incidents.

CATEGORY 5 – WORKFORCE
5.1 Workforce Environment
5.1a Workforce Capability and Capacity

5.1a (1) Capability and Capacity
SSD assesses workforce capacity needs through staffing allocation based on student population and equity across the county; analysis of vacancy levels;
and accomplishment of strategic action plans. Staffing allocation based on analysis of population trends, teacher caseloads, student-to-teacher ratios, student-to-paraprofessional ratios, and comparison of staffing across districts is considered through the budget process. Based upon the analyses, the district reallocates staff for the upcoming school year and to determine equitable teacher caseloads. Teacher caseloads consider high levels of student need. Career Technical Education (CTE) uses its program status indicator (PSI) scorecard to address program and staffing capacity through analysis of student enrollment by career cluster. CTE career cluster program capacity is guided by the annual review of industry standards set by outside accrediting bodies such as the American Welding Society and state departments of education.

SSD assesses workforce capability through ongoing monitoring of certification and licensure status, performance on required electronic learning platforms, classroom and on-the-job observations and the performance-based evaluation process for each instructional workforce segment. Workforce skills and certification or licensure required for special education or technical education assignments are mapped to the assigned teacher’s certification or licensure. When gaps are identified, Human Resources and the supervising administrator, collaborate to determine a plan to address the need. CTE career clusters and technical trade areas have unique certification and licensing requirements. Manager of College & Career Readiness ensures individuals in certified programs maintain personal certification for curriculum, equipment, tools and safety.

5.1a (2) New Workforce Members
SSD engages in local and targeted university job fairs, maintains university relationships with special education and student services departments, and participates in recruitment opportunities at local and national professional conferences to recruit teacher-level talent. Once a specific vacancy is created, it is posted on relevant websites, advertised through local media or professional publications, and/or meeting potential candidates through key contacts at local universities as appropriate. The district uses a research-based and structured screening process from Humanex/Ventures to select teacher-level candidates to participate in the interview process. Interview questions help the hiring administrator identify a candidate’s sense of purpose, beliefs, and attitudes about the education and students, and interpersonal skills consistent with the District’s core values. In 2011, the District added the Ventures Frontline screening profile questionnaire and Ventures interview questions for all other segments of the workforce. A second screening tool, Polaris was added to ensure applicants from diverse cultures are not screened out. Administrators select from remaining candidates for technical interviews. Background checks based on guidelines outlined by DESE are completed prior to officially recommending a candidate for employment to the Board of Education. During the 2016-2017 school year, the District chartered a formal project team to review and redesign the teacher hiring process to improve the effective and efficiency of the initial screening process to increase the number of candidates available to SSD administrators for technical interviews. This redesign is currently in the control phase of implementation.

Staff retention strategies begin immediately upon employment with formal onboarding, training, and induction processes for all workforce segments. New employee orientation is scheduled to introduce new employees to the culture of student success, collaboration, integrity, stewardship, continuous improvement and equity.

New teacher orientation is held annually with the mission of providing high quality professional learning so that newly hired teacher-level staff will feel welcomed, connected, prepared for their first 30 days. Orientation activities and professional learning span three days and includes a meet and greet with administrators, a resource fair, professional learning connected to Missouri Educator Standards, special education process and non-violent crisis intervention. New teacher-level staff hired after the start of the school year, receive abbreviated new teacher orientations held throughout the year to address effective practices, special education process and non-violent crisis and intervention.

SSD provides a comprehensive and rigorous induction and mentoring program exceeding Missouri’s minimum requirements. All new teacher-level staff are enrolled in the district’s induction program, the Academy. Teacher-level staff new to the profession participate in the Academy for three years. Teacher-level staff who come to SSD with previous experiences participate in the Academy for two years. Year one incorporates a formalized professional development structure and includes tiered support provided by district-level facilitators, school based mentors, special education process partners and coordinated professional learning that is in alignment to Missouri Educator Standards in collaboration with the administrator. Effective
instruction and specialized instruction to improve student performance is emphasized. Analysis of student data provides facilitators and mentors a focus for differentiated support. Throughout the Academy, teacher-level staff use a variety of data sources to self-identify goals to further expand and refine effective practices and resulting impact on students. Facilitators support educator self-directedness through cycles of observations, feedback and coaching.

School based mentors help beginning special education teachers adjust to the school culture. Based upon evaluation of the induction process, the District added a component to assist with procedures related to the IEP process. All new hire teacher-level staff, those new to the profession and new to the District, are assigned a special education process mentor to support them with the detailed special education process and the related paperwork management.

Academy effectiveness is measured through multiple data sources including: teacher collected pre-and post-test student achievement and progress monitoring data; collaborative coaching logs; observations conducted by facilitators; retention rates; administrator, teacher and mentor surveys; professional learning evaluations; and a program exit survey. Similar programs are in place for new administrators, speech language pathologists, school psychologists and other student service providers. New paraprofessionals participate in training on District procedures, behavior management, effective practices for classroom learning systems, and non-violent crisis intervention (NCI). Additional new paraprofessional trainings are held throughout the year to avoid gaps in learning for newly hired staff. Administrative support personnel participate in an annual orientation as a learning opportunity to enhance job knowledge, professional responsibilities, and interests. They have an opportunity to participate in a minimum of five (5) hours of professional learning as part of a growth plan and discussion during their performance based evaluation. Course offerings aligned to the District CSIP are communicated through a newsletter and tracked through the District’s professional learning system, Wisdomwhere.

SSD ensures the workforce represents the diverse ideas, cultures, and thinking of the hiring and student community by increasing recruitment efforts at universities with diverse populations, adding an applicant screener sensitive to diversity, monitoring workforce diversity, and pursuing an teacher development program” in collaboration with local universities. In addition, the Superintendent has a student advisory council to solicit voice of the customer and the ELT utilizes listening tours throughout the year to obtain voice of customer from students.

5.1a (3) Workforce Change Management
SSD prepares the workforce for changing capability and capacity needs by completing the current to future state analysis, identifying barriers to change, identifying how the change will be implemented, designing professional development and providing employees with communication regarding upcoming changes. Capacity needs are driven by the student population. The district uses student numbers and a caseload standards based on services provided to determine staffing needs. If a position is eliminated, the staff member is reassigned to a position in another location where there has been a retirement, resignation, or termination of employment. Guidelines for reassignment outlined in the appropriate union joint resolution are followed. Instructional staff are afforded an opportunity to transfer into vacated positions to find the best fit for their skills and preferences. When classified positions are affected, the Human Resources Department follows the joint resolution guidelines to find the appropriate assignment.

SSD prepares the workforce for change in organizational structure and work systems through open communication, listening to employee feedback and providing opportunities for employees provide input into design decisions.

5.1a (4) Work Accomplishment
The workforce is organized into four segments: CTE, which supports the core competency of delivery of career technical education; special education schools; partner districts, which are organized to accomplish the core competency of comprehensive delivery of specialized instruction; operational support departments, which support the core competencies across all segments.

Focus on students and student learning begins with the communication of mission, vision, values, and deployment of the CSIP. The Enterprise Management Model (Figure 6.1-1) shows the integration among the district’s MVV, core competencies, CSIP goals, work processes and key performance measures. Improvement plans aligned with the CSIP cascade from the strategic level to all levels of the organization. Alignment of the strategic objectives to the work to be accomplished is vital to the success of
the organization. The district has leadership and work team structures in place to deploy and implement strategic objectives, timelines, and related actions described in category 2. Leadership teams at the school, region, department, area and work unit levels monitor implementation of plans and provide stakeholder input into overall work operations.

5.1b Workforce Climate

5.1b(1) Workforce Environment

SSD addresses workplace factors to ensure and improve workforce health, security and workplace accessibility by numerous methods as shown in Figure 5.1-1. Board policies align to local and state regulations surrounding workforce safety, health, and wellness and has established several committees to ensure the safety and welfare of all workforce segments.

The Safety Committee identified several existing vulnerabilities in security and implemented a Visitor Management System for security at SSD schools and the SSD Administrative Offices. Additional security measures were addressed at the SSD Administrative Offices by employing evening security officers, expanded parking lot lighting, implemented a new master key system, and will install a new card access system for security at SSD schools and Administrative Offices. A chemical hygiene program has been implemented at SSD Schools to ensure chemical safety in the workplace.

Work Safety Committee meets on a monthly basis to review employee injury data and identify improvements. A post-incident investigation process was implemented in all SSD schools, sites, and partner district pilot locations. Action plans are developed and data analyzed to monitor frequency, costs and trends. Personal Protective Equipment procedures were established due to a large number of student biting incidences.

The Wellness Committee’s mission is to improve the health and well-being of SSD employees and promote healthy lifestyles which, in turn, fosters an environment to enhance student success. Wellness champions throughout the district help promote wellness initiatives and activities. A wellness survey is distributed to staff to better understand needs, interests and what motivates employees to participate. SSD provides numerous wellness activities such as free flu shots, yoga, free massages, and various supports during benefits open enrollment to promote health and wellness.

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<tr>
<th>Methods to Address</th>
<th>Measurement/Goals/Timeframes</th>
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<td>Blood borne pathogen training</td>
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<td></td>
<td>Employee Assistance Program</td>
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<td>13.2%</td>
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<td>15.9%</td>
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<td></td>
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<td>Yes</td>
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<tr>
<td></td>
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<td>Annual employee health services</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
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<tr>
<td></td>
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<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
<td>Fig.7.1-24</td>
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<td>Tornado/Earthquake drills</td>
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<td>Elevator inspection</td>
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Figure 5.1-1 Workforce health, security
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<tr>
<td>Compensation</td>
<td>• Salary scales negotiated with workforce unions</td>
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<td>• Strategic objective to ensure salaries are competitive with Ed-Plus median</td>
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<td>for all positions</td>
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<tr>
<td></td>
<td>• Annual step increases for instructional staff</td>
</tr>
<tr>
<td></td>
<td>• Bidding for bus routes</td>
</tr>
<tr>
<td></td>
<td>• District-paid health, life, dental and vision insurance</td>
</tr>
<tr>
<td></td>
<td>• Personal days and sick days</td>
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<tr>
<td>Incentives</td>
<td>• Advancement on salary channel for teacher-level staff with additional college</td>
</tr>
<tr>
<td></td>
<td>hours, master’s degree, or doctorate</td>
</tr>
<tr>
<td></td>
<td>• Internal posting for administrative positions</td>
</tr>
<tr>
<td></td>
<td>• Cause for Applause recognitions</td>
</tr>
<tr>
<td></td>
<td>• Perfect attendance award and stipend</td>
</tr>
<tr>
<td></td>
<td>• Release time for professional development</td>
</tr>
<tr>
<td></td>
<td>• Sabbatical leave</td>
</tr>
</tbody>
</table>

**Figure 5.1-2 Workforce Benefits**

5.1b(2) Workforce Benefits and Policies

While interactions with students and support received from dedicated co-workers are central to the district’s appeal to the workforce, the District supports staff through providing several benefits as noted on Figure 5.1-2. SSD offers competitive salaries and comprehensive insurance benefits to its full-time staff. Employee pay is based on salary schedules, for each pay grade and step. The salary of teacher-level staff increases as levels of graduate education are attained. This incentive to reward the time and effort of teachers to increase their knowledge and skills supports the District core value of continuous improvement. SSD offers an open access medical plan for staff. Management meets with outside consultants and a benefits committee (comprised of representatives from all unions within SSD) to determine plan design and vendors to utilize for SSD’s benefit programs. Health insurance coverage is paid for by the district and provides employees with a wide range of choices in physicians, hospitals and pharmacies. SSD provides employee dental, vision, life insurance and an employee assistance program at no cost. Employees have the option to add spouse/dependents to the health plan and purchase optional life insurance at their own expense or to opt-out of the District’s benefit plan. Cost of insurance is added to the employee’s salary in determining the retirement contributions amount for the employee and the district-paid contribution.

To help staff understand and value their benefits, frequently asked questions have been developed to help staff understand and value their benefits. All benefit information is posted on SSD Life assist employees in a timely manner. The district utilizes provider networks for the medical, prescription, dental and vision plans located throughout the region allowing convenient access to quality providers. An annual employee health services fair is available to all staff, family members and retirees to offer benefit education, free mammograms, free blood work, etc. Services have been expanded to other locations to accommodate more staff during the school year. SSD provides competitive leave benefits including time for holidays, illness, bereavement, and up to a year of sabbatical leave. In addition, SSD offers teacher-level staff up to 90-days of unpaid leave for education and childrearing purposes after one year of employment.

All full-time employees of the District and those that are regularly scheduled to work over 19 hours per week are enrolled in a state public school retirement plan through which the employee and the District contribute matching amounts. Employees are fully vested in the plan after five years of continuous service. Additionally, staff can make contributions to several tax-deferred savings plans.

5.2 Workforce Engagement

5.2a Workforce Engagement and Performance

5.2a(1) Organizational Culture

SSD fosters an organizational culture characterized by an engaged workforce and high performance through staff commitment to district values embodied in the Standards of Excellence (Figure 5.2-1). Development of the Standards entailed identifying behavior characteristics associated with district values through administrative meeting input and listening tours then completing a content analysis. Deployment to all members of the workforce occurs through orientation, print material, electronic messaging and new staff training. A formal recognition system, “Cause for Applause” was launched in 2015 to acknowledge staff who exemplify the Standards.
SSD Standards of Excellence

- We believe all students can be successful.
- We focus on each student’s potential.
- We value all people for their individual strengths.
- We collaborate with parents, students, staff, and stakeholders.
- We respect the opinion of others.
- We strive to continuously improve our performance.
- We embrace our role as ambassadors for the District.
- We take pride in our work.
- We believe that what we do is more than just a job.

Figure 5.2-1 Standards of Excellence

SSD fosters an organizational culture characterized by open communication. A Superintendent update is provided through regular email to administrators, added to SSD Life, and at administrator monthly meetings and training. ELT members present relevant information during Administrator monthly meetings. Directors hold regular meetings with administrators to review progress on improvement plans and seek input on enhancements on operational processes. Principals and Area Coordinators meet with leadership teams to guide and monitor the implementation of improvement plans. Classroom learning walks, feedback from ELT listening tours, advisory councils and electronic sharing via SSD Life provide staff an opportunity to benefit from the diverse ideas, cultures and thinking of the workforce. Feedback from students during ELT listening tours is used in the design of back-to-school orientations for the workforce. The district recently deployed a “Let’s Talk” program to solicit feedback from internal and external stakeholders as a means to foster two-way communication.

Engagement Sample Questions

| Feedback – I feel appreciated for the work I do |
| Shared values – My SSD supervisor encourages me to always do my best |
| Leadership – I trust my SSD principal or SSD area coordinator to make good decisions for students |
| Communication – My SSD supervisor is willing to listen to new ideas. |
| Loyalty – I would recommend SSD as a place to work. |
| Pride – I am proud to work for SSD. |
| Satisfaction – I feel personal satisfaction with my job. |

Figure 5.2-3 – Engagement Questions

Data teams, leadership teams, goal teams and project improvement teams provide a culture of high performance and collaboration. Engagement of staff across various roles in teams for a common purpose ensures that the organizational culture benefits from the diverse ideas and thinking of employees. The multidisciplinary nature of IEP teams and evaluation teams promotes creative thinking and innovative improvements to meet challenging student needs. High performance is formally recognized through several district programs and practices as noted in Figure 5.2-2.

Formal District Practices to Recognize High Performance

- SSD Salutes Banquet
- Key to the Classroom Award (teachers)
- Teacher of the Year
- Building Block Award (paraprofessionals)
- Lasting Impression Award
- Milestones banquet

Figure 5.2-2 Performance Recognition

5.2a(2) Drivers of Engagement

To determine key drivers of workforce engagement, the workforce goal team researched effective practices by reviewing information from GallupQ12, ADP Research, Baldrige winner applications and consulted with SSD survey vendor, K-12 Insights. After deployment of the engagement survey, an overall rating was calculated for each survey item that was based on the responses from all survey participants. Correlations to overall engagement for each survey item were conducted to determine how strongly each item was related to the overall engagement of a participant. Key drivers were determined from survey items with the highest correlation based on all staff and workforce segments. Questions used for determining drivers are listed in Figure 5.2-3

5.2a(3) Assessment of Engagement

To assess workforce engagement, a climate survey and engagement survey are deployed to all staff. SSD uses additional indicators to assess and improve workforce engagement. Retention data and workforce attendance are monitored on the ELT dashboard. During the ELT annual strategic planning process, workforce engagement data and quarterly safety updates are used to set priorities. Informal methods of workforce engagement are noted in Figure 5.2-4.

Informal Engagement Assessment

- Let’s Talk
- IEP Family Survey
- Staff meetings
- Classroom observations
- Classroom walk-throughs
- Teacher advisory
- Area coordinator advisory
- Bi-monthly administrator training
- Exit interviews
- Union Negotiations
- Employee grievances
Administrators
New Administrator Training, 1st year cohort
Director of Planning and Development provides training and coaching support
ELs and various instructional and support administrators provide professional learning opportunities once a month
Superintendent dialogues are held three times during the year to provide strategic direction and two-way communication
Individualized mentoring is provided by current or retired administrators

New Administrator Training, 2nd year cohort
Director of Planning and Development provides training and coaching support
Mentoring is provided by current or retired administrators on an individual basis

Staff and Content

<table>
<thead>
<tr>
<th>Staff</th>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teacher-level staff</td>
<td>Classroom learning systems</td>
<td>Instructional facilitators provide training and coaching</td>
</tr>
<tr>
<td></td>
<td>Data teams</td>
<td>Data coaches provide training and coaching; data leaders provide support</td>
</tr>
<tr>
<td></td>
<td>Special education process training</td>
<td>Facilitators provide overview, online training, help sessions</td>
</tr>
<tr>
<td></td>
<td>Research-based instruction, special education, disability-specific content</td>
<td>Facilitators, coaches, effective practice specialists, administrators, contracted subject-matter experts provide training and various levels of supports</td>
</tr>
<tr>
<td>Instructional staff</td>
<td>NCI training with certification</td>
<td>NCI-certified staff provide training and yearly retraining</td>
</tr>
<tr>
<td>New teachers Academy</td>
<td>Year 1: Effective Practices</td>
<td>Instructional facilitators and effective practice specialists provide training and technical support; school-based mentors provide operational support for beginning teachers* and new hires**</td>
</tr>
<tr>
<td></td>
<td>Year 2 - strategic instruction</td>
<td>Facilitators and effective practice specialists provide content-based training and coaching differentiated by assignment for beginning teachers</td>
</tr>
<tr>
<td></td>
<td>Year 3 – strategic instruction</td>
<td>Year three teachers continue their course of study from year two and in alignment with educator’s Professional Growth Plan</td>
</tr>
<tr>
<td>CTE Teachers</td>
<td>Industry-standards</td>
<td>Trade teachers attend trainings to maintain updated industry certifications</td>
</tr>
<tr>
<td>New Paraprofessionals</td>
<td>Behavior management training</td>
<td>Teacher-level staff and facilitators with expertise in applied behavior principles provide classroom management training</td>
</tr>
<tr>
<td>All Instructional staff</td>
<td>Special education interventions, disability-specific, role specific content, technology</td>
<td>Facilitators, coaches, effective practice specialists, administrators, contracted subject-matter experts provide training and various levels of supports</td>
</tr>
<tr>
<td>Administrators</td>
<td>Administrator Training: Leadership, procedural and instructional practices</td>
<td>ELs, SSD administrators or contracted consultants provide training the first and third Wednesday of each month</td>
</tr>
<tr>
<td>New Administrators</td>
<td>New Administrator Training, 1st year cohort</td>
<td>Director of Planning and Development provides training and coaching support</td>
</tr>
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<td></td>
<td>ELs and various instructional and support administrators provide professional learning opportunities once a month</td>
</tr>
<tr>
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<td></td>
<td>Superintendent dialogues are held three times during the year to provide strategic direction and two-way communication</td>
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<tr>
<td></td>
<td></td>
<td>Individualized mentoring is provided by current or retired administrators</td>
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</table>

Figure 5.2-4 Informal Assessment of Engagement

5.2a(4) Performance Management
SSD supports high performance and workforce engagement through its performance-based evaluation (PBE) system. Staff members participate in the PBE on an annual basis to improve performance and to verify re-employment recommendations. During the academic year, employees are given formative feedback on PBE standards and indicators so they have an opportunity to improve or exceed the standards. SSD fully adopted the Educator Evaluation System (EES) in 2015 for teachers and speech-language pathologists. The district is extending the EES to all instructional workforce groups to replace other existing systems. The PBE focuses on providing accurate, reliable data, identifying growth opportunities in educator performance allowing new learning and focused feedback to be applied to generate growth in instructional practice. The EES employs a developmental sequence defining a professional continuum which articulates how knowledge and skills of educators will strengthen. The professional continuum identifies expectations of performance at the candidate (pre-service) level and at four levels of performance for the teacher. Another component of the EES system focuses on student growth plans and student involvement in their success. The PBE and EES reinforces intelligent risk taking by encouraging practices leading to performance with distinction.

5.2b Workforce and Leader Development

5.2b(1) Learning and Development System
SSD’s learning and development system supports the District’s needs and the personal development of the workforce through the use of the district’s planning professional learning process. The process addresses SSD’s core competencies, strategic challenges, and achievement of short-and-long-term action plans by stratifying needs assessments results through a prioritization matrix and aligning professional learning to the CSIP. This process improves focus on students and other customers by identifying stakeholders, determining the method of a needs assessment, deploying needs assessment, and analyzing needs assessment results. The SSD learning and development system supports the ethics and ethical business practices through staff participation in annual Safe Schools training and back-to-school orientations. SSD plans for the reinforcement of new knowledge and skills on the job by using the standards of professional learning and through the use of SSD staff developers (coaches, facilitators, etc.) providing job-embedded supports. Key components of the workforce development system are listed in Figure 5.2-5.
Figure 5.2-5 Workforce and Leader Development

5.2b(2) Learning and Development Effectiveness

SSD evaluates the effectiveness and efficiency of its learning and development system through the biannual professional development program evaluation and by aligning the feedback form to Guskey’s five levels of evaluation, analyzing support log data, analyzing collaborative log data, and annual PDC reports to the Board of Education. It correlates learning and development outcomes with findings from the workforce engagement findings and key organizational results by monitoring CSIP objectives on the SSD Summative Scorecard. These correlations are utilized in the SSD Planning Professional Learning process to identify opportunities for improvement in both workforce engagement and learning and development offerings in the organizational professional development plan.

5.2b(3) Career Progression

SSD manages career progression through the development and implementation of educator growth plans or professional learning plans. The district recruits employees to apply for the year-long Teacher Leadership Academy. This program builds on the participant’s involvement and learning from informal leadership opportunities such as participation on area/building leadership team and district committees. SSD carries out succession planning for management and leadership positions through its two-year administrative internship program. This program uses a recruitment and hiring process which encourages internal and external candidates to apply for the two-year program. The program is guided by a scope and sequence aligned to the DESE leader standards and indicators and supported by attendance at monthly half-day learning sessions and the guidance of a mentor. Staff who complete the two-year internship are prepared for an administrative position as measured by the application and hiring process. Opportunities for promotion are available to all employees who meet the requirements for desired positions through the application process.

CATEGORY 6 – OPERATIONS
6.1 Work Processes
6.1a Program, Service, and Process Design

6.1a(1) Determination of Program, Service, and Process Requirements

SSD determines key educational program, service and work process requirements through the annual CSIP planning process, program evaluation, ongoing continuous improvement of existing programs, services and work processes and portfolio management. The Enterprise Management Model (Figure 6.1-1) depicts key work processes and how they are linked to the MVV, core competencies and key performance measures. During strategic planning, senior leaders consider areas such as regulatory requirements, federal and state statutes, internal standards, occupational standards, BOE policies, MVV, core competencies, input from advisory groups, stakeholder survey data, voice of customer processes and CSIP goals to identify key requirements for high level and priority programs and processes. Student specific requirements are considered by each IEP team. Department process owners utilize PDSA and result measures to develop and improve department processes to meet internal and external customer requirements.

At the classroom level, teachers utilize a PDSA process to create and improve classroom systems to meet student requirements by each IEP team as they consider the student’s need for special education services, supplementary aids and related services. Department process owners utilize a PDSA cycle and results measures to develop and improve department processes to meet internal and external customer requirements. At the classroom level, teachers utilize PDSA to create and improve classroom systems to meet student requirements.

6.1a(2) Key Work Processes

Figure 6.1-2 depicts key work processes and requirements.

6.1a(3) Design Concepts

SSD uses the principles of PDSA and Define, Measure, Analyze, Improve, Control (DMAIC) to design educational programs and services and work processes to meet requirements. Project teams charted by the ELT use the DMAIC model to design and redesign for innovation. Employees routinely use the PDSA process to review district and department level processes. Administrators utilize PDSA to review district level student results to design or improve educational programs and services.

Teachers utilize PDSA to analyze results from classroom goals, individualized student goals and other student assessment data to determine any changes that may be needed in educational programming at the classroom level. Results are analyzed to assess whether current educational programming or processes are producing positive student outcomes and support processes are meeting expectations. New work processes are partially deployed within a segment of the workforce to address design errors prior to full scale deployment. Teams evaluate and adjust process to ensure the new process is responsive to customer needs.
Figure 6.2-2 Key Work Processes

When designing or redesigning a process, SSD incorporates new technology, organizational knowledge, program and service excellence, and customer value into programs, services, and processes by using a Suppliers, Inputs, Process, Outputs and Customer (SIPOC) process within the Define phase of DMAIC. To consider risk and the potential need for agility, the deployment strategies typically a pilot phase or a staggered roll-out of the process allowing for improvements before full district roll-out.

6.1b Process Management and Improvement

6.1b(1) Process Implementation

SSD ensures day-to-day operations of work processes meet key process requirements by linking the process outcomes to a key performance indicator either measured by a key work process or a CSIP metric, then identifying the in-process measures. Use of work processes are also monitored through implementation of improvement plans. For instance, special education services are monitored on an ongoing basis through the IEP process and parents receive a satisfaction survey to address their engagement and satisfaction with the student evaluation and IEP process. Parents are provided the opportunity through the survey to request contact from a director. The director receives a notification from the survey via email indicating a parent would like to be contacted and the SL contacts the parent. The IEP improvement committee meets quarterly review the results and conduct a cycle of improvement for special education process. Two of the quarterly meeting include parents. Directors receive results monthly from the parent survey and all administrators have access to a dashboard system that provides data on the IEP survey results. Delivery of career technical education is monitored through skill assessments on specific trade requirements. Partnership and stakeholder relationships are managed through the partnership agreements and advisory groups. Partnership agreements are developed annually,
materials and capital. For example, the distribution center manages the inventory of protocols and electronically tracks cycle time from computer request to delivery to ensure user; business and finance tracks financial revenue and expenditures to date compared to budget and previous year data, safety and security conducts safety audits and institutes improvements.

6.1b(3) Program, Service, and Process Improvement
SSD uses a systems approach to continuous improvement to improve work processes to increase student learning, improve educational programs, services and performance to enhance core competencies and reduce variability. To achieve alignment, each school, department/work unit, region and area has goals and measures and improvement plans that align to the CSIP. To achieve systems improvement, the District adopted PDSA at all levels of the organization. PDSA has been deployed through professional development, modeling, sharing of teacher practices on SSD Life and using systems checks to monitor the use of the principles and practices of continuous improvement.

Operational support departments have each identified their key processes and created process maps. Process maps are warehoused on SSDLife. Operational and instructional departments have outlined work processes on the Process Classification Framework (PCF). District level project improvement teams utilize the DMAIC process.

6.1c Supply-Chain Management
Through a cycle of improvement, SSD improved supply chain management processes. SSD's supply chain is managed through the mobile supply chain management process. The new process have incorporated handheld scanning devices. The process has improved efficiency and effectiveness of managing inventory, distribution and organization of district materials and capital. For example, the distribution center and instructional administrators developed a process for speech language pathologists to request and receive testing protocols needed for student evaluation. The distribution center manages the inventory of protocols and electronically alerts administration when protocols need to be purchased. This process has improved distribution of protocols and budgeting process as administrators are more accurately account for materials.

6.1d Innovation Management
SSD pursues opportunities for innovation through the strategic planning and portfolio management processes. The district pursues strategic opportunities for intelligent risks in four ways: based on the SWOT and environmental analysis conducted at the planning retreat; through ideas generated by District goal teams for potential inclusion as future objectives or strategies; ongoing monitoring of potential changes in legal or regulatory guidelines; through the portfolio management process. Through the strategic process, an objective or strategy is developed and assigned to a district goal team for overall feedback, design of measurements, development of action plans, timelines and identification of professional development and other resources needed to accomplish the plan. The innovation and associated action plan is considered when the ELT members prioritize action plans, complete a capacity analysis and make a decision regarding action plans to be accomplished during the annual CSIP cycle. Through the portfolio management process, ELT members utilize a priority matrix to prioritize issues, determine return on effort and District alignment.

6.2 Operational Effectiveness
6.2a Process Efficiency and Effectiveness
SSD controls overall cost of operations through policies for purchasing aligned with state law and Missouri School Board Association (MSBA) recommendations. The undesignated fund balance in the operating funds are maintained at a level sufficient to provide the resources required to meet operating cost needs, to allow for unforeseen needs of an emergency nature, and to permit orderly adjustment to changes resulting from fluctuations of revenue sources. SSD implemented a zero based budgeting model beginning in FY16. Individual ELT members review budget requests for their area of supervision with the Superintendent and Finance team. A collaborative approach refines the requests to arrive at a final budget for each area. The entire budget is then reviewed by the ELT evaluated and then presented to the Governing Council and BOE for approval. Additional cost control and efficiency is achieved district purchasing processes requiring formal competitive bids for expenses over $15,000 and price quotations for purchases between $3,500 and $14,999. Cost control is balanced with student need by considering both aspects during strategic planning through the strategy mapping process.

6.2b Management of Information Systems
6.2b(1) Reliability
SSD developed security guidelines and technology plan aligned with legislative and DESE requirements to ensure reliability of information systems. The CTO owns the security plan and ensures management and operations of the plan. The security plan requires a three week maintenance schedule to update operating systems and install security patches on all servers. A technology plan establishes refresh cycle for hardware supporting software and networks.
The district has several processes for ensuring the security and cybersecurity of sensitive and privileged electronic and physical data. The electronic security guidelines require the following: password requirements with required password reset intervals (every 90 days), multi-step authentication for user log in, and off site disaster recovery. SSD has account access guidelines and process which requires a user to complete a computer access form and mandates supervisor approval prior to granting access to privileged information; SSD implemented a process to deactivate accounts per DESE requirements.

SSD implements the following processes for security of privileged physical data and information: an internal customer and external customer access process for student records to ensure confidentiality of student information; a device management process; dual control process for banking systems and an internal control plan for financial security including processes for expenditures and revenue. Capital items are barcoded and housed in locked cage at the distribution center.

In the event of a cybersecurity attack, SSD documents the time of the incident, evaluates the risk of the attack and implements an avoidance plan. Proofpoint is utilized to scan email and filters every email. Virus protection is on every computer. Employees are trained on fraud and are required to sign a usage agreement annually.

6.2c Safety and Emergency Preparedness
6.2c(1) Safety
SSD provides a safe operating environment through proactive measures including: a worker’s compensation committee; environmental health and safety committee; quarterly building safety audits with written reports of actions to be taken; and regularly scheduled safety program evaluations.

The Director of Safety and Security coordinates with principals; local police and emergency personnel to provide a safe working environment in all district facilities, and manages visual posting of emergency information such as evacuation maps and fire extinguishers. First aid kits are located in each building for staff usage. Each building has a customized Emergency Preparedness Guide to address safety and emergency situations.

SSD implemented the following improvements for facility and bus security: interior door locking key management system and exterior door locking system; to secure after hours traffic flow, SSD added evening security person; bus drivers turn keys in after each route, homeland security audit for bus safety, and check for sleeping children after every route.

6.2c(2) Organizational Continuity
SSD’s disaster and emergency preparedness system consider prevention, continuity of operations and recovery through the following: the workforce has succession plans in place for reliance on key administrators and cross training for multiple staff within a department; maintain a stock of essential supplies to prepare for any emergencies with suppliers; loaner technology is available for key workforce members to work offsite in case of emergencies; ease of access to temporary staff who have knowledge of the organization in the event that permanent staff are unavailable; vendors are in place for substitute teachers and teacher assistants to maintain continuity of instruction if permanent staff are unavailable; voice over IP network and in the event of a lengthy emergency, phones can be moved to an offsite location; back-up systems are out of Atlanta and Denver in the event of a major outage.

Cell phone repeaters at CO for emergency personnel to have access to radios and phones and staff to have access to cell phones; conference call line for an emergency communication system; failover phones that do not require electricity. Additional improvements: emergency generator at CO that runs access to building in the event of a power failure; evacuation plans in the event of an emergency; visitor management system deployed in all SSD owned buildings; a card access system at CO and new lights in the parking lot.

Information technology (IT) systems are secure for students. Students have their own student identification log in and Palo Alto content filtering to ensure student internet safety and off site content filtering for students who receive devices from SSD for home use. IT systems are secured by: limiting the number of administrators on servers; ensuring the guest wireless password is reset monthly and tunneled directly to the internet; Google apps are locked with only apps meeting security guidelines available for use; training with staff; students on cybersecurity and school policies and staff are issued cybersecurity tips. Partner District staff that need access to IEP information follow an annual process for account access for external users or reapply annually as accounts are deleted.
7.1a Student Learning and Customer-Focused Service Results

Key student outcomes include academic growth, graduation, and post-graduate outcomes. The Missouri Assessment Program (MAP) test is a summative assessment of academic achievement. Performance on the assessment contributes to the District’s accountability rating. MAP Index scores for students who attend SSD schools in the content areas of English Language Arts (ELA) and math are shown in Figures 1 and 2. The MAP Index is calculated based on the proportion of students who perform at each of four achievement level ranges (Below Basic, Basic, Proficient, and Advanced). The Index effectively penalizes districts and schools with large numbers of students who perform in the lowest range, Below Basic. Results are disaggregate by SSD overall, SSD CTE program (i.e., North Technical High), and SSD students with significant disabilities who take the alternative version of the assessment (i.e., MAP-A). Comparatives are provided including results for the state as a whole, for students with IEPs across the state, and for students who attend state-run Schools for the Severely Disabled (MSSD; the student population at these schools is the closest in-state comparison available for students who attend SSD separate schools, particularly those students who take the MAP-A). Note that very few CTE students take the math (Algebra) test. Multiple versions of the state MAP test have been administered over the past 3-4 years, making assessment of trends in performance over time challenging. Students in grades 3-8 took a new version of the regular test in both 2015 and 2016. An entirely different MAP-A test was introduced for ELA and math in 2015. The proportion of SSD students performing “proficient” has declined following the introduction of these new test versions. Over half of SSD students take the MAP-A version of the state test, whereas the MAP-A rate for most other districts in the state lies around 1%.

For a subset of individual students in grades 4-8 who take the regular MAP test, growth from the prior year against “expected” performance can be evaluated. This growth metric is calculated based on normalized test scores, and thus it is less impacted by changes to the test version than have occurred. 2016 Growth scores for ELA and math relative to the state median level of individual student growth against expectations are depicted in Figure 7.1-3. Students attending Ackerman School demonstrated substantial growth relative to expectations.

While partner districts are accountable for achievement scores of students with disabilities in their schools, SSD services influence student performance. The state reports proficiency rates among students with IEPs by district. The proportion of students with IEPs across St. Louis County who scored Proficient or Advanced on the state assessment in the content areas of ELA and math over 7 years appears in Figure 7.1-4. As can be seen in the figure, a higher proportion of students with IEPs in St. Louis County have performed proficiently than have IEP students overall in the state. The state performance plan targets for 2016 were 27% for ELA and 18% for math, each of which were surpassed by students receiving services from SSD. The state test performance of students with IEPs varies across individual partner districts, however. Partner district ELA proficiency rates for IEP students in 2016 ranged from...
8.0% (Riverview) to 57.2% (Kirkwood); math proficiency rates ranged from 2.6% (Riverview) to 40.6% (Clayton). Generally proficiency rates of IEP students parallel those of students enrolled in the partner district overall.

Figure 7.1-4 County-wide MAP proficiency rates

Graduation rates represent another student success outcome that contributes to the District’s accountability rating. Graduation rates within 4 years for students in SSD schools and students with IEPs county-wide are depicted in Figure 7.1-5. Since many students with disabilities are served until they are 21 years of age, DESE began reporting a 7-year graduate rate beginning with the 2013-14 school year. See Figure 7.1-6. SSD has begun devising methodology to benchmark outcomes of students with IEP’s against those of students in other districts nation-wide that provide services to large numbers of special education students. Figure 7.4-7 displays the 4-year graduation rate for students with IEPs in St. Louis County (represented by the blue circle) alongside those of other districts that provide special education services to 5,000 students or more. Graduation rate data is plotted against a metric of community economic distress.

Figure 7.1-5 Four-year graduation rates

Figure 7.1-6 Seven-year graduation rates

Figure 7.1-7 National comparison of 4-year IEP student graduation rates plotted against index of community economic distress (SSD rate represents IEP students county wide; most recent rates publically available were used for other districts)

Per state standards, exit outcomes are determined by students’ pursuits in the 180 days following graduation. “Placement” categories considered to be positive include enrollment in post-secondary education, employment or serving in the military (Figure 7.1-8).

Figure 7.1-8 Positive post-secondary outcomes
Figure 7.1-9 displays the percent of students attending SSD schools who met moderate fall to spring growth targets in 2016 (note that the national median provided is based on population norms, not solely students with IEPs). Figure 7.1-10 shows the within-year rate of improvement of partner district special education students in grades 3-8 on a formative reading assessment; the grade-level target provided as a benchmark is based on national normative expectations for growth.

7.1b Work Process Effectiveness Results

7.1b(1) Process Effectiveness and Efficiency

One measure for the effectiveness of the special education process is compliance with student evaluation timelines. Results for this indicator are shown in Figure 7.1-11. As part of implementation of standards-based IEPs, an external agency evaluated SSD’s IEP goals based on a quality rubric with ratings from 1 (lowest) to 10 (highest). 2014-15 was a pilot year, during which the training program was implemented with a smaller group of staff with advanced IEP writing skills. Ratings for a comparable district were provided to allow for evaluation of performance. 2015-16 marked the first year a district-wide sample of IEP goals were evaluated. Note that the rubric used by the external agency was amended in 2016 and again in 2017, which may invalidate year-to-year comparisons. Results are shown in Figure 7.1-12.
Another measure reflective of special education process is placement in the Least Restrictive Environment (LRE). LRE is an indicator of the extent to which students with IEPs are educated in environments that include nondisabled peers. Though some students require more restrictive/separate placements to be successful, maximizing LRE is preferable, and the State Plan sets yearly targets for the proportion of students being served in the primary LRE categories. Special education placement related results are shown in Figures 7.1-13 through 7.1-15. Placement of students in private separate schools through Purchase of Service (POS) is considered a restrictive setting and occurs when the public school system cannot meet a students’ special education needs. In recent years, SSD has enhanced programming in the special education schools in order to impact placement in POS settings (also see Figure 7.5-7, Purchase of Service Costs).

SSD uses the data team process to ensure student success across the district. Teachers work as a collaborative team to monitor progress of every student and modify interventions as needed. SSD has implemented a systematic approach to progress monitoring for students with disabilities as reflected by the percent of SSD and partner district schools using progress monitoring systems (Figure 7.1-16).

One key support process directly affecting students is transportation. Effectiveness in transportation is measured by student arrival at school in time for the start of classes. On time bus arrival at school is noted in Figure 7.1-17. Bus safety is another important aspect of student transportation. Bus safety in SSD is measured by preventable accidents as depicted in Figure 7.1-18. Note that North garage management is a contracted service.
Efficiency in bus routing is reflected by monitoring the number of bus routes and making adjustments and route reductions to optimize performance (see Figure 7.1-19).

The number of preventative maintenance services on a bus mitigates the likelihood that a bus will be out of service for repair, thus improving efficiency. Annual scheduled bus maintenance services on the district fleet are shown on Figure 7.1-20.

Safety and emergency preparedness are reflected in the resolution of safety issues uncovered in safety audits. Results are shown in Figure 7.1-23. Safety audits were initiated in 2015 in response to an internal evaluation of safety processes. SSD schools have completed 100% of required emergency drills (fire, tornado, bomb, hazard, and intruder) over 5 years.

Another mechanism in place for responding to unanticipated emergencies is the SSD crisis intervention team. The team consists of social workers who provide crisis intervention for any school district in the county following unexpected events that affect the well-being of staff, students or families, demonstrating SSD’s commitment to the county-wide educational community. Crisis team deployment is shown in Figure 7.1-24. The service is based on need, and thus positive trend trajectory is not expected.
7.1c Supply Chain Management Results

Employee satisfaction with departments responsible for supply chain management are collected through the climate survey. The percentage of teacher-level and administrative/support staff that reported satisfaction with the SSD purchasing and warehouse departments is displayed in Figure 7.1-25.

The SSD distribution center implemented new mobile supply chain management software in FY 2016. Processes for utilizing the software to track supply chain management performance remain under development.

CATEGORY 7.2: CUSTOMER RESULTS

7.2a Student- and Other Customer-Focused Results

7.2a(1) Student and Other Customer Satisfaction

SSD identifies student satisfaction through the school climate survey provided to all students in SSD schools. The District contracts with K-12 Insight to update survey instruments and have access to comparable data. Survey questions and response choices are reviewed annually and revised as needed. The indicators used to measure student satisfaction align to student requirements and are shown in Figure 7.2-1.

Parent satisfaction is also gauged through the climate survey. All parents of students in SSD schools are invited to respond. The questions/indicators align to customer requirements and are shown in Figure 7.2-2.

Parent satisfaction with the student evaluation process through survey feedback provided following the conclusion of the evaluation process. Results are shown in Figure 7.2-3.

The SSD distribution center implemented new mobile supply chain management software in FY 2016. Processes for utilizing the software to track supply chain management performance remain under development.
SSD provides county-wide training, coaching and ongoing support for school-wide implementation of Positive Behavior Interventions and Supports (PBIS) throughout the partner districts. Satisfaction with SSD PBIS supports related to student outcomes and coaching for schools is assessed via a “social validity” survey. See Figure 7.2-4. Note that the survey response choices were modified in 2016, including elimination of a ‘neutral/no opinion’ option.

Parents make attempts to voice and resolve dissatisfaction both formally and informally. At the informal level, Parent Education and Diversity Awareness (PEDA) program staff are instrumental in identifying potential systemic issues that may present concerns for parents. Through an improvement cycle, PEDA developed and have refined the ContactTracker logging system, which is an enhancement of the system used previously. Via this system PEDA staff collect, store and retrieve data for issues that parents bring to their attention. Issues are coded and operationally defined prior to entry into the system at the time of the parent contact, which allows for timely review. The issues parents most commonly raise are listed in Figure 7.2-5. Satisfaction with services and supports provided through PEDA is shown in Figure 7.2-6.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Issues</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Meeting</td>
<td>33</td>
<td>15.9%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>21</td>
<td>10.1%</td>
</tr>
<tr>
<td>Behavior</td>
<td>18</td>
<td>8.7%</td>
</tr>
<tr>
<td>Communication</td>
<td>18</td>
<td>8.7%</td>
</tr>
<tr>
<td>Placement</td>
<td>18</td>
<td>8.7%</td>
</tr>
<tr>
<td>Suspension/Discipline</td>
<td>18</td>
<td>8.7%</td>
</tr>
<tr>
<td>Advocate</td>
<td>9</td>
<td>4.3%</td>
</tr>
<tr>
<td>Programming</td>
<td>9</td>
<td>4.3%</td>
</tr>
<tr>
<td>IEP Goal Progress</td>
<td>7</td>
<td>3.4%</td>
</tr>
<tr>
<td>Issue (General)</td>
<td>7</td>
<td>3.4%</td>
</tr>
<tr>
<td>Transition</td>
<td>7</td>
<td>3.4%</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>IEP Implementation</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>Policies</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>Accommodations/Modifications</td>
<td>4</td>
<td>1.9%</td>
</tr>
<tr>
<td>Inclusion</td>
<td>4</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Per the rights afforded to them by special education law, parents may also file formal requests for either mediation or a due process hearing when disagreements arise. Data on the extent to which mediations and due process filings were resolved is shown in Figures 7.2-7 and 7.2-8. A significant proportion of such filings state-wide come from St. Louis County, and thus results are framed against ‘all other’ districts as opposed to the state overall. Note that the criteria by which DESE categorizes and publically reports due process filings and outcomes is somewhat indeterminate.

<table>
<thead>
<tr>
<th>Question</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information and support provided to you by</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>the Parent Education staff was helpful.</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>I received a response from the Parent</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Education staff in a timely manner.</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>I am likely to use the SSD Parent Education</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>resources or library again.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>I would refer this resource to a friend.</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 7.2-6 Parent satisfaction with PEDA services

Figure 7.2-7 Proportion of Mediations resolved
Indicators of student engagement include positive school impressions and motivation to do well in school. Students provide feedback regarding their engagement via related items on the climate survey. Results are shown in Figure 7.2-9. Student attendance is a key indicator engagement. Figure 7.2-10 shows the proportion of students in SSD schools with an attendance percentage of 90% or greater (i.e., “90/90 attendance”; this is the attendance metric used by DESE in accreditation review). The comparative data represent rates for students in the state overall as well as the 90/90 rates for students who attend Missouri Schools for the Severely Disabled. Student engagement is also reflected in students’ persistence to remain in school through graduation. Dropout rates among students with IEPs for SSD schools, partner district schools county-wide, and the state overall are pictured in Figure 7.2-11. The foremost indicator of engagement and satisfaction in CTE programs is student retention. Retention for students in 2-year programs is displayed in Figure 7.2-12, segmented by full-day students, half-day students, and overall. Retention has increased following improvements to admissions and student counseling processes.

CTE program capacity, calculated as the ratio of enrollment to the number of available seats (available seats being determined by program guidelines and recommended safety standards) serves as an indicator of the extent to which programming attracts and is engaging to both current and prospective students. Enrollment as a proportion of capacity across CTE programs is shown in Figure 7.2-13.
Another measure of student engagement is the participation of students in extra-curricular activities. SSD identified participation in Special Olympics events as a measure of engagement for students with disabilities. The number of students participating in Special Olympics is depicted in Figure 7.2-14.

To enhance student engagement, SSD deployed the instructional practice of Classroom Learning Systems (CLS) in all instructional segments. Since the baseline rating in 2012, teachers have completed classroom system checks yearly to address implementation across all seven categories of CLS. The results are shown in Figure 7.2-15.

Parent/family engagement is most notably observed through participation and collaboration in the IEP process. Parent perceptions of collaboration and involvement in the IEP process are measured by the IEP survey distributed following IEP meetings. The results for several items of this survey are displayed in Figure 7.2-16. The survey underwent a process improvement prior to fiscal year 2017 and as a result response rate has increased markedly (approximately 19 times more responses had been received through March 2017 in comparison to the previous year’s total). Reading interventions provided through Title 1 funding are offered in the SSD special education schools. Results of a survey designed to solicit parent feedback regarding Title 1 services can be seen in Figure 7.2-17.

Customer engagement can also be tracked through SSD social media and website usage statistics. A key Facebook usage statistic is displayed in Figure 7.2-18. SSD website page views appear in Figure 7.2-19. SSD also provides an email newsletter to families and staff called SSD Unfiltered. Recipients must sign up to receive the newsletter. Distribution and consumption data are shown in Figure 7.2-20.
In 2017, instructional directors collaborated with Partner District colleagues to conduct evaluations of the implementation of Educational Partnership Agreements. The average percent of points earned on the evaluation tool (which is included in the agreement template) appears in Figure 7.2-21.

### Workforce Capability and Capacity

Workforce capability is measured by the District’s teacher/SLP performance evaluation results. In accordance with state requirements, a completely revised Educator Evaluation System was implemented beginning in the 2015-16 fiscal year. Thus 2016 will serve as a baseline year and comparisons between 2016 and prior years are invalid. Educator performance evaluation results are displayed in Figure 7.3-1. The 2016 result represents the proportion of educators rated as Effective or Highly Effective.

<table>
<thead>
<tr>
<th>Year</th>
<th>Partnership Agreement Evaluation: Avg. % of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>62.4%</td>
</tr>
</tbody>
</table>

SSD expects all instructional staff use student progress monitoring data to inform their practice and make adjustments to teaching strategies. District instructional administrators complete a Data Team Continuum survey each spring to assess the extent to which characteristics of high functioning data teams are demonstrated. The percent of schools whose educators were perceived to use data to make instructional decisions is shown in Figure 7.3-2. One contributing factor to the downward trend observed is the increasing participation of secondary school educators in the data teams initiative (for a variety of reasons, teams at the secondary level struggle initially to implement data team processes with fidelity).

### Workforce-Focused Results

#### Workforce Capability and Capacity

SSD identifies workforce capacity for special education through caseload standards. The District established desired caseload ranges for special education teachers and speech-language pathologists who work in partner districts in 2015; these ranges are intended to drive better-informed and efficient staffing decisions. A project team continues to work on refining caseload calculations and implementing process improvements.
that will ensure accurate data. The percent of teachers and SLPs whose caseload fell within the desired range for their grade level of students served is displayed in Figure 7.3-3.

Another measure of workload capacity is the District’s ability to fill substitute positions (Figure 7.3-4). A project improvement team addressed the challenges to acquiring substitutes for paraprofessionals. The District piloted the use of an outside vendor (Parallel) in 2015 and deployed this process to five partner districts in 2016. The majority of substitute requests continue to be filled internally via use of the AESOP (previously SubFinder) system.

7.3a(2) Workforce Climate

Workforce climate is measured by several methods including the district-wide climate survey. Staff perceptions of safety in SSD buildings is shown in Figure 7.3-5. Workforce benefits are measured by comparison of SSD salary rankings with districts in the St. Louis and surrounding counties (Figure 7.3-6). One workforce service that the District offers all staff is free access to an Employee Assistance Program (EAP) through Personal Assistance Services (PAS). User ratings of satisfaction with this service are reported in Figure 7.3-7. Self-reported mental health and physical health outcomes for staff participating in the EAP appear in Figure 7.3-8. Additional benefits such as health screenings, exercise classes, and informational sessions are offered to staff through the Employee Wellness program. Participation data for several such offerings can be found in Figure 7.3-9. SSD began assessing perceptions of wellness promotion opportunities via the climate survey in 2016. The initial results for this question are shown in Figure 7.3-10.
Figure 7.3-8 Mental health and physical health improvement ratings by participants in the Employee Assistance Program (EAP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Blood Screenings</th>
<th>Mamograms</th>
<th>Flu Shots</th>
<th>Chair Massages</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2016</td>
<td>195</td>
<td>40</td>
<td>1017</td>
<td>754</td>
</tr>
<tr>
<td>FY 2015</td>
<td>129</td>
<td>50</td>
<td>1000</td>
<td>435</td>
</tr>
<tr>
<td>FY 2014</td>
<td>177</td>
<td>59</td>
<td>1200</td>
<td>145</td>
</tr>
<tr>
<td>FY 2013</td>
<td>116</td>
<td>33</td>
<td>800</td>
<td>125</td>
</tr>
</tbody>
</table>

Figure 7.3-9 Participants in wellness services

SSD provides opportunities that promote employee wellness (i.e., employee health and general well-being)

<table>
<thead>
<tr>
<th>SSD School Teacher</th>
<th>SSD School Para</th>
<th>Partner District Teacher</th>
<th>Partner District Para</th>
<th>Admin &amp; Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.8%</td>
<td>95.5%</td>
<td>78.4%</td>
<td>78.8%</td>
<td>89.3%</td>
</tr>
</tbody>
</table>

Figure 7.3-10 Perceptions of wellness promotion (climate survey)

7.3a(3) Workforce Engagement

Voice of Customer feedback received via annual district-wide climate and engagement surveys allows for assessment of workforce engagement markers. Segmented self-reported job satisfaction over 3 years is reported in Figure 7.3-11. Overall engagement is estimated by the extent to which staff report feeling proud to work for SSD (Figure 7.3-12).

Figure 7.3-12 SSD staff agreement with the statement, “I feel personal satisfaction with my job” (climate survey)

Another measure of workforce engagement is workforce retention. Retention rates over one year are displayed in Figure 7.3-13. Engagement indicators aligned to SSD’s Standards of Excellence are noted in Figure 7.3-14. Results for the strongest workforce engagement drivers for the total workforce are displayed in Figure 7.3-15. Staff are both recognized for their contributions and have the opportunity to recognize others through “Cause for Applause” nominations (which appear on SSD Life) and SSD’s annual staff awards (Figure 7.3-16).

Figure 7.3-13 Staff retention

7.3a(4) Workforce Development

SSD provides induction and promotes professional learning for new hires through its Academy Program, which includes ongoing coaching and mentoring. Teachers in Academy I receive coaching around seven critical teaching behaviors. Figure 7.3-17 displays the percent of Academy I teachers whose students met established learning targets. Figure 7.3-18 presents the results of the exit survey taken by teachers who have participated in the Academy program.

SSD provides development and coaching for its staff as well as for other educators and schools in St. Louis County through its PBIS program. Since its inception, SSD’s PBIS staff have trained special educators, general educators and school administrators to implement this methodology school wide. As indicated in Figure 7.3-19, SSD has influenced 169 of the 265 schools in St. Louis County to utilize this best practice.
We believe all students can be successful. We focus on each student's potential.

We value all people for their individual strengths. SSD recognizes employees for their high quality work and accomplishments.

We collaborate with parents, students, staff and stakeholders. SSD employees are professional and courteous when working with parents, students and colleagues.

We respect the opinion of others. My SSD supervisor is willing to listen to new ideas.

We strive to continuously improve our performance. SSD encourages continued education and professional growth.

We embrace our role as ambassadors for the district. I would feel comfortable referring a good friend to work for SSD.

We take pride on our work. I am proud to work for SSD.

We strive to continuously improve our performance. SSD encourages continued education and professional growth.

We believe that what we do is more than just a job. I am motivated to contribute more than what is expected of me.

We believe that what we do is more than just a job. I am motivated to contribute more than what is expected of me.

We embrace our role as ambassadors for the district. I would feel comfortable referring a good friend to work for SSD.

We take pride on our work. I am proud to work for SSD.

We believe that what we do is more than just a job. I am motivated to contribute more than what is expected of me.

We believe that what we do is more than just a job. I am motivated to contribute more than what is expected of me.

We embrace our role as ambassadors for the district. I would feel comfortable referring a good friend to work for SSD.
To ensure full deployment and sustainability of the data team process, the District has provided professional development for staff to serve as data leaders across SSD and partner district schools (Figure 7.3-22). Through data leader cohorts, data leaders receive ongoing support and professional development focused on facilitating teams, assessment practices, and improved instructional tools. In an effort to increase collaboration and support, supplemental virtual cohorts have recently been implemented.

The Teacher Leadership Academy and Administrative Intern Program also target leadership development. Results of the programs are reflected in the number of participants who are promoted to instructional leaders as noted in Figures 7.3-23 and 7.3-24.

<table>
<thead>
<tr>
<th>Promotions</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Coordinator</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Admin Intern</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst Principal</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Facilitator/Coach</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>8</strong></td>
<td><strong>14</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

Figure 7.3-23 Promotions of staff who participated in the Teacher Leadership Academy

<table>
<thead>
<tr>
<th>Promotions</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Coordinator</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Figure 7.3-24 Promotions from administrative intern to administrator
SSD offers several mechanisms to foster leader development. Workforce members serve on leadership teams to monitor implementation of action plans and improvement activities within schools, regions and areas. The District has provided professional learning in effective team performance, and teams rate their effectiveness through self-assessment on the team system check as noted in Figure 7.3-25.

**CATEGORY 7.4: LEADERSHIP AND GOVERNANCE RESULTS**

**7.4a Leadership, Governance, and Societal Responsibility Results**

**7.4a(1) Leadership**

SSD measures leadership and governance using the JSA System Check III, which is based on the Baldrige criteria. Rubric ratings lie on a continuum of Not Yet (score of 0) to Advanced (score of 3). District and department performance is shown in Figures 7.4-1 and 7.4-2.

Another key means of communicating information to the workforce is through SSD Life. SSD Life staff usage data in the form of page views over time is presented in Figure 7.4-4.

**7.4a(2) Governance**

As the governing body of the district, the BOE has incorporated the System Check into its self-evaluation process, which represents one measure of District governance. Results for the BOE System Check appear in Figure 7.4-5. SSD remains fiscally accountable to the community as reflected in the results of annual financial audits (Figure 7.4-6).
SSD has maintained its classification as an accredited district per the state’s performance improvement framework. The three most recent years of accreditation review results are shown in Figure 7.4-7. Districts that earn 70% or more of APR points available are awarded accredited status.

![Image of System Check: Board of Education](Figure 7.4-5)

**7.4a(3) Law, Regulation, and Accreditation**

A summary of results for Legal and Regulatory Behaviors are provided in Figure 7.4-8. Child complaints filed with DESE by parents of children with disabilities represent a measure of adherence to regulatory requirements for special education. DESE determines whether the District has committed a violation. Figure 7.4-9 shows the percentage of issues filed for which SSD was found in compliance.

![Image of Financial Audit Findings](Figure 7.4-6)

**7.4a(4) Ethics**

To be informed of District ethical standards, each employee is required to participate in annual SafeSchools training which covers board policies on safety and ethics. Pass rates for the training are noted in Figure 7.4-10. Ethical behavior results in the form of Board Policy violations are reported in Figure 7.4-11.

![Image of APR Total Point %](Figure 7.4-7)

**7.4a(5) Society**

SSD has been engaged in recycling efforts since 2009. To measure the effectiveness of recycling efforts, reduction in trash removal has been monitored. Results for trash reduction are noted in Figure 7.4-12.

![Image of Safe Schools Training Pass Rate](Figure 7.4-10)

**7.4a(6) Compliance**

SSD has been engaged in recycling efforts since 2009. To measure the effectiveness of recycling efforts, reduction in trash removal has been monitored. Results for trash reduction are noted in Figure 7.4-12.
SSD employees provide service to the community by donations of winter coats for families in need, sponsoring families at holidays, food drive donations, and volunteering at fundraising events such as the Special Education Foundation golf tournament and the Autism Speaks walk (Figure 7.4-13).

<table>
<thead>
<tr>
<th>SSD Employee Support to the Community</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEF Golf Tournament Volunteers</td>
<td>80</td>
<td>68</td>
<td>61</td>
<td>81</td>
<td>74</td>
</tr>
<tr>
<td>Autism Speaks Volunteers</td>
<td>100</td>
<td>85</td>
<td>70</td>
<td>55</td>
<td>50</td>
</tr>
</tbody>
</table>

To serve all students in St. Louis County, including those that do not have a disability, SSD goes beyond what is mandated by law. The District has trained crisis intervention teams that are deployed upon request (see Figure 7.1-24). The District provides school-wide behavior interventions and support through PBIS as reflected in Figures 7.2-4 and 7.3-19. The District also provides hearing screening to all partner districts (Figure 7.4-14).

<table>
<thead>
<tr>
<th>Hearing Screenings</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017 YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>69,001</td>
<td>68,937</td>
<td>68,977</td>
<td>68,021</td>
<td>68,754</td>
<td></td>
</tr>
</tbody>
</table>

Progress on strategy implementation is measured by completion of individual action items for each identified strategy. Implementation plans are used to track whether action plans are on target to be completed. In addition, the percentage of action items completed is calculated as shown in Figure 7.4-15.

Due to the amount and type of resources required to educate students with disabilities, the cost associated with instruction per student is higher than that for general education. One factor that has contributed to the higher cost of student services is change in characteristics of the student population. The number of students with learning disabilities (who typically require less intensive services) has decreased while the number of students with autism (who typically require more intensive/costly services) has increased. Figure 7.5-3 charts the expenditures per
average daily student attendance for SSD compared to that for surrounding districts.

The priority the District places on instruction is reflected in the percent of its budget spent on instructional categories (Figure 7.5-4). SSD spent 66.1% of its budget on instruction in 2016. Performance to budget is measured by an absence of deficit spending (Figure 7.5-5) and planned budget to actual expenses (Figure 7.5-6).

Cost containment is a high priority for the District. Purchasing services from private agencies to meet student need is one source of high costs. Over recent years, the District has implemented improvements within District programs for students with autism and emotional disturbance, the two disability categories which most often impact students who receive services through purchase of service. The gradual reduction of purchase of service costs can be seen in Figure 7.5-7.
7.5a(2) Market Performance

Tenth- through twelfth-grade students in partner districts may choose to attend one of the District’s two technical high schools. The overall proportion of eligible St. Louis County students attending an SSD technical high school appears in Figure 7.5-11.