Special School District of St. Louis County

2019 Missouri Quality Award Application

May 2019

Special School District
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Glossary of Terms and Abbreviation

A

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

ACCOMMODATIONS - A change in how a student learns or accesses material.

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.

ADULT ED LPN – Adult Education Licensed Practical Nurse.

AGENCY COLLABORATION - Biannual collaboration meeting of local agencies and organizations who provide services currently or in the future to children and adults with disabilities. Organized and hosted by SSD.

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

APPLIED TECHNOLOGY SERVICES - The department educates and trains adult students in health careers and provides consultation services to businesses.

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.

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

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

C

CARE TEAMS - Care teams are a team of building educators who monitor and review students for whom an educational concern has been identified.

CASCADING IMPROVEMENT PLANS / CASCADING GOALS - The process of translating plans or goals from one level of the organization to the next to ensure alignment between the organization’s strategy and individual employees’ plans, activities and goals.

CBVI - Community Based Vocational Instruction
A vocational program specifically designed for students with disabilities during their last two years of school and before, if appropriate.

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

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.

Ci3T - Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention. Ci3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel.

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.

CLIMATE SURVEY - Questionnaires to analyze the “climate” or perception of an organization at a given time.
**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.

**Curriculum Advisory** - A group of partner district staff who work in the curriculum department or are responsible for curriculum and advise SSD on issues related to students with disabilities access to and participation in curriculum.

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

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

**Directors / Lead Area Coordinators** - responsible for special education in one or more of the partner districts. Other directors are responsible for services provided by specific programs, such as student services and early childhood special education.

**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**

**EAP** - Employee Assistance Program

**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.

**ECSE Coalition** - Eight St. Louis County school districts - Clayton, Ferguson-Florissant, Hazelwood, Kirkwood, Mehlville, Pattonville, Rockwood and University City, who provide their own Early Child Special Education (ECSE) services.

**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.

**EES** - Educator Evaluation System -- the performance based evaluation system used by teachers.

**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, and executive directors. The ELT is sometimes referred to as Cabinet.
ENVISIO - Strategic plan management software for planning, progress reporting, performance measures tracking and benchmarking.

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.

ESSA - Every Student Succeeds Act

EQUITY STUDY - in approaching the issue of improving equity within the diverse populations served by SSD in St. Louis County, the District reviewed statistical data, and the legal, historical, cultural and financial forces that affect those numbers.

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.

FASTBRIDGE - Formative Assessment System for Teachers -- an online benchmarking and progress monitoring system that SSD uses with students.

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.

FMLA - 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.

FOCUS TEAM - Teams within Planning and Development organized by area of expertise

FRONTLINE - an automated service for recording absences and finding substitutes.

FUTURE’S PLAN - A person-centered planning process for planning the transition from school to adult life or other significant changes in an individual’s life.

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.

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

I B of T – International Brotherhood of Teamsters
The bargaining group for SSD bus drivers; see Local 610 Definition.

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.
INSTRUCTIONAL RESOURCE CENTER (IRC) - Contains instructional material, professional books, adaptive devices, and computer software that can be checked out by parents and teachers of SSD students.

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.

J

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

K

K12 INSIGHT - SSD vendor for satisfaction and engagement surveys.

KickUp - an online professional Learning data collection platform.

L

LAWSON - the software used by SSD for financials, payroll, supply chain management and absence management. Also known as INFOR.

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

LET’S TALK - Listening system for SSD customers (specifically, students, families, partner district and community members).

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.

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.

LYNDACOM - Tool to provide online, on-demand tutorials about a variety of technology-related topics.

M

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.

MODIFICATIONS – changes to what a student is taught or expected to learn.

MOU - Memorandums of Understanding
MRE - More Restrictive Environment

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.

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.

O

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 student served by SSD.

PAS (Personal Assistance Services) - Employee assistance program for SSD staff.

PARALLEL - substitute provider for eight partner districts; Aesop/Frontline is the online substitute management system used for the rest of the district.

PARENT LEADERSHIP INSTITUTE (PLI) - Annual leadership training program for families.

PARENT OUTREACH AMBASSADOR - Parent volunteer program that connects families to the resources that the Parent Education & Diversity Awareness program has to offer through their attendance at events such as school fairs, family nights, parent group meetings, community events etc.

PARTNER DISTRICTS - The vast majority of special education services provided by SSD are delivered by SSD staff in our partner districts which are the 265 schools in 22 public school districts in St. Louis County.

PARTNERSHIP AGREEMENT - A framework for developing relationship models across 22 unique districts for the integration of resources.

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.

PHOENIX - software application for special education documentation.

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.

PRINCIPAL ADVISORY - A group of partner district principals, assistant principals and SSD area coordinators who meet four times a year to advise SSD on issues associated with partnering.

PROCEDURAL SAFEGUARDS / DUE PROCESS RIGHTS - The Individuals with Disabilities Education Act (IDEA) provides procedural safeguards to ensure parent participation in the special education process and to ensure the student’s right to a free appropriate public education (FAPE) as well as offer both school and parents a variety of options for resolving any disagreements.

PROFESSIONAL LEARNING NETWORK - a learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment.

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.

PURCHASE OF SERVICE (POS) - Program that provides intensive therapy, services, and academic instruction in a safe environment that is more therapeutic than is available in a public school setting.

R

RAID - Redundant Array of Independent Disks A way of storing same data in different places.

RENEW – Rate of Improvement A structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.
RO – Rate of Improvement
A numerical index that reflects how rapidly raw scores on a measure increase during a given school year.

RtI – Response to Intervention
A data-based decision making process used to identify struggling students, monitor their progress and provide research-based interventions to improve student outcomes.

RTN – Regional Transition Network

S
SAFE SCHOOLS – K-12 online suite of safety and compliance programs.

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.

SESPEA – Special Education Support Personnel Association
The bargaining unit for clerical and technical employees.

SETT MEETING – Framework that supports the development, delivery, and evaluation of effectiveness of assistive technology services in a way that promotes people working together to improve the educational results of students.

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 – 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.

T
TAT – Technical Assistance Teams – A group of Planning and Development administrators, coaches, facilitators & specialists who interdependently collaborate across work units as a team to meet professional learning and support needs. In our graphic, these are the horizontal teams.

TEACHER ADVISORY – Teacher-level staff from the District who advise SSD on issues related to the teaching.
**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.

**TRANSITION PLAN** - Part of the IEP process when a student receiving special education services from SSD reaches age 16.

**TRANSITION PROGRAM** - Employment/job readiness Programs

**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.

**U**

**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.

**V**

**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.

**VOC** - Voice of Customer

**VOCATIONAL REHABILITATION (VR)** - A federal-state program that helps people who have physical or intellectual disabilities get or keep a job.

**W**

**WisdomWhere** - Online professional development registration system.

**WFM** - Work Force Management (WFM) is SSD's time and attendance system and process

**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 24,000 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 (referred to organizationally as a Partner District) to attendance at an SSD special education school or private separate agency. More than 95 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 St. Louis County. Special education and career technical education services are designed to ensure student success after graduation, an outcome that is central to the success of the organization and a district core value.

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. 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 each student, regardless of personal or social advantages or challenges, can be successful.

<table>
<thead>
<tr>
<th>Figure P.1-1 M,V,V: Mission</th>
<th>Vision</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>In collaboration with partner districts, we provide technical education and a wide variety of individualized educational and support services designed for each student’s successful contribution to our community.</td>
<td>Partners for each student’s success</td>
<td>♦ Student Success - We actualize student potential and facilitate student success.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Collaboration - We work with parents, students, partner districts and the community to benefit students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Integrity - We do the right thing at all times.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Stewardship - We protect entrusted resources to advance student success.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Continuous Improvement - We use a systematic approach to achieve excellence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Equity - We ensure each student gets what he or she needs to meet educational needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Accountability - We assume responsibility for personal and organizational actions.</td>
</tr>
</tbody>
</table>

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.

Workforce changes include continued retirement of an experienced workforce; the reorganization of the Planning and Development Department into Technical Assistance Teams.

Approximately 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. 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,</td>
<td>205</td>
</tr>
<tr>
<td>Teacher-level staff</td>
<td>Teachers, Speech/Language Pathologists, Related Services, Facilitators, Coaches, LPN, ABA</td>
<td>2,618</td>
</tr>
<tr>
<td>Paraeducators</td>
<td>Paraprofessionals, Interpreters, Health service</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,</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.1-3 Workforce Diversity

<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</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Total-All Staff</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></td>
<td>0.5%</td>
</tr>
<tr>
<td>Teacher-level</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></td>
<td>15.1%</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></td>
<td>15.1%</td>
</tr>
<tr>
<td>Support Operation</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></td>
<td>15.1%</td>
</tr>
</tbody>
</table>

### Figure P.1-5 Drivers of Engagement

- District actions reflect the Mission and Vision
- Feeling appreciated for work
- Leader’s words and actions are consistent
- Encouraged to share ideas to improve
- Understanding of professional needs

### Figure P.1-4 Bargaining Units

- **Special District National Education Association**
  - All teacher and teacher-level professional employees who are paid on the basis of the teacher salary schedule

- **Special Education Employee Association**
  - All teacher aides, teacher assistants, certified occupational therapy assistants and physical therapy

- **Special District Visual Language Specialists**
  - All visual language specialists: interpreters and captionists

- **Special Education Support Personnel Association**
  - All clerical and technical employees
  - Local 610
    - Bus drivers, bus monitors, warehouse and maintenance staff

### P.1a(4) Assets

SSD owns and operates five special education schools, two career technical education high schools and one bus garage. Additionally, SSD recently purchased and renovated a building to house the Learning Center. 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. SSD 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 the distribution center, transportation, and adult education.

### 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
- Americans with Disabilities Act (ADA)
- Office of Special Education Programs
- Family and Medical Leave Act
- Missouri Department of Elementary and Secondary Education certification, licensing, financial, and accreditation requirements
- Internal Revenue Service
- State and local tax authorities
- Missouri Department of Social Services
- United States Department of Agriculture
- Carl D. Perkins Vocational and Technical Education Act
- Section 504 of the Rehabilitation Act of 1973
P.1b Organizational Relationship

P.1b(1) Organizational Structure
SSD has a dual governance model consisting of a Governing Council (GC) and a Board of Education (BOE). The GC is a 22-member oversight board for SSD consisting of one BOE member from each of St. Louis County’s 22 public school districts. The GC reviews and approves the annual budget; the annual strategic plan called the Comprehensive School Improvement Plan (CSIP); and interviews and appoints the seven members of the BOE. The GC’s power is granted and operations governed by RSMO: 162.856; the council convenes four times per year in public session. Every four years since 1998, a Public Review Committee (PRC) has conducted a thorough review of SSD including the structure, governance, administration, financial management, delivery of services, and cooperation with partner school districts, and advocacy for children with disabilities in compliance with RSMO 162.858.

SSD is directly governed by a seven-member BOE elected by the GC with alternating three-year terms by sub-district. The BOE meets twice monthly or as needed, to set direction, establish policy, and ensure appropriate management and fiscal responsibility. The BOE hires and evaluates the Superintendent who serves as the Chief Executive Officer.

Executive Leadership Team members (ELT) include the Superintendent and direct reports: Associate Superintendent, Chief Financial Officer, Chief Communications Officer, Chief Technology Officer, Assistant Superintendent of College and Career Readiness, Assistant Superintendent for Partner Districts, Chief Human Resources Officer, Executive Director of Schools and Executive Director of Planning and Development.

The ELT meets weekly and is responsible for monitoring the progress on the District’s strategic goals, strategies and action plans. The Special School District Parent Advisory Council (PAC) is also mandated through Missouri Revised Statute 162.858. The PAC consults with the GC, BOE, and the ELT on issues involving students or families of students of the District.

P.1b(2) Students, Other Customers, and Stakeholders
SSD has identified students as its key customer group, and parents and partner districts as other customers. The community of St. Louis County is considered a stakeholder group with key communities being the agencies and businesses that directly impact students. The District serves its 24,000 students in different settings: over 1,700 receive services at SSD technical high schools; more than 1,000 receive services in one of SSD’s special education schools or external sites; over 21,000 receive special education services in one of SSD’s partner districts, approximately 1,000 of whom receive services through SSD’s Early Childhood Special Education (ECSE) program; over 100 receive homebound services; and over 1,000 receive services through the Special Non-public Access Program (SNAP). 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, 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 network requirements are: quality products or services; competitive pricing; customization for SSD needs.

<table>
<thead>
<tr>
<th>F.P.1.7 Key Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partners</strong></td>
</tr>
<tr>
<td>Partner Districts</td>
</tr>
<tr>
<td>Curriculum and instruction for students served in home districts</td>
</tr>
<tr>
<td>Strategic and operational input</td>
</tr>
<tr>
<td><strong>Collaborators</strong></td>
</tr>
<tr>
<td>Special Education Foundations</td>
</tr>
<tr>
<td>Funding for specific teacher-identified innovations</td>
</tr>
<tr>
<td>Student Scholarships</td>
</tr>
<tr>
<td>Recognition program</td>
</tr>
<tr>
<td>Private/Parochial Schools</td>
</tr>
<tr>
<td>Instruction in related services for students enrolled in private or parochial schools</td>
</tr>
<tr>
<td><strong>Suppliers</strong></td>
</tr>
<tr>
<td>Durham School Services</td>
</tr>
<tr>
<td>Transportation service for north St. Louis County students</td>
</tr>
<tr>
<td>Sodexo</td>
</tr>
<tr>
<td>Food services</td>
</tr>
<tr>
<td>CleanTec</td>
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<tr>
<td>Janitorial services</td>
</tr>
<tr>
<td>Thomeczek and Brink, LLC</td>
</tr>
<tr>
<td>Bryan Cave, LLP</td>
</tr>
<tr>
<td>Legal Services</td>
</tr>
<tr>
<td>Purchase of Service Agencies</td>
</tr>
<tr>
<td>Contractual special education</td>
</tr>
<tr>
<td>K-12 Insight</td>
</tr>
<tr>
<td>Survey deployment</td>
</tr>
</tbody>
</table>
P.2 Organizational Situation

P.2a Competitive Environment

P.2.a(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 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 the district. Market share is further limited by state and federal mandates that place controls on the percentage of student who may be found eligible for special education services.

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.2.a(2) Competitiveness Changes

SSD provides the 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. 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.

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 and improvement efforts.

P.2c Performance Improvement System

SSD uses a Leadership System based approach to improvement. Efforts to improve SSD’s operations and performance begin with the Vision, Mission, and Core Values. These foundations inform and are informed by the CSIP Goals, Work systems, and Key work processes. Within this framework District employees are expected to work to improve their areas of responsibility on a routine basis using a PDSA improvement cycle. Especially challenging opportunities may be commissioned by the ELT as a DMAIC project. Ultimately the success of all these efforts is defined by the success of our students. The District stretch goal is that “Each student will graduate, be successful and transition to living his or her best life. Until every student is successful, further improvement is required.
### Strategic Advantages

**SA 1. Known areas of high performance** - We are able to identify locations consistently outperforming other areas both internal to the county/state and external to the state.

**SA 2. Quality of staff** - Key stakeholders internal and external to the district communicate the perception that SSD staff are often of high quality and perform well.

**SA 3. Staff engagement** - Staff report being proud to work for the district, feeling a sense of accomplishment, and their work is interesting and engaging.

### Strategic Challenges

**SC 1. Student instructional challenges** - Current state accreditation processes are not reflective of student and district needs. Some areas continue to underperform and gaps in student performance and discipline have not been

**SC 2. Achieving equity of service** - Disadvantages students continue to perform at lower levels are more likely to be identified with certain disabilities and receive suspensions.

**SC 3. Perceived leadership gap** - Employees at all levels report feeling a lack of clear leadership and concern about the performance of their superior.

---

**Figure P-2.1 Strategic Advantages**

<table>
<thead>
<tr>
<th>SA 1. Known areas of high performance</th>
<th>SA 2. Quality of staff</th>
<th>SA 3. Staff engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are able to identify locations consistently outperforming other areas both internal to the county/state and external to the state.</td>
<td>Key stakeholders internal and external to the district communicate the perception that SSD staff are often of high quality and perform well.</td>
<td>Staff report being proud to work for the district, feeling a sense of accomplishment, and their work is interesting and engaging.</td>
</tr>
</tbody>
</table>

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**Vision**

Partners for each student's success

**Mission**

In collaboration with partner districts, we provide technical education and a wide variety of individualized educational and supports services, designed to ensure the students’ successful contribution to our community.

---

**Figure P-2.2**

**Core Values**

<table>
<thead>
<tr>
<th>Equity We ensure each student gets what he or she needs to meet educational needs.</th>
<th>Collaboration We work with partner districts and the community to benefit students.</th>
<th>Integrity We do the right thing at all times.</th>
<th>Stewardship We protect entrusted resources to advance student success.</th>
<th>Continuous Improvement We use a systematic approach to achieve excellence.</th>
<th>Accountability We assume responsibility for personal and organizational actions.</th>
</tr>
</thead>
</table>

---

**CSIP Goals**

- Student Performance
- Workforce Excellence
- Engagement
- Equity

---

**Figure P-2.2**

**Act**

**Plan**

**Study**

**Do**

---

**Key Processes**

| Design and Deliver Instruction | Engage Students, Families, and Partners |
| Develop and Implement the Vision | Provide High-quality Business Support Operations |
| Support Process | Develop and Engage a Highly Effective Workforce |
| Deliver Technology Services | Communicate Effectively |
CATEGOR Y 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 over 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 each student. District values are reviewed and validated by the BOE and ELT as part of strategic planning. Accountability was added as a core value in 2018. ELT drives the mission, vision, and values (MVV) throughout the organization through the Leadership System. ELT members require division, department, and area plans to demonstrate alignment with the goals and objectives of the CSIP. Work systems and key processes are expected to be managed in a manner consistent with the principles of continuous improvement. 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 and strategy champions for the CSIP. Champions lead teams in developing strategic action plans, conduct team meetings, monitor implementation of the plans, and reporting progress. 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.

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 the SafeSchools system and ensure all district employees complete the same requirements. Policy requires the BOE, Superintendent, and Director of Purchasing to sign personal financial disclosures and file them with the Missouri Ethics Commission.

Figure 1.1-1 Deployment of Mission, Vision, Values

<table>
<thead>
<tr>
<th>Methods to Deploy Mission, Vision, Values</th>
<th>Target Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employees</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Back-to-school-orientation</td>
<td></td>
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<tr>
<td>New staff orientation</td>
<td></td>
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<tr>
<td>SSDLife</td>
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<tr>
<td>BoardDocs</td>
<td></td>
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<tr>
<td>SSD webpage</td>
<td></td>
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<tr>
<td>Facebook</td>
<td></td>
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<tr>
<td>Cause for Applause</td>
<td></td>
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<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 Banquet</td>
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<td>CSIP Progress Report</td>
<td></td>
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<td>Contractual Agreements</td>
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<tr>
<td>Special Edition newsletter</td>
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<tr>
<td>Letterheads</td>
<td></td>
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<tr>
<td>Administrative Training</td>
<td></td>
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<tr>
<td>Teacher Leader Academy</td>
<td></td>
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<tr>
<td>New Teacher Academy</td>
<td></td>
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<tr>
<td>Board Policy publication</td>
<td></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>
</tr>
</tbody>
</table>

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 MSBA recommendations. The Associate Superintendent facilitates discussions with the BOE subcommittee for policy review and submits the policy with revisions for approval by the 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.

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, during All Administrative meetings, back to school orientations and postings on SSD Life.

ELT members encourage frank, two-way communication with partner districts through quarterly Superintendent meetings, Partner District Administrative (Liaison) meetings, and Career Technical Education Advisory meetings. The Superintendent and ELT members meet monthly with the Parent Advisory Council (PAC) and PAC Executive Committee. ELT members serve as liaisons to community organizations. ELT members meet regularly with instructional administrators to communicate key information. Recent enhancements to listening methods have included the addition of a ‘hidden customer’ ensuring the anonymity of the dialogue the system allows for the designation of a and his or her team members. To promote frank and 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 selection committees for 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. 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. Future success is established and ensured inclusion of a sustainability component in the strategic plan.

Leaders align professional development and related work systems to the strategic plan and identify 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

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 utilize a strategy map format when developing the strategic plan to ensure a balance of value for students and other stakeholder groups. They champion district goals and strategies, 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 Contributions

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 provided in the quarterly CSIP report.

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, participation in a BOE subcommittee to review the budget with the superintendent, approving transfers between general, teacher and capital funds, approving annual budget goals, review of a routine warrant report 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.

By legislative authority, BOE members are appointed by the Governing Council in an open meeting. The GC is composed one board member from each of the 22 partner districts within Saint Louis County. 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.

Succession planning for the Superintendent and ELT is accomplished by having each individual identify a successor with superintendent approval. The list of successors is maintained by the Secretary to the BOE. The successor to the Superintendent is appointed by the BOE as the Associate 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. In 2018 this system was revised to include a 360 degree feedback/coaching process and key performance indicators. The evaluation rubrics were updated and the KPI and 360 feedback/coaching process was extended to the ELT. As a further improvement, performance on each component, (performance based assessment, key performance indicators, and participation in the 360 evaluation and coach process) comprises plus/minus .5% of available compensation increases. For example, if the base increase available for a year is 3%, and an ELT member earns the maximum possible points in each of the three areas, the compensation percentage increase would be 4.5%. Likewise failure to earn sufficient points could result in a total increase of only 1.5%. Updates on goals and self-evaluation on the performance indicators occur mid-cycle as well as prior to the final review.

The BOE performs a 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 survey of each BOE member. 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

1.2.b(1) Legal, Regulatory, and Accreditation
Key processes and indicators for promoting ethical behavior are listed in Figure 1.2-1. 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.

### Figure 1.2-1 Legal and Regulatory Behavior

<table>
<thead>
<tr>
<th>Process</th>
<th>Measures/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA compliance</td>
<td>Minimize child complaints</td>
</tr>
<tr>
<td>ADA compliance - workforce</td>
<td>100% compliance</td>
</tr>
<tr>
<td>ADA-students, parents</td>
<td>0 findings</td>
</tr>
<tr>
<td>Financial audits</td>
<td>All employees</td>
</tr>
<tr>
<td>Pre-employment background checks</td>
<td>100% in compliance</td>
</tr>
<tr>
<td>Transportation-DESE regulations St. Louis County Public Works</td>
<td>0 violations</td>
</tr>
<tr>
<td>St. Louis County Health Dept. Federal Programs compliance Perkins Grant requirements</td>
<td>100% compliance</td>
</tr>
<tr>
<td>Financial Oversight Open Meeting Laws</td>
<td>Meet 70% of targets</td>
</tr>
<tr>
<td>BOE Policy on Ethics/Staff Behavior</td>
<td>Acceptance of Audit by BOE</td>
</tr>
<tr>
<td>MSIP</td>
<td>100% of staff pass</td>
</tr>
<tr>
<td>Workman's compensation Compliance with union resolutions</td>
<td>SafeSchools assessment</td>
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<tr>
<td></td>
<td>Full accreditation</td>
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<tr>
<td></td>
<td>100% compliance</td>
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<tr>
<td></td>
<td>100% compliance</td>
</tr>
</tbody>
</table>

### 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. A key measure of ethical behavior is complaints and violations of BOE policy GBCB – Staff conduct and Policy AC.

### 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 predating federal legislative mandates by almost 20 years. 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. SSD also addresses environmental stewardship through paper reduction, paperless Board packets, maximizing bus routes, energy efficient HVAC unit installation, installation of LED lights and installation of bottle filling units, 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.

#### 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. Employees volunteer to support events such as the annual Autism Speaks walk. As an organization engaging in work with a wide variety of disabilities, the district also frequently contributes to the growth of special education and disabilities research through external research opportunities.
2.1 Strategy Development

2.1a Strategy Development Process

2.1a(1) Strategic Planning Process
The strategic planning process can be viewed in Figure 2.1-1 showing the process from the planning of the CSIP to the development of yearly action plans, and ongoing review of organizational performance. Transformational change is driven by the five-year stretch goal. ELT members then design the plan to leverage District strengths and address the weaknesses required to achieve the stretch goal. Agility and flexibility are created through formally scheduled one year reviews, regular reviews by Goal Champions and the establishment of strategy team with the ability to modify action plans and recommend course changes to Goal Champions.

Cycles of improvement can be identified in the District’s strategic planning evolution. Prior to 2008 the district developed two plans satisfying the requirements of Missouri statute RSMO 162.856, and DESE’s Missouri School Improvement Program. In 2009, the plans were consolidated into a single document. The district also established a structure of goal teams to monitor the plan on an ongoing basis and ensure that it was being implemented with fidelity. Another cycle of improvement was conducted in 2012 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. Further improvements in 2017 included enhanced voice of customer processes, development of an overarching district stretch goal, and development of strategy teams. In April 2019, the District moved to Envisio strategic management software to enhance tracking and reporting.

Planning horizons are identified by first considering the stretch goal in relation to the five year state statute required planning horizon. Specific strategies, milestones and action steps are developed to meet the stretch goal at the end of the five year period. The plan is reviewed and revised yearly within the five year timeframe.

2.1a(2) Innovation
SSDs stimulates innovation by setting a stretch goal specifically design to push district performance to high levels and supporting strategy champions as they work with teams to create the needed innovation. 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 strategy 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 2019 planning cycle include learning from areas of known high performance and leveraging employee pride in their work.

2.1a(3) Strategy Considerations
Data identified as critical to district success are identified and compiled prior to the first ELT planning session. Due to improvements and data management and reporting, most of these data are readily available through reports supplied to the BOE at key points throughout the year. In preparation, 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. During five year planning, 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.

Multiple participants from different levels and segments of the district serve on strategy teams. Team members provide input into actions and measures to support planning and identification of blind spots. Further blind spot detection occurs during the 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 an opportunity to refine strategies against the district’s ability to execute the plan. Action plans are prioritized based on available resources and short- and long-term planning timelines are adjusted based on the priorities.
2.1a(4) 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. Core competencies are validated through data review, and SWOT analysis. Needed core competencies are identified as well.

ELT members determine which 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 competences 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, with the prior year’s changes in the strategic plan the district realigned its instructional coaches to better support the Equity goal and needed teacher competencies.

2.1b Strategic Objectives

2.1b(1) Key Strategic Objectives

Figure 2.1-2 shows the key district objectives (referred to organizationally as “Goals” or “Goal Areas) and goals (referred to organizationally as “strategies”). For most strategies, time tables are set at three to five years with the target being achievement of the district’s stretch goal in five years. Performance on strategies is tracked and reported to the BOE on the scorecard (AOS) Changes in services, customers, markets, suppliers, partners, and operations are identified during and are articulated by each strategy. 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>2.2 Strategy Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2a Action Plan Development and Deployment</strong></td>
</tr>
<tr>
<td><strong>2.2a(1) Action Plan Development</strong></td>
</tr>
<tr>
<td>Strategies are identified based on the analysis conducted during the strategic planning process to meet the district stretch goal. Action plans are then developed by strategy teams for each of the strategies identified. Milestones for completion, measures, resources, timelines and level of effort are identified as are specific action steps. (See Figure 2.2-1 for an example) Strategy Champions confer with Goal Champions regarding associated timelines and resource requirements. A Gantt chart is generated in Envisio to provide a view of the scheduling of the plans to ensure an appropriate distribution across the year of the plan.</td>
</tr>
</tbody>
</table>
2.2a(2) Action plan implementation
Once the strategies are finalized, timelines are adjusted to ensure capacity is available to implement. Strategy teams complete the action plans, adjust resource estimates and deploy the detailed plans. Department, region, and area, 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.

2.2a(3) Resource Allocation
Strategic need is considered as part of budget development to assure that financial and other resources are available to support the action plans. Requests for budgeted funds and positions are considered in light of their relevance to strategic initiatives. Strategy Champions are responsible for keeping Goal Champions informed of needs. Goal Champions are then able to request funds through the budgeting process or if necessary request budget adjustments if needs are identified in between budget planning cycles. 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 by Goal Champions, and quarterly reports provided to the ELT and the BOE.

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.

2.2a(4) Workforce Plans
Acknowledging the critical role that its workforce plays in district performance, workforce plans are directly included in the CSIP rather than managed as a separate set of plans and are developed alongside the primary goal of Student Performance. Key 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.

### Figure 2.2-4 Workforce Plans

<table>
<thead>
<tr>
<th>Workforce Plan</th>
<th>Need addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly qualified applicants</td>
<td>Declining teacher pool</td>
</tr>
<tr>
<td>Performance evaluation system</td>
<td>Increasing student needs</td>
</tr>
<tr>
<td>Safe working and learning environment</td>
<td>Engagement and safety</td>
</tr>
<tr>
<td>Process efficiency</td>
<td>Engagement - workload</td>
</tr>
<tr>
<td>Leadership structures</td>
<td>Engagement – leadership</td>
</tr>
<tr>
<td>Caseload management</td>
<td>Equity of services</td>
</tr>
</tbody>
</table>

#### 2.2a(5) Performance Measures

A district strategy map and scorecard are generated as part of strategic planning. CSIP measures are provided in Figure 2.5. Goals and strategies directly aligned with the strategy map perspectives. Strategy teams track achievement of action plans. Specific progress on actions is managed by strategy champions and documented on the Envisio strategic reporting system. Team reports reflect whether the actions are complete, on schedule, or have encountered either some or major disruptions, along with additional comments on progress. Strategy reports are provided to the Goal Champion, ELT and BOE for review. Strategy champions are expected to update Goal Champions regarding progress and are invited to address concerns causing disruptions to the ELT during one of the weekly Cabinet meetings. Organizational alignment is achieved through the cascading plans described in Figure 2.2-2

#### 2.2a(6) Performance Projections

In a cycle of improvement, a district team was chartered to design a systematic measurement and selection process for key district indicators. In this process, measurement team members meet with strategy teams and strategy champions to arrive at key measures and evaluate options for target setting. Performance projections are based on trend analysis and expected changes regulatory requirements. Targets are then set based on improvement over projection or comparative data. Gaps in targeted performance and projected performance provide opportunity for identifying potential innovations or benchmarking the performance of internal and external exemplar and benchmark organizations. As necessary, milestones and action steps may be adjusted to improve performance over projection.

### 2.2b Action Plan Modification

Adjustments to action plans can be made by the strategy teams with the approval of the Goal Champion if circumstances require a rapid response. Goal Champions meet with Strategy Champions routinely to discuss progress and identify needs for change. A second opportunity to identify needs occurs quarterly when strategy champions are required to report on strategy progress. If a disruption is reported the Strategy Champion discusses the concern with the Goal Champion and may be invited to report the concern to the ELT during Cabinet meeting.

#### Figure 2.5 Sample of CSIP Measures

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Proficient/advanced – MAP Literacy</td>
</tr>
<tr>
<td>1.2</td>
<td>Proficient/advanced – MAP Math</td>
</tr>
<tr>
<td>1.3</td>
<td>Percent school age students who move to less restrictive environments</td>
</tr>
<tr>
<td>1.4</td>
<td>Percent of students meeting growth targets on Communication Matrix</td>
</tr>
<tr>
<td>1.5</td>
<td>Post-secondary graduation 180 day follow up</td>
</tr>
<tr>
<td>1.6</td>
<td>Agreement with family engagement survey questions</td>
</tr>
<tr>
<td>1.7</td>
<td>Graduate placement</td>
</tr>
<tr>
<td>2.1</td>
<td>Percent of vacancies filled</td>
</tr>
<tr>
<td>2.2</td>
<td>Percentage of workforce with completed evaluation</td>
</tr>
<tr>
<td>2.3</td>
<td>Proportion of staff agree with high morale and positive work perceptions</td>
</tr>
<tr>
<td>2.4</td>
<td>Estimated time made available for instruction</td>
</tr>
<tr>
<td>3.1</td>
<td>IEP survey response rate; Staff perception of input</td>
</tr>
<tr>
<td>3.2</td>
<td>Strategic changes based on VOC</td>
</tr>
<tr>
<td>3.3</td>
<td>Staff familiar with mission and vision</td>
</tr>
<tr>
<td>3.4</td>
<td>Fund balance percentage</td>
</tr>
<tr>
<td>4.1</td>
<td>Partner districts with appropriate staffing levels</td>
</tr>
<tr>
<td>4.2</td>
<td>Area coordinators within acceptable workload range</td>
</tr>
<tr>
<td>4.3</td>
<td>AC/Principal relationship measurement tool</td>
</tr>
<tr>
<td>4.4</td>
<td>Participation in para to teacher program</td>
</tr>
<tr>
<td>4.5</td>
<td>Retention rate for 1st year teachers</td>
</tr>
<tr>
<td>4.6</td>
<td>TBD</td>
</tr>
<tr>
<td>4.7</td>
<td>TBD</td>
</tr>
<tr>
<td>4.8</td>
<td>Perception of discipline, and welcome</td>
</tr>
<tr>
<td>4.9</td>
<td>TBD</td>
</tr>
</tbody>
</table>
CATEGORY 3 – CUSTOMERS

3.1 Customer Expectations

3.1a Listening to Students and Other Customers

3.1a(1) Current Students and Other Customers

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. Students also chart and monitor their progress toward classroom and individual goals, and monitor this data through the use of PDSA. 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. Other listening points include student led conferences, IEP meetings and the Superintendent’s student advisory (Fred Saigh Student Leadership Academy).

Parents/families are defined as those whose children will potentially or are currently receiving special education services or whose children will potentially or attend the technical education schools. The Parent Education and Diversity Awareness (PEDA) program administrators track the number and type of all requests for information through an online database system - Contact Tracker. Parents/families consistently make-up the highest number of contacts/requests for information. Data are used to plan parent/family and community workshops, other district professional learning, resource creation, as well as inform the ELT and Directors on the needs of stakeholders. Administrators listen to parent input and concerns in the district-wide and partner district PAC meetings.

Parents/families can contact the SSD PAC directly for more information and are encouraged to address any concerns through the district’s online listening system, Let’s Talk. SSD Unfiltered, the District’s e-newsletter that is distributed to SSD students’ families and anyone who requests to be added to the distribution list, solicits feedback from readers about featured topics and includes links to Let’s Talk to provide a mechanism for consistent listening. Parents/families also provide actionable information at Parent-Teacher Conferences, IEP meetings as well as through requests for feedback via the annual IEP survey and, when applicable, the student evaluation survey.

Partner districts, are the 22 local school districts in St. Louis County. SSD listens to, interacts with and obtains actionable information from partner districts is through our administrative staff. Each partner district is assigned a, SSD Director or Lead Area Coordinator. Partnership interactions are primarily through face-to-face meetings with the administration, both listening and responding to partner district needs, as well as providing the voice of SSD. SSD’s recently deployed AC/Principal Relationship Tool is used to monitor the quality of these relationships. In addition, an advisory team that is led by SSD’s Assistant Superintendent of Partner Districts. These interactions are governed by a Partnership agreement developed in collaboration with area Superintendents.

Community Partners are those external groups or agencies SSD staff collaborates with to ensure smooth transitions from early intervention services to adult services and/or to improve SSD’s core competencies. SSD listens to and interacts with community partners to obtain actionable information through Agency Collaboration meetings and the Career Technical Education (CTE) Advisory. During twice yearly 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.) 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’s district and school social media accounts are primarily used to communicate with SSD families and staff members. The accounts highlight District activities, such as parent workshops, community partnerships, and various school announcement and district events. All of these items are presented through the prism of the District’s core values, and every attempt is made to include at least one of those values within posts. Because such a large number of our students and families are connected with SSD via partner districts, every effort is also made to include links to partner districts in order to highlight the connections and relationships. This reciprocity extends to working with Partner Districts to promote SSD information being included on their websites.

Content shared via social media includes posts asking specific questions about customers’ needs and interests. The district Communications staff monitor and analyze Facebook insights data and other website analytics. The district is currently seeking feedback.
on stakeholder experience related to the public website and is requesting feedback from stakeholders. A district redesign committee will harvest this information and use it to inform the decisions and design.

Listening methods vary across the stages of a student’s and parent’s relationship with the district. The first stage in special education begins when the student is referred to SSD because the school or parents suspect the student may have a disability. As the district begins its relationship with the student and family, the district recently deployed a “Point of Contact” program, where families are contacted by SSD with resources and information to support the process, including information if the student is not found eligible for services. Families interact regularly with personnel to address questions or concerns throughout the evaluation process and family input. The family’s experience during initial evaluation is formally solicited at the end of this process through an online or paper survey. The second stage is the active relationship, or service delivery stage, during which the district gets feedback through the annual IEP process and the annual IEP survey. Planning for life after graduation formally begins the year the student turns 16 with development of a transition plan. This process often starts by completing a Futures Plan outlining the actions that should be taken to ensure that the student is ready for the desired college, job or day program after graduation. SSD has deployed student-led IEPs in some high school settings as an innovative approach used in the Transition Program. Formal and informal transition assessments are given to assist students in identifying their post-secondary goal and actions needed to help them reach their goal. A student exit survey is also given to determine if students felt that the transition program met their needs.

The Public Review Committee (PRC), which is convened every 4 years. After conducting external surveys and open forum discussions with stakeholders, the committee identifies strengths and recommendations for improvement for which the district provides a progress report prior to the subsequent cycle. The ELT and BOE determines what recommendations the district will pursue. The second formal process is the use of Stakeholder Focus Groups during the strategic planning process conducted at least every 5 years.

3.1.a(2) Potential Students and Other Customers
SSD staff obtains information regarding potential students by participating in student support teams (Care Teams) in partner districts that design interventions for students before they are evaluated for special education. SSD listens to potential students with disabilities and their families through the special education initial evaluation process and through Early Childhood Coalition meetings. Coalition meetings include those districts which provide their own early childhood special education; these students are likely move to school-age programs requiring special education services. The CTE Program conducts 8th-grade visits at both North and South Technical High Schools to obtain feedback on educational programs and services. As some partner districts begin to create technical education programs, SSD meets with them to determine how each district might contribute to an effective, collaborative partnership. Information about former SSD students is obtained through, a one year post-graduation follow-up. SSD also participates in the annual IEP meeting for all students placed by the district in POS agencies. In addition, the POS Coordinator and supervising Director meet quarterly with the POS agency directors to build relationships, listen to the required needs of students and families, and obtain feedback.

3.1.b(1) Student and Other Customer Segmentation
Student segmentation includes areas such as disability, grade, service needs, and partner district. An analysis of population trends by disability assists in determining programming as well as staffing needs for both the ECSE student segments and school-aged student segments. Additionally, trends in related service requirements defined in IEP documents are compared to staffing allocation to observe capacity gaps in staffing. CTE uses the PSI scorecard to analyze enrollment by career cluster. SNAP service considerations include counts of private school students with an educational eligibility, b) current SNAP participation and 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 for student growth is unique due to SSD’s mission. SSD does not attempt to grow the number of students who are identified with an educational disability, but it does ensure it meets and exceeds the requirements of “Child Find” and grows the effective supports that meet the variety of needs of all students. Those supports promote proactive, multi-tiered interventions for students within the general education programs. SSD influences partner districts through the Partnership Agreements. Examples of programs and systems of support that SSD provides include MTSS, audiology screenings, transition resources and information to support students with
disabilities not served by SSD within the partner district.

3.1.b(2) Program and Service Offerings
SSD determines educational program and service offerings through its strategic planning process. SSD determines student, other customer and market needs and requirements by seeking input within the structures through our listening methods.

SSD determines student needs and requirements for educational programs and service offerings through the student evaluation and the IEP process. The evaluation process determines whether or not a student has met criteria for an educational disability and how that disability may or may not impact access and benefit from the general education curriculum. A report is written to help the IEP team and/or the student’s educational team, which includes the parents/family, and whenever possible, the student. The IEP process is completed on an individual basis for all students who have met eligibility criteria by a multidisciplinary team of special educators and general education teachers and outlines educational programs and services to address the students’ needs. Academic and behavioral interventions, curriculum and disciplinary accommodations and modifications, assistive technology, specialized equipment and specialized transportation are just some of the programs and services determined through IEP meetings. Area coordinators 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. This process utilizes reviews of standardized, norm-based formative assessments such as Fastbridge and STAR, district-created assessments, IEP goals, alternative assessment eligibility, and student required accommodations and modifications.

SSD has several methods of identifying and adapting educational programs and services. SSD identifies and adapts educational programs through the strategic planning process. 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 use of PDSA. SSD also uses program evaluations to identify and adapt educational programs. Program evaluations are conducted either by service segments of CTE, special education schools, special education services in partner district; or when the same content is applicable across segments, the information is disaggregated within the evaluation report. The Transition Department also solicits eligibility requirements for adult services available after graduation by meeting with two state agencies, Vocational Rehabilitation Services of Missouri and the Department of Mental Health. Transition also partners with the county’s Community Transition Team and has created key skill requirements for the various post-school outcomes.

CTE identifies new markets and adapts programs through the recruitment and admissions process. These efforts include 8th grade visits to the schools, 9th and 10th grade tours, Open House events, social media advertising and the dissemination of program specific materials to promote the opportunities offered at the two technical high schools. 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. To ensure staff have the most current information SSD participates in staff and administrator professional development both in the partner districts and at SSD. SSD cooperates with sending district and school initiatives such as Parkway’s SPARK and Affton’s STL CAPS. CTE materials are placed in partner district counseling center kiosks.

3.2 Customer Engagement

3.2.a(1) Relationship Management
SSD markets, builds, and manages relationships with students, parents/families and other customers as 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/families and the community. SSD identifies and adapts programs and services in partner districts to discuss service delivery.
improvements and meets with First Steps administration twice annually to discuss current issues and trends.

Building and managing relations is achieved through the deployment of the special education process, frequent review of special education programming, the curriculum review process, review of state assessment data, the use of predictive measures for student outcomes, monitoring of progress towards IEP goals, engaging in futures and transition planning, federal program review, collaboration on staffing (hiring and supervision) with partner school administrators, collaboration on professional development both in participating in and providing professional development, provision of special education outcome data to collaborative partners, listening tours, and collaborative advisory committees.

There are three points in which SSD has the opportunity to exceed the expectations of entering parents/families. The first, participation in partner district Care Teams, consists of a team of building educators who monitor and review students for whom an educational concern has been identified. This team attempts a variety of intervention strategies with the student prior to consideration for evaluation. The second, EPIC process, outlines the materials and action steps that each school psychologist utilizes for every family who is referred for evaluation to ensure that families receive the information they need to understand and participate in the special education process. The third, Point of Contact, piloted during the first semester of the 2018-19 school year, and slated for full deployment August, 2019, provides a personal introduction to SSD, key contact lists, evaluation process information and community resources.

In CTE schools, the step of retention occurs between the time a student is accepted and the first day of attendance. During that window admissions personnel contact/follow-up, instructors phone, reminder postcards and t-shirts are sent, etc. in order to ensure contact is maintained. Once students are attending extra and co-curricular activities, parent communication and advanced and well supported technology promote retention. CTE also offers lower student to teacher ratios, a curriculum that sparks interest and co-curricular activities, parent communication and advanced and well supported technology promote retention. CTE works diligently to increase flexibility with CTE offerings and student attendance times. Program offerings are devised that appeal to one year students, provide students with multiple opportunities within a career pathway and offer opportunities to be more interactive with other partner district school initiatives.

SSD leverages its social media by posting a variety of information and positive news, purposefully using photos and other graphics, and analyzing post content and other social media analytics. SSD uses that analysis to improve use of social media to enhance and increase its relationships with students and other customers. The district has aligned board policies to cover the use of social media as an engagement vehicle for students.

3.2a(2) Student and Other Customer Access and Support

Figure 3.2-2 describes how SSD enables students, partner districts, families and community to seek information and support. 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 Parent Education and Diversity Awareness (PEDA) program. PEDA staff provide direct support to parents/families and community through workshops, resources, referral, consultation, lending library, website, Parent Leadership Institute, and Parent Mentor Outreach Ambassadors.
PEDA determines targeted family and community outreach through data analysis of Contact Tracker, as well as VOC tools, including PAC, focus groups, IEP survey comments, workshop comments, etc. Targeted outreach includes such activities as information sharing at Back to School Fairs and other community events, hosting and advertising parent education workshops in different locations across the county, partnering with ECSE and School Age Area Coordinators to present Transition to Kindergarten workshops, etc.

Parents/families, staff and the community can also request resources, ask specific questions or provide input directly to the PEDA staff or through the online tool, Let’s Talk. In addition, parents/families can contact the district Compliance Administrator who fields questions regarding the special education process and options for resolutions of concerns. Parents/families can request information and support through the PAC whose information and resources are available on the district website.

The SSD website front page is a key information and support resource for students and families. Two sections in particular provide guidance and direction to families/community to access specific topics. Special Education at SSD is divided into three “steps” - 1) Getting Started at SSD, 2) Making the Most of the IEP Process and 3) Planning for Adult Life. Cool Tools, the second resources section on the website, spotlights key web pages with direct links that are either high traffic or pages that the district would like to bring specific attention.

Each SSD special education school has developed and maintains a school specific website. All SSD schools distribute “Partners for Success,” a handbook for families, and it includes suggestions on ways families can advocate for their students, information about PEDA and the FCRC, a navigation ladder to help families identify the appropriate person to contact with questions or concerns, and a number of other resources. Schools also provide information through the Family Engagement online newsletter.

SSD’s key means of student support is the provision of special education and other related services defined by the IEP process. For students in the CTE program, the key means of support is curriculum and the specific trade instruction designed for the student’s selected course of study. The key communication mechanism for students receiving special education services is the annual IEP meeting and the transition planning process.

Parents/Guardians receive a progress report on IEP goals on at least a quarterly basis. 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 (SNAP). SNAP Individualized Services Plans (ISP) are written collaboratively with the parents/families, the school staff, and SSD staff.

One of the ways SSD determines students’ support requirements is through the Data Team process. A team of educators makes data-based decisions regarding student needs. SSD teacher-level staff participate on 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. In the SSD schools, the district follows each school’s Title I Caseload Plan, reading specialists use state and district assessment data to determine which students will receive Title I remedial reading instruction. Each March, SSD Federal Programs conducts a parent/family phone survey and a school administrator/staff survey. The survey is designed to determine perception of the effectiveness of the Title I program. Data from this survey is used to make changes and improvements in the Title I program. Requirements of customers, school and district staff are determined through building or district action plans, the partner districts goals, and outcome data (student, teacher, staff, etc.)
SSD has a wide variety of methods to ensure that requirements and expectations are deployed to all providers of student supports and services, as well as all other customer supports, including monitoring Transition IEP compliance, the Strategic Planning Process and Cascading Improvement Plans, Board Policies and Regulations. In addition to making decisions regarding special education process compliance, the Special Education Process Committee prepares two professional development opportunities for administrators, email and website communications and an annual professional development course. The course is completed by all special education staff annually. New teach staff are assigned special education process coaches who interact with the new teacher level staff in an online course format.

At the onset of each calendar year, all staff groups participate in a pre-school year orientation. All orientations share common elements representing organization wide expectations and requirements. Bimonthly administrator professional development sessions are organized providing specific ongoing professional learning for administrators with the expectation that they disperse that information to the staff they support.

3.2 a(3) Complaint Management
SSD manages and resolves student complaints within the classroom through the use the 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: a) student due process rights, b) bullying and hazing, c) reporting and investigating child abuse, d) prohibition against discrimination, harassment and retaliation, and e) regulations for compliance grievance procedure. Students in our SSD Schools and Programs are also afforded the opportunity to address any concerns through the annual Student Climate Survey and all students served by SSD have access to Let’s Talk.

Parents/families have the opportunity to address concerns/complaints/questions through a variety of mechanisms. Concerns can be addressed directly to the staff providing services or the administration for the school or district. A communication sequence is available through the PAC pages on the SSD website and families are encouraged to reach out to directly to handle any concerns. In addition to open communication and support to navigate the system, families also have state and federal complaint process and procedural safeguards / due process rights are available and information on these rights are communicated at every annual IEP. Information on these rights are provided on the district website, PEDA staff and sheets, resource packets, workshops and access to the district Compliance Liaison to support understanding. Additionally, families can address complaints through Let’s Talk, the IEP and EPIC surveys, PEDA Satisfaction Surveys, Focus Groups, SSD PAC meetings and climate surveys.

Partner District staff are encouraged to work directly with the assigned SSD administrative staff to surface concerns and complaints. Any organization whom we have placed students or businesses with whom SSD has work sites each has an assigned SSD Area Coordinator to whom all complaints or concerns are directed. Community members are able address concerns or complaints through Let’s Talk or by petitioning the SSD Board of Education.

Issues and complaints received from each phone call, email contact or walk-in contact from parents/family and community members to the PEDA staff are entered in Contact Tracker. They are addressed by the work unit members using the "Issue Resolution Process ". Data are reviewed, resolved and shared with departments or administrators as needed for further action or to address potential systemic issues.

3.2.b. Determination of Student and other Customer Satisfaction and Engagement
3.2.b(1) Satisfaction, Dissatisfaction, and Engagement
Through the strategic planning process and as a result of previous MQA review, 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 practices and study of best practices, the district developed a systematic VOC process and secured an external agency, K-12 Insights, to develop, deploy and assist in analyzing climate and engagement surveys. The district also deployed the Let’s Talk which they can access on the SSD website. While the system is intended for complaints, it is also monitored for satisfaction, dissatisfaction and engagement and is reviewed at each Cabinet meeting.

3.2.b(2) Satisfaction Relative to Other Organizations
SSD obtains information on students’ and other customers’ satisfaction relative to other school districts through comparing our results to other districts. K-12 Insights provides comparative data through their database of districts from around the country for standard questions or from nationally published educational research. The district has also identified “neighboring” districts throughout the country that more closely align to the scope and breadth of Special Education service delivery and demographic makeup.

Community sites housing job-training programs complete an annual evaluation of program quality for the students at the site. 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 Purchase of Service (POS) program. SSD staff complete a 90-day follow-up for all students who graduate from those agencies.

### 3.2c Use of Voice-of-the-Customer and Market Data

Each spring, the District administers a climate survey to all full-time SSD staff, as well as students in SSD schools and their families. SSD administrators review the results of the climate survey as a group to assist the District’s ELT in identifying key findings, trends and potential action items based on the survey results. The ELT reviews these recommendations from administrators and the survey results to identify and prioritize action items and utilizes the data to support strategic planning.

Based on analysis of the 2018-2019 employee climate survey results, the ELT identified four focus areas as opportunities for improvement: recognition, decision-making, leadership and workload. Administrators also receive the disaggregated survey results along with a guide to support them in analyzing and using the survey data in action planning for their school, program or department.

Survey results and information about related action items are shared with stakeholders through a variety of communication channels, including email, the District’s website and SSD Life (the District’s employee intranet).

SSD also utilizes *Let’s Talk* to solicit feedback from internal and external stakeholders as a means to foster two-way communication. This feature allows customers to ask questions and share suggestions, comments and concerns. Submissions are disseminated to administrators so that they may respond directly to the customer. SSD’s executive leadership team regularly reviews all *Let’s Talk* submissions to identify key themes and opportunities for improvement for the District.

The CTE program utilizes voice of customer and market data including but not limited to focus groups, surveys, Missouri economic data and census data, which are utilized during the program evaluation and program development processes. Data are used to justify the creation of new programs as well as the elimination or redesign of existing programs based on student needs, student interests and market demand. For example, the CTE Career Exploration program was redesigned as a result of student surveys and focus groups to better achieve student's desired outcomes.
4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) Performance Measures
SSD tracks overall organizational performance through the use of the District Scorecard. The Scorecard (AOS) represents the measures of the strategic plan and is reported to the board annually. Daily operations are tracked through area/building, region, department, and work unit improvement plans and department specific measures. Strategy 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 is tracked in Envisio, the District’s strategic planning software. 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.

4.1a(2) Comparative data
SSD supports fact-based decision making 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. Program evaluation provide another opportunity to identify appropriate comparatives. 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.

4.1a(3) Measurement Agility
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 LS 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 supported through the district’s measurement team.

4.1b Performance Analysis and Review
SSD reviews organizational performance and capabilities using the structure identified in the LS 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 review 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.

The analysis of performance on the strategic plan and DSC 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 performance data. Many areas of importance are identified by DESE in MSIP standards requiring annual or biennial analysis and program evaluation reports. 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 and BOE review progress on CSIP goals on a quarterly basis. ELT team members assign a strategy champion for every strategic priority.

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.

4.1(2) Continuous Improvement and Innovation
SSD identifies opportunities for continuous improvement and innovation during strategic planning and as a result of other improvement efforts. Identified opportunities are prioritized, assigned a champion and an improvement team. Teams deploy changes to the relevant workforce members as required innovations and improvements are developed. District priorities and informational items are communicated at the department, region, and administrative level through administrative meetings. Instructional innovations are communicated through the Planning and Development website and technical assistance teams. Building plan components/priorities are deployed through school improvement plans. SSD shares information about priorities and goals with suppliers, partners, and collaborators as appropriate.

4.2 Information and Knowledge Management

4.2a Data and Information

4.2a(1) Quality
SSD verifies and ensures the quality of non-student organizational data and information through the deployment of pre-configured business rules to prevent overspending, adjust expenditures and create financial encumbrances in Lawson, a business enterprise software. 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. 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 FERPA guidance. Specific field validations are set to control information entry. State reports on student data are checked for accuracy once received. Performance data accuracy is also a component of the program evaluation process.

4.2a(2) Availability
Data and information are primarily available to the workforce in 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 SSD 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. In CTE Schools parents have access to their child’s data through a password protected Parent Portal. Sharing relevant employee data automatically to partner districts via SFTP protocol Software solutions (e.g., Educlimber and TalentEd) improves accessibility and usability of data.

4.2b Organizational Knowledge

4.2b(1) Knowledge Management
Four key methods of sharing include professional learning, data teams, department or regional leadership teams, and electronic sharing through SSDLife, Moodle and other web-based applications. TATs are 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 KickUp 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.

Technology Services captures technology related issues as well as service and change requests. A focused on the audience requiring the information ensures the quality of content and information. An end-user accessible knowledge base resource is available through the service desk.

Transferring knowledge to and from students and other customers occurs through classroom learning systems, data teams, PAC, and advisory committees. Information is derived from program evaluation data reports, DSC, progress reports on the district, school, area, and department-level plans, and external reviews and audits.
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.

4.2b(2) Best Practices
The building, department, and area 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. Organized into Technical Assistance Teams, these staffs also identify district best practices across the district. An example of a tool used to identify such practices is the “Best Practices Inclusive Education Survey”. This tool developed by PEDA has been shared with inclusion training participants, directors and other administrators to give to schools. Results are analyzed to identify pockets of excellence so other educators can benefit. 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. 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 staff meetings, professional learning, and electronic resources. Direct teacher sharing of best practices occurs through 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.

Another example of a tool developed to identify and support best practices of the district is a newly developed innovation rubric. The purpose of the rubric is to identify and collect information on innovative changes and transformations to district processes. Innovations are explored and rated according to the relative degree, depth and scope of an innovative change or new process. The process studies proposed change to capture the intended outcome or problem being solved, identify the suppliers, stakeholders and customers impacted, the significance of the change and the degree of change in the output from the process. Additionally, information is collected regarding aspects of the process development or change considered but rejected. Results of the process will be included in district systems to facilitate future proposed innovations and make detailed information available to future teams.

4.2b(3) Organizational Learning
Knowledge and resources are embedded in District operations through ongoing professional development, professional growth plans, data team initiatives, the mentor process and a growing knowledge base of technology services. Needs for learning are identified through strategic planning, support requests and service requests/incidents. SSD provides online and blended learning opportunities for staff to promote flexible/any-time learning and self-sufficient users. The Technology Services Help Center 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. 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. Caseload concerns are addressed through the annual budget process. Based on analyses, the district reallocates staff for the upcoming school year and to determine equitable teacher caseloads. Teacher caseloads consider high levels of student need. If necessary caseloads can be adjusted mid year to address sudden fluctuations in student need. Career Technical Education (CTE) uses DESE common criteria quality indicator rubric to address program and staffing capacity in seven (7) areas and submits to DESE for an annual evaluation. 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 social media or professional publications, and/or meeting potential candidates through key contacts at local universities as appropriate. The district uses a prescreening assessment tool, Polaris, to identify qualities in potential candidates deemed to make them a good fit. The identified applicants then participates in a research-based and structured interview process from Humanex to create a candidate pool for the selection process. Interview questions help the hiring administrator identify a candidate’s sense of purpose, beliefs, and attitudes about education and students, and interpersonal skills consistent with the District’s core values. The District uses the Humanex Frontline screening profile questionnaire and associated interview questions for all other segments of the workforce. The selection process occurs during technical and site-level interviews with administrators who have the vacancies and recommendations are made to Human Resources. 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, reviewed annually, and the recommendations have been incorporated into the District’s Strategic Plan (CSIP) for other instructional workforce segments as a process improvement.

Staff onboarding begins 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, equity and accountability.

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, 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 induction and mentoring program exceeding Missouri’s 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. Effective instruction and specialized instruction to improve student performance is emphasized.
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 teachers-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). There are additional new paraprofessional trainings 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 new professional learning system, KickUp.

The District ensures that 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.

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 communication and professional learning. As an example, for the new AC management pilot, input from staff members was sought, professional development was provided and ongoing collaborative team meetings were held to ensure that the assigned administrators had the skill set necessary for the changing role.

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 Leadership System (Figure P2.2-2) shows the integration among the district’s MVV, 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 (Figure 2.2-2). 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 installed a new card access control system to include panic buttons.
Currently, the District is implementing an assessment of safety and security procedures, including bus safety with the federal Transportation Safety Agency (TSA). An all hazards approach to incidents has been developed including an incident command structure at the SSD Schools and the Administrative Offices. A chemical hygiene program has been implemented at Tech Schools and a revised hazard communication 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-accident 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.

Wellness champions throughout the district help promote wellness initiatives and activities. A wellness survey is distributed to staff every three (3) to five (5) years to better understand needs, interests and what motivates employees to participate. Survey results are shared with staff and site-specific results with wellness representatives to tailor programs accordingly.

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. 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 a comprehensive benefits package at no cost to the employees. 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.

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, and bereavement as well as 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.

Figure 5.1-2 Workforce Benefits

<table>
<thead>
<tr>
<th>Factors</th>
<th>District Practices</th>
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</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>• Salary schedules competitive with median regional salary</td>
</tr>
<tr>
<td></td>
<td>• Step increases for instructional staff</td>
</tr>
<tr>
<td></td>
<td>• District-paid health, life, dental, vision insurance and long-term disability</td>
</tr>
<tr>
<td></td>
<td>• Personal days and sick days</td>
</tr>
<tr>
<td>Incentives</td>
<td>• Advancement on salary channel for teacher-level staff with additional college 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 PD</td>
</tr>
<tr>
<td></td>
<td>• Sabbatical leave</td>
</tr>
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Figure 5.1-1 Workforce health, security and accessibility

<table>
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<tr>
<th>Method to address</th>
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<th>FY18</th>
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<td>Tobacco-free policy</td>
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<td>Employee Wellness Program</td>
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<td>Medical Assistance team</td>
<td>Increase in accessibility of information</td>
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<td>Annual health services</td>
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<td>Crisis team</td>
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<td>Security</td>
<td>Safety teams</td>
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<td>Fire drills</td>
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<td>Tornado/earthquake drills</td>
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<td>Intruder, bomb drills</td>
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<td>Security Personnel</td>
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<td>Elevator inspection</td>
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5.2 Workforce Engagement

5.2a Assessment of Workforce Engagement

5.2a(1) 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 include:

- 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.

5.2a(2) 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 are monitored by the ELT and the Board of Education. During the ELT annual strategic planning process, workforce engagement data are used in setting priorities. Informal methods of workforce engagement are noted in Figure 5.2-1.

5.2b 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 5.2-2). 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, printed 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.

<table>
<thead>
<tr>
<th>Figure 5.2-2: SSD Standards of Excellence</th>
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<tbody>
<tr>
<td>- We believe all students can be successful.</td>
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<tr>
<td>- We focus on each student’s potential.</td>
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<tr>
<td>- We value all people for their individual strengths.</td>
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<tr>
<td>- We collaborate with parents, students, staff, and stakeholders.</td>
</tr>
<tr>
<td>- We respect the opinion of others.</td>
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<tr>
<td>- We strive to continuously improve our performance.</td>
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<tr>
<td>- We embrace our role as ambassadors for the District.</td>
</tr>
<tr>
<td>- We take pride in our work.</td>
</tr>
<tr>
<td>- We believe that what we do is more than just a job.</td>
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</tbody>
</table>

SSD fosters an organizational culture characterized by open communication. A Superintendent update is provided through emails to staff, start of school orientations and at monthly administrator 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. “Let’s Talk” was added to further foster two-way communication. To ensure diversity of ideas, SSD designs its strategy and improvement teams to broadly represent areas expected to be impacted by changes. Teams routinely seek out stakeholder feedback when designing and implementing solutions.

High performance is formally recognized through several district programs and practices such as: SSD Salutes Banquet, Key to the Classroom Award (teachers), Teacher of the Year, Building Block Award (paraprofessionals) Lasting Impression Award.

5.2c Performance Management and Development

5.2c(1) 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.
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. EES also includes student growth plans and student performance. EES reinforces intelligent risk taking by encouraging practices leading to performance with distinction.

5.2c(2) Performance Development
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. This process considers needs assessments results through a prioritization matrix and aligns 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. Development is differentiated by new and experienced teacher staff, new paraprofessionals, all instructional staff, as well as new and returning administrators (Figure 5.2-3).

5.2c(3) 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 measures 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.

5.2c(4) Career Development
SSD manages career progression through the development and implementation of educator growth plans or professional learning plans. The Teacher Leadership Academy 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.

### Figure 5.2-3 Professional Learning Overview

<table>
<thead>
<tr>
<th>Staff</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teacher-level staff</td>
<td>Classroom learning systems</td>
</tr>
<tr>
<td></td>
<td>Data teams</td>
</tr>
<tr>
<td></td>
<td>Special education process training</td>
</tr>
<tr>
<td></td>
<td>Research-based instruction, special education, disability-specific content</td>
</tr>
<tr>
<td>Instructional staff</td>
<td>NCI training with certification</td>
</tr>
<tr>
<td>New teachers Academy</td>
<td>Year 1: Effective Practices</td>
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<tr>
<td></td>
<td>Year 2 - strategic instruction</td>
</tr>
<tr>
<td></td>
<td>Year 3 – strategic instruction</td>
</tr>
<tr>
<td>CTE Teachers</td>
<td>Industry-standards</td>
</tr>
<tr>
<td>New Para</td>
<td>Behavior management training</td>
</tr>
<tr>
<td>All Instructional staff</td>
<td>Special education interventions, disability-specific, role specific content, technology</td>
</tr>
<tr>
<td>Administrators</td>
<td>Administrator Training: Leadership, procedural and instructional practices</td>
</tr>
<tr>
<td>New Administrators</td>
<td>New Administrator Training: Mentoring, dialogues with ELT, leadership and other professional learning</td>
</tr>
</tbody>
</table>
6.1 Work Processes

6.1a(1) Determination of Program, Service, and Process Requirements
SSD determines key educational program, service and work process requirements through the strategic planning process and ongoing program evaluation. Key requirements are those which are essential for meeting stakeholder needs and delivering on the strategic plan. LS (Figure P 2.2) depicts key work processes and how they are linked to the District's mission, vision, values, core competencies and key performance measures. Departments, teachers and administrators utilize PDSA and result measures to develop and improve processes to meet internal and external customer requirements.

6.1a(2) Key Work Processes
Figure 6.1-1 depicts key work processes and their requirements.

CATEGOR 6 – OPERATIONS

6.1 Work Processes

6.1a(3) Design Concepts
SSD uses the principles of PDSA and DMAIC to design, improve educational programs and services to increase student learning, enhance core competencies and reduce variability within support processes. ELT and strategy teams use the PDSA process to review strategic action plans and project improvement. Project teams charted by the ELT use the DMAIC model to design for innovation. SLs utilize PDSA to review district and department level processes. Administrators and SLs utilize PDSA to review district level student results data to design or improve educational programs and services to increase student learning at the building/district level. Teachers and data teams utilize PDSA to analyze results from classroom goals, individualized student goals and other student assessment data to determine any changes that in educational programming at the classroom and building level.

As action plans for improvement are developed, CSIP teams, departments and project management teams consider technology, professional development, methods of assessment and other needed resources. New

<table>
<thead>
<tr>
<th>Process</th>
<th>Requirement</th>
<th>How determined</th>
<th>Outcome Measure</th>
<th>Result</th>
<th>Process measure</th>
<th>Result</th>
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</thead>
<tbody>
<tr>
<td>Design -deliver instruction</td>
<td>Students live fulfilling lives</td>
<td>State and federal requirements</td>
<td>State Assessment</td>
<td>7.1.1-3</td>
<td>Attendance;</td>
<td>7.2.12</td>
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<tr>
<td>Engage students, families, partners</td>
<td>Collaborative relationships</td>
<td>Advisory input, PEDA contact</td>
<td>Graduation Rates</td>
<td>7.1.4-5</td>
<td>FastBridge/Star</td>
<td>7.1.7-9</td>
</tr>
<tr>
<td>LS (Figure P 2.2)</td>
<td></td>
<td></td>
<td>Family engagement</td>
<td>7.2.9</td>
<td>Let’s Talk, Facebook</td>
<td>7.2.17-20</td>
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<td>Due process filings</td>
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<td>IEP survey</td>
<td>7.2.6</td>
<td>IEP survey</td>
<td>7.2.7</td>
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<td>PBIS Implement</td>
<td>Training provided</td>
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<th>Process</th>
<th>Requirement</th>
<th>How determined</th>
<th>Outcome Measure</th>
<th>Result</th>
<th>Process measure</th>
<th>Result</th>
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<tr>
<td>Develop -implement the vision</td>
<td>Develop and deploy</td>
<td>Strategic plan implementation and results</td>
<td>Strategy implement.</td>
<td>7.5.13</td>
<td>Quarterly Strategy reports;</td>
<td>AOS</td>
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<td>Provide high-quality business operations</td>
<td>Efficiency and effectiveness</td>
<td>Survey</td>
<td>Fund balance</td>
<td>7.5.1</td>
<td>Budget versus expenditure</td>
<td>7.5.6</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Satisfaction</td>
<td>AOS</td>
<td>cost control</td>
<td>7.5.7-9</td>
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<tr>
<td>Develop engage a highly effective workforce</td>
<td>Staff safety, satisfaction, and engagement</td>
<td>Survey</td>
<td>Engagement Climate</td>
<td>7.3.13</td>
<td>EAP utilization;</td>
<td>7.3.7</td>
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<td></td>
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<td></td>
<td>Staff retention</td>
<td>7.3.14</td>
<td>PD experience</td>
<td>7.3.13</td>
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<td>Safety inspection</td>
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<td></td>
<td>Recognitions</td>
<td>7.3.15</td>
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<tr>
<td>Deliver technology Services</td>
<td>Efficiency and Effectiveness</td>
<td>Survey</td>
<td>Satisfaction technology support</td>
<td>7.1.22</td>
<td>Technology request resolution;</td>
<td>7.1.21</td>
</tr>
<tr>
<td>Comm. effectively</td>
<td>Effectiveness</td>
<td>Survey</td>
<td>Satisfaction comm.</td>
<td>7.3.12</td>
<td>Let’s talk submission</td>
<td>7.2.20</td>
</tr>
</tbody>
</table>
technology resources are acquired, if needed, and incorporated in the design of the work processes. New work processes are partially deployed within a segment of the workforce to address design errors prior to full scale deployment. During the pilot stage, the teams evaluate and adjust process as needed and ensure that the new process will be agile enough and responsive to customer needs. Once adjustments are complete, a control plan is developed and the new or improved process is deployed to the appropriate workforce. Deployment strategies include face to face professional development, e-learning professional development, coaching and technical support.

**6.1b Process Management and Improvement**

**6.1b(1) Process Implementation**

SSD ensures that day-to-day operations of work processes meet key process requirements through implementation of department plans. Key process measures and outcome measures are depicted on LS (Figure P 2.2). 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 an Senior Leader (SL). The SL receives a notification from the survey via email indicating a parent would like to be contacted and the SL emails or calls 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. SL receive results monthly from the parent survey. Admin 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, Area coordinator / Principal collaboration tool and advisory groups.

**6.1b(2) Support Processes**

The ELT identified key support processes by considering the CSIP, process needs, survey results and voice of stakeholder. Operational support department directors and managers ensure day-to-day-operations meet key requirements by monitoring process measures and conducting cycles of improvement on them. For example, the technology help desk sends satisfaction surveys after work tickets are completed; transportation tracks on-time bus arrivals, adherence to maintenance schedules, and safety incidents; purchasing 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 and a work injury committee meetings routine to find areas for improvement.

**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, 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. As a cycle of improvement, teacher level staff now learn the principles of classroom improvement including PDSA through a hybrid web and in person coaching system leading to a “micro badging” opportunity. District level project improvement teams utilize the DMAIC process.

**6.1c Supply – Network Management**

Due to the nature of educational operations, SSD’s approach to supply chain management is set through BOE policy. Work processes regarding requisitioning supplies are managed by the Director of Purchasing. Internal customers utilize work processes to requisition for vendor (external) supplies and warehouse (internal) supplies. An internal software system (LAWSON) is utilized to manage all customer requisitions. The Director of Purchasing systematically monitors reports to ensure that requisitions have been processed within specified time frame as set by department goals. A PDSA approach is utilized to monitor time on delivery and adjustments are made as necessary to meet department goals. SSD board policy, DESE and local government requirements govern supplier qualifications and selection as outlined by the board policy for bidding procedures.

The CFO and Director of Purchasing monitor vendor contracts for key work processes that are provided by external suppliers. External and internal suppliers are measured and evaluated utilizing criteria such as: quality of product, customer satisfaction, cost, patterns of consistency for deliverables and tracking returns, replacements and repairs. External suppliers have representatives that are assigned to SSD. This allows SSD to have two-way communication with external suppliers to ensure efficiency and effectiveness of key work processes. SSD provides feedback to external suppliers through direct contact with representatives, participating in vendor surveys, letters of satisfaction/ dissatisfaction and regular email correspondence. The communication provides the external supplier with feedback and suggestions for improvement. When one of District criteria as mentioned above is not being met, the Director of Purchasing contacts the vendor representative directly to resolve the deficiency.
6.1d Innovation Management
SSD manages innovation through strategic planning and reporting processes. The District pursues strategic opportunities for intelligent risks in three ways: 1) by considering the gap between current and desired state performance during strategic planning 2) through ideas generated by District strategy teams for potential inclusion as future objectives or strategies; 3) by ongoing monitoring of potential changes in legal or regulatory guidelines.

Through the strategic process, a strategy is developed and assigned to a District strategy 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(s) are considered when Goal Champions prioritize action plans, complete a capacity analysis and make a decision regarding action plans to be accomplished during the annual CSIP cycle.

6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness
SSD controls overall cost of operations through policies for budgeting and purchasing aligned with state law and 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 emergency needs and to permit orderly adjustment to changes resulting from fluctuations of revenue sources. SSD strives to maintain a minimum undesignated balance in its operating funds equal to a range of at least 10-15 percent of its prior year operating expenditures. Needs are identified based on stakeholder inputs and funneled up through organizational hierarchy to the ELT. 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 then presented to the Governing Council and BOE for approval.

As instructional personnel expenditures represent the majority of District expenditures, decision making for teacher positions is further supplemented through a caseload weighting system that accounts for a variety of factors including student specific needs.

6.2b Security and Cybersecurity
SSD developed security guidelines and technology plan aligned with legislative and DESE requirements. The CTO owns the security plan and ensures management and operations of the plan. The security plan requires an every three week maintenance schedule to update operating systems and install security patches on all servers. The technology plan establishes refresh cycle for hardware that supports software and networks.

The security guidelines require the following: password requirements with required password reset intervals (every 120 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 audited all doors and implemented interior door locking key management system and exterior door locking system. SSD utilizes the RAPTOR system in all owned buildings to monitor visitor entry. In response to CO events occurring after normal business hours, SSD hired a security guard.

SSD implements an access process for student records in order to ensure appropriate access to ensure confidentiality of student information. A device management process tracks district owned devices. Banking systems are secured through a dual control process and an internal control plan for financial security including processes for expenditures and revenue. Capital items are housed in a secure areas at the distribution center, tagged with a barcode and maintained. Internal electronic student records requests are made through a SharePoint form with identifying information, explaining the purpose for the access and the length of access. For paper records, the requestor signs a request card and sign in and out the records. External request for student records occurs through a formal request process including signed consent following FERPA regulations.

In the event of a cybersecurity attack, documents the time of the incident, evaluates the risk of the attack and a plan to avoid a security breach. Virus protection is on every computer. Employees are trained on fraud and are required to sign a usage agreement annually. SSD has expanded email and threat protection to allow for proactive removal of emails that our Proof point filters have deemed malicious. New automation technology also allows our Palo Alto firewall to block malicious links automatically and disconnect computers from the network that have been identified as sending malicious email.

SSD has begun to implement new in-person and computer-based training classes to increase awareness of emerging cybersecurity threats.

All computer accounts for staff no longer employed by the District are deactivated 45 days after the employee’s separation, and all emails and other files will be archived in accordance with District digital retention policies.
Computer accounts for former employees will be fully deleted 90 days after separation. Staff are no longer able to log into accounts after employment ceases.

SSD has expanded email and threat protection to allow for proactive removal of emails that our Proof point filters have deemed malicious. The new automation technology also allows our Palo Alto firewall to block malicious links automatically and disconnect computers from the network that have been identified as sending malicious email.

6.2c Safety and Emergency Preparedness

6.2c (1) Safety
SSD provides a safe operating environment through proactive measures including: a workman’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 (DSS) 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. In 2019, as one of the only Districts with an Incident Command Structure, SSD coordinated with Homeland Security to provide a tabletop emergency drill focused on transportation safety. Improvements to the command structure and transportation system as a result of this exercise are pending finalization of the event report.

6.2c(2) Organizational Continuity
SSD’s disaster and emergency preparedness system consider prevention, continuity of operations and recovery through the following: implementation of an Incident Command structure, ELT succession plans and cross training for multiple staff within a department; SSD maintains a stock of essential supplies to prepare for any emergencies with suppliers; SSD has a voice over IP network and in the event of a lengthy emergency as well as designated analogue phone lines, SSD can move IP phones to an offsite location. Backup systems are out of Atlanta and Denver. SSD installed cell phone repeaters at CO for emergency personnel to have access to radios and phones and staff to have access to cell phones. An emergency generator at CO that runs access to building in the event of a power failure; each school has an evacuation plan in the event of an emergency. Students have their own student identification log in and a Palo Alto content filtering to ensure student internet safety.
CATEGORIES 7 - RESULTS

7.1 Student Learning and Process Results

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 Figure 7.1-1. 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 provided for SSD Schools. Comparisons provided include results for the state as a whole and for students with IEPs across the state.

Figure 7.1-1 MAP Index: English Language Arts and Math

MAP Index Scores: English Language Arts

MAP Index Scores: Math

Multiple versions of the state tests have been administered over the previous 5 years, making assessment of trends in performance over time challenging. New versions of the standard tests were introduced for students in school year 2017-18. An entirely different Alternative MAP test (MAP-A) was introduced for ELA and math in 2015. The proportion of SSD students performing “proficient” has declined following the introduction of the new MAP-A. Around half of SSD school students take the MAP-A version of the state test. In contrast, 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, DESE generates growth from the prior year against “expected” performance. 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. 2016-18 Growth scores for ELA and math relative to the state median level of individual student growth against expectations are depicted in Figure 7.1-2.

Figure 7.1-2 MAP individual student average growth vs. predicted grades 4-8 (scores above 50 exceed “predicted” performance)

While partner districts are accountable for achievement scores of students with disabilities in their schools, SSD services contribute to student performance and growth. The state reports proficiency rates among students with IEPs by district. The proportion of students with IEPs across St. Louis County who have scored “proficient” or “advanced” on the state assessment in the content areas of ELA and Math appears in Figure 7.1-3. As can be seen in the figure, a higher proportion of students with IEPs in St. Louis County have performed proficiently.
than have students with disabilities 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.

Figure 7.1-3 County-wide and State test IEP proficient and advanced percentage, ELA and Math

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 7.1-4. 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 7.1-5.

Figure 7.1-4 Four-year graduation rates

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 7.1-6). Note that acceptable outcomes for students with disabilities will typically not meet the state’s criteria for a positive placement. Results for SSD Schools include both Separate Schools and CTE

Figure 7.1-6 Positive post-secondary outcomes

Student progress is assessed via a variety of predictive, formative academic assessments, including the STAR (students attending SSD schools) and FastBridge (students across the partner districts). Each of these assessments is computer-based. Figure 7.1-7 displays the average student growth percentile on formative STAR assessments (median growth nationally for all students would equate to the 50th growth percentile).
Figures 7.1-8 and 7.1-9 display student growth percentiles for students assessed via the FastBridge system (this generally includes students in grades 3-8 who receive special education services in the respective academic area). Partial deployment of FastBridge was initiated in 2017-18, with all districts participating beginning in 2018-19. Results are segmented by partner district. FastBridge growth rates are baseline performance referenced. Expectation thresholds shown in the chart were internally developed.

**Figure 7.1-8 Median 2018-19 fall to winter growth percentile, FastBridge aReading assessment, students receiving services in reading, county-wide and segmented by district (minimum 30 students assessed)**

CTE students demonstrate skill acquisition and college/career readiness through the Technical Skill Assessments (TSA) and Industry Recognized Credential (IRC) assessments unique to their program of study. Pass rates on these assessments are available on site.

**Figure 7.1-9 Median 2018-19 fall to winter growth percentile, FastBridge aMath assessment, students receiving services in math, county-wide and segmented by district (minimum 30 students assessed)**

Suspension rates for students with disabilities, as well as suspension ratios (i.e., suspensions relative to non-disabled students), represent a student-focused result included in federal reporting. A comparison of St. Louis County and state-level suspension data for students with disabilities appears in Figure 7.1-10.

**Figure 7.1-10 Suspensions of students with disabilities**
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.

Figure 7.1-11 Initial evaluation timelines within 60 days (based on annual sample of evaluations reviewed)

Following several years of collaborating with GoalBook for external evaluation of IEP goal quality, SSD initiated internal evaluation of IEP goal quality using updated criteria in 2018. Results are shown in Figure 7.1-12. A small team conducts these ratings using the Qualtrics system. Expanding the review team to additional administrators in 2020 will increase the sample size.

Figure 7.1-12 IEP goal quality evaluation

Another important LRE category is separate placements, (i.e., students who receive instruction in settings entirely removed from the general education environment). Separate settings are associated with higher cost and include specialized private and public schools, homebound or hospital, and correctional facilities. Total separate placement trends are shown in Figure 7.1-14.

The SSD Purchase of Service (POS) department coordinates placement of students in private separate schools. POS is considered a restrictive setting and generally occurs when the public school system is unable to meet a student’s special education needs. SSD has enhanced programming in the special education schools in order to limit the need for placements in POS settings (also see Figure 7.5-7, Purchase of Service Costs). A comparison of private and total separate placement rates is provided in Figure 7.1-15. While the St. Louis County (SSD) private separate placement rate is low, the total separate placement rate among districts SSD serves lies slightly above the state-wide rate, as well as that for larger districts.

SSD 98.8%
State Overall 99.1%
SPP Target 100%

SSD 63.4%
State Overall 57.9%
SPP Target 40%

SSD 4.3%
State Overall 3.5%
SPP Target 3.7%
SSD employs the data team process to ensure student success across the district. Teachers work collaboratively to monitor student progress plan instructional modifications. Three measurement and assessment coaches coordinate deployment and sustainability of the data team process. Ongoing professional learning and support occurs through data leader cohorts. A new data team process evaluation tool was initiated in 2018. Teams complete the evaluation after each data meeting via a Google form. Results pertaining to teams’ effective use of data to make instructional decisions are shown in Figure 7.1-16.

Survey feedback from teachers speaks to efficacy of processes underlying student results such as post-secondary preparedness and successful special education outcomes. Relevant climate survey results for teachers appear in Figure 7.1-17.

A key support process directly affecting students is transportation. One indicator of effectiveness in transportation is student arrival at school in time for the start of classes. On-time bus arrival is noted in Figure 7.1-18.

Bus safety is another important aspect of student transportation. Preventable accidents (Figure 7.1-19) represent a key indicator of bus safety.

It is also essential that busses remain operationally functional and safe. As shown in Figure 7.1-20, inspection scores for each SSD garage exceed state averages annually. Note that while SSD manages south and central garages, management of north garage is contracted.
Figure 7.1-20 Bus state inspection scores (percent of buses that pass inspection with no defects found)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Central</td>
<td>98%</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>North (contracted)</td>
<td>90%</td>
<td>88%</td>
<td>95%</td>
<td>80%</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>State Average</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Inspections are conducted by the Missouri State Highway Patrol.

The Technology Services Help Desk ensures continued access to technology for all district staff. Through process improvement, department staff have strived to reduce cycle time for resolution of issues while increasing the number of closed tickets during the same time period as noted in Figure 7.1-21. Technology Services fulfilled 24,389 “tickets”, or support requests, in 2017-18.

Figure 7.1-21 Average technology service request resolution time (in hours)

![Service Request Target = 50](image)

![Incident Target = 30 hrs.](image)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Incidents</th>
<th>Service Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>17-18</td>
<td>24.5</td>
<td>4.3</td>
</tr>
<tr>
<td>18-19</td>
<td>10.7</td>
<td>12</td>
</tr>
</tbody>
</table>

Note. 2016-17 represents data only from April to June.

Each staff member submitting a technology support request is emailed a satisfaction survey. Results are shown in Figure 7.1-22.

Figure 7.1-22 Satisfaction with technology support, percent of 4 or 5 ratings (on a 5-point scale)

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Note. 2018 results is based on 7620 responses.

Measures currently in place to support the prevention and minimization of cybersecurity threats that risk compromising District data, corrupting software systems, and/or interrupting work processes include automatically blocking known bad sources and increased scrutiny of sources linked to SSD positions that are primary targets for malicious users. Frequency of known security breaches is shown in Figure 7.1-23.

Security measures blocked 56,324 messages qualifying as cybersecurity threats between January 2018 and January 2019. The percent of breach incidents prevented is shown in Figure 7.1-24.

Figure 7.1-23 Known cybersecurity breach incidents

<table>
<thead>
<tr>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 7.1-24 Cybersecurity breach incidents prevented: Blocked messages January 2018-January 2019

![All Messages: 98.9%](image)

![Attachment: 100.0%](image)

![Message Text: 100.0%](image)

![URL: 97.6%](image)

7.1b(2) Safety and Emergency Preparedness

Safety and emergency preparedness are reflected in identification and resolution of safety issues. Safety audits were initiated in 2015 in response to an internal evaluation of safety processes. Exceptions identified are shown in Figure 7.1-25. SSD schools have completed 100% of required emergency drills (fire, tornado, bomb, hazard, and intruder) over 5 years.

Figure 7.1-25 Exceptions identified in safety audits, SSD buildings

<table>
<thead>
<tr>
<th>School Year</th>
<th>Count of Exceptions</th>
<th>Average Exceptions Per Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>172</td>
<td>13.2</td>
</tr>
<tr>
<td>2016-17*</td>
<td>211</td>
<td>16.2</td>
</tr>
<tr>
<td>2015-16</td>
<td>341</td>
<td>28.4</td>
</tr>
</tbody>
</table>

*Only two audits were conducted in 2016-17.

Work injury claims serve as an indicator of environmental safety. Claims by setting are shown in Figure 7.1-26. Hypotheses for the spike in claims among staff who work in school/instructional settings in 2018 include improved awareness and understanding of Workers’ Compensation reporting processes and increased job-related stress among staff (per anecdotal reports), along with a growing number of students who present with significant needs.
One 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 7.1-27. The service is based on need, and thus positive trend trajectory is not expected.

The District collects data on perceptions of safety among staff through the annual climate survey. Results for several safety-related items across survey group segments are provided in Figure 7.1-28. Staff awareness of safety procedures speaks to process effectiveness in this area.
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. 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.

Figure 7.2-1 Student climate survey results (results represent the percent of students who expressed agreement)

<table>
<thead>
<tr>
<th>Question</th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers show me how our lessons relate to life outside of school</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>My teachers think I can learn</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Staff members treat me with respect</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>My teachers give me extra help when I need it</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>My school makes me feel like I belong and am supported</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
</tr>
</tbody>
</table>

SSD assesses parent satisfaction with the student evaluation process through survey feedback provided following the conclusion of the evaluation process. Results are shown in Figure 7.2-2.

Figure 7.2-2 EPIC Survey: Parent satisfaction with student evaluation process (percent of "Yes" responses to statement)

<table>
<thead>
<tr>
<th>Question</th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evaluation report was understandable and clearly summarized my child's performance</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>I understand how my child was determined eligible or ineligible for special education</td>
<td>98%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>The team members addressed my concerns and questions about my child</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>The evaluation results were presented in an understandable way</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Satisfaction of parents of students attending SSD schools is gauged through the climate survey. The questions align to customer requirements and are shown in Figure 7.2-3.

Figure 7.2-3 SSD school parent satisfaction per climate survey results (percent agreement with the statement)

Parents make attempts to voice and resolve dissatisfaction both formally and informally. Parent Education and Diversity Awareness (PEDA) program staff are instrumental in identifying potential systemic issues that may present concerns for parents. PEDA maintain a ContactTracker system to log details from all parent contacts. Issues are coded and operationally defined prior to entry into the system at the time of the parent contact, which allows for timely review. Satisfaction with services and supports provided through PEDA is shown in Figure 7.2-4.

Figure 7.2-4 Parent satisfaction with PEDA services

<table>
<thead>
<tr>
<th>PEDA Survey Question</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information and support provided to you by the Parent Education staff was helpful</td>
<td>100%</td>
<td>97%</td>
<td>93%</td>
<td>97%</td>
</tr>
</tbody>
</table>
I received a response from the Parent Education staff in a timely manner. 91% 100% 96% 96%
I am likely to use the SSD Parent Education resources or library again. 100% 99% 96% 100%
I would refer this resource to a friend. 100% 99% 96% 96%

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 number of mediations and due process filings as well as the proportion resolved are shown in Figures 7.2-5 and 7.2-6. Comparison against ‘all other’ districts in Missouri is provided. The criteria by which DESE categorizes and publically reports due process filings and outcomes is somewhat indeterminate however.

7.2a(2) Student and Other Customer Engagement

Parent/family engagement is 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 7.2-7; those items pertaining to involvement/participation are particularly relevant to engagement.

SSD began assessing family engagement indicators aligned to ESSA through the climate survey beginning in school year 2018. Results appear in Figure 7.2-8.
SSD schools began conducting a broader family engagement survey in 2018. Items are consistent with ESSA definitions of family engagement. Initial results for the family version of this survey are shown in Figure 7.2-9.

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 7.2-11.

Student attendance is a key indicator engagement. Figure 7.2-12 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 (MSSD). The district earned 2 accreditation points for attendance in 2017 and 6 in 2018 after having earned none over multiple consecutive years.
Figure 7.2-12 Proportional (90/90) attendance: The weighted proportion of students with 90% attendance or higher

Student engagement is also reflected in students’ persistence to remain in school through graduation. Dropout rates among students with disabilities for SSD schools, partner district schools county-wide, and the state overall are pictured in Figure 7.2-13.

Figure 7.2-13 Percent of students with disabilities who drop out of school prior to graduation

A foremost indicator of engagement and satisfaction in CTE programs is student retention. Retention for students in 2-year programs is displayed in Figure 7.2-14, segmented by full-day students, half-day students, and overall. Retention has increased following improvements to admissions and student counseling processes.

Figure 7.2-14 Percent of students in two-year CTE programs that persist through the duration of the program

CTE program capacity, calculated as a 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 7.2-15.

Figure 7.2-15 Career technical education enrollment as a proportion of capacity

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 students participating in Special Olympics is depicted in Figure 7.2-16.

Figure 7.2-16 Student participation: Special Olympics events

Customer engagement can also be tracked through SSD social media and website usage statistics. Facebook engagement statistics are displayed in Figure 7.2-17.

Figure 7.2-17 Facebook engagement statistics

SSD website page views appear in Figure 7.2-18. A website redesign process was initiated in fiscal year 2019, including soliciting input from users.
SSD also provides an “opt-in” email newsletter to families, staff, and community partners called SSD Unfiltered. Recipients must sign up to receive the newsletter. Distribution and consumption data are shown in Figure 7.2-19.

SSD instituted the online ‘Let’s Talk’ stakeholder input platform in 2018 as one approach to improving customer engagement. Results reflecting utilization of the system, along with timeliness of response and user satisfaction with response, appear in Figure 7.2-20.

Partner districts represent an SSD customer segment. SSD provides development and coaching for its staff as well as for other educators and schools in St. Louis County through its Positive Behavioral Interventions and Supports (PBIS) program. SSD’s PBIS staff train special educators, general educators and school administrators to implement this methodology school wide. Ci3T (Comprehensive, Three-Tiered Model of prevention) represents an evolution of the PBIS model that integrates academics and behavior. Figure 7.2-21 reflects trends in school participation over time. Currently around half of St. Louis County schools participate.

7.3: Workforce Results

7.3a Workforce-Focused Results

7.3a(1) Workforce Capability and Capacity

The District engagement survey assesses staff perceptions of workload manageability. Results are shown in Figure 7.3-1. Administrators are included in the “Other” category.

Success in filling vacancies is key capacity indicator. Annual vacancy fill rates appear in Figure 7.3-2. Paraprofessional staffing processes vary considerably from those for teachers and administrators given that churn for this segment is ongoing throughout the year. While fill rates for paraprofessionals are lower, vacancies are also highest among this job group.

Another measure of workload capacity is the District’s ability to fill substitute positions (Figure 7.3-3). The District contracts with an outside vendor (Parallel) for
substitutes in eight partner districts as of 2019. The majority of substitute requests are filled internally via use of the Frontline system. FY 2019 data presented are current through March.

Workforce capability results can be found in Figures 7.3 – 16 and 17.

**Figure 7.3-3** Percent of teacher and teacher assistant substitute requests filled (the contracted Parallel system fills primarily teacher assistant substitute requests)

The District has identified promoting paraprofessionals to teachers as one approach to addressing capacity needs. Paraprofessional promotions are shown in Figure 7.3-4.

**Figure 7.3-4** Paraprofessional to teacher promotions

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>50</td>
<td>39</td>
<td>48</td>
</tr>
</tbody>
</table>

An additional indicator of capacity is access to needed resources. Perceptions of access to resources are assessed through the climate survey and the results appear in Figure 7.3-5.

**Figure 7.3-5** Access to needed resources (percent agreement)

---

**7.3a(2) Workforce Climate**

Workforce climate is measured by several methods including the district-wide climate survey. Employee survey results pertaining to perceptions of safety and security appear previously in Figure 7.1-28. Workforce benefits are measured by comparison of SSD salary rankings with districts in the St. Louis and surrounding counties (Figure 7.3-6).

**Figure 7.3-6** Percent of SSD salary rankings at or above the Education Plus area median

One workforce service that the District offers all staff is free access to an Employee Assistance Program (EAP) through Personal Assistance Services (PAS). EAP utilization rates are provided in Figure 7.3-7. Ratings of satisfaction with this service are reported in Figure 7.3-8.

**Figure 7.3-7** Employee Assistance Program utilization

**Figure 7.3-8** Satisfaction with the SSD Employee Assistance Program (measured on a 5-point scale with 5 being highest/most satisfied)

Additional benefits such as health screenings, exercise classes, and informational sessions are offered to staff through the Employee Wellness program. Seminars and fitness classes offered appear in Figure 7.3-9. Participation in preventive care services offered at District sites can be found in Figure 7.3-10.
Figure 7.3-9 Wellness seminars and fitness classes offered

<table>
<thead>
<tr>
<th>Event Type</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS Seminars</td>
<td>20(26.5 hrs)</td>
<td>26(43.5 hrs)</td>
<td>37(52.5 hrs)</td>
</tr>
<tr>
<td>Aetna Presentations</td>
<td>10</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>J.W. Terrill Events</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Fitness Class Series/Events</td>
<td>18</td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>

Figure 7.3-10 Participation in preventive health services

<table>
<thead>
<tr>
<th>Year</th>
<th>Blood Screenings</th>
<th>Mammograms</th>
<th>Flu Shots</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>257</td>
<td>77</td>
<td>831</td>
</tr>
<tr>
<td>2017</td>
<td>240</td>
<td>44</td>
<td>1,056</td>
</tr>
<tr>
<td>2016</td>
<td>195</td>
<td>40</td>
<td>1,017</td>
</tr>
<tr>
<td>2015</td>
<td>129</td>
<td>50</td>
<td>1,000</td>
</tr>
<tr>
<td>2014</td>
<td>177</td>
<td>59</td>
<td>1,200</td>
</tr>
<tr>
<td>2013</td>
<td>116</td>
<td>33</td>
<td>800</td>
</tr>
</tbody>
</table>

Perceptions of wellness promotion opportunities are assessed via the climate survey. Results for this question by survey group segment are shown in Figure 7.3-11.

Figure 7.3-11 Perceptions of wellness promotion (climate survey, percent agreement)

7.3a(3) Workforce Engagement

Workforce engagement is assessed through the annual district-wide engagement survey administered by K12 Insight. Survey results include “engagement driver dimensions” (see Figure 7.3-12) and “overall engagement items” (see Figure 7.3-13). Data is segmented by broad job categories. Engagement driver dimension scores represent the weighted means (on 5-point scale from ‘strongly disagree’ to ‘strongly agree’) of items categorized under each respective dimension. Engagement dimension scores are classified as less engaged (<3.5), engaged (3.5 to 4.5) or highly engaged (>4.5).

Figure 7.3-12 Engagement driver dimensions (engagement survey, weighted average on 5-point scale)

Figure 7.3-13 Overall Engagement items (engagement survey, percent agreement)

Another indicator of workforce engagement is workforce retention. Segmented retention rates over three years are
dis

played in Figure 7.3-14. The District has undertaken steps to further improve paraprofessional retention, including conducting an extensive internal study on factors that impact it.

Figure 7.3-14 Staff retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher-Level</th>
<th>Para</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>90.4%</td>
<td>80.7%</td>
<td>50.6%</td>
</tr>
<tr>
<td>2017</td>
<td>69.1%</td>
<td>75.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>2016</td>
<td>85.6%</td>
<td>70.9%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

Staff recognition mechanisms have been an improvement focus. Staff are both recognized for their contributions and have the opportunity to recognize others through “Cause for Applause” nominations posted on SSD Life, and SSD’s annual staff awards (Figure 7.3-15).

Figure 7.3-15 Recognition for staff contributions

<table>
<thead>
<tr>
<th>Recognition Method</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause for Applause Nominations (avg. per month)</td>
<td>56.5</td>
<td>49.2</td>
<td>54.1</td>
<td>42.4</td>
</tr>
<tr>
<td>Staff Awards (# Nominated)</td>
<td>29 (66)</td>
<td>27 (52)</td>
<td>30 (97)</td>
<td>36 (105)</td>
</tr>
</tbody>
</table>

7.3a(4) Workforce Development

One aspect of workforce capability is measured by the District’s teacher/SLP performance evaluation results. The results presented below (Figure 7.3-16) represent gains on the Educator Evaluation System (EES) Standard Indicators selected for staff growth goals. Growth rubric scores range from 0 to 7, with 5 or higher representing “proficient.”

Figure 7.3-16 Educator Evaluation System (EES) growth indicator gain/ratings for teachers and SLPs

<table>
<thead>
<tr>
<th>School Year</th>
<th>Avg. Gain When Baseline &lt; 5</th>
<th>Indicators with Baseline &lt; 5</th>
<th>% of Follow-up Indicators 5 or Above (All Teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1.68 points</td>
<td>2602</td>
<td>77.8% (3496 total indicators)</td>
</tr>
<tr>
<td>2017</td>
<td>1.62 points</td>
<td>1258</td>
<td>75.4% (1880 total indicators)</td>
</tr>
</tbody>
</table>

Annual surveys of teachers and speech language therapists assess aspects of the EES such as the usefulness of supervisor feedback and impacts on professional growth. Several results appear in Figure 7.3-17. Improvements to the EES were initiated in 2019 based on stakeholder input.

SSD provides induction and promotes professional learning for new hires through its Academy Program, which includes ongoing coaching and mentoring. Outcome evaluation for Academy was updated concurrent with the adoption of KickUp software in 2018. Figure 7.3-19 depicts the cumulative results of a survey on perception of readiness to apply learning content completed by participating teachers as they progressed through training strands across the 2018 school year.

Figure 7.3-17 EES contribution to teacher development (EES survey teacher/SLP version, percent agreement)

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>61.2%</td>
<td>64.3%</td>
<td>69.6%</td>
<td>64.3%</td>
</tr>
</tbody>
</table>

All staff are given the opportunity to provide feedback on their performance evaluation system via the climate survey. See segmented results in Figure 7.3-18.

Figure 7.3-18 Perception of Performance evaluation system (climate survey, percent agreement)

- I have gained new knowledge and/or skills during this professional learning experience and plan to apply the new ideas and/or strategies in my practice.
- I have learned a bit, but I believe I need additional information and/or training in order to effectively implement what I learned.
- I have gained new knowledge and/or skills during this professional learning experience, but I don’t think the ideas and/or strategies presented would work very well for me.
- I do not feel like I learned a whole lot.
Figure 7.3-20 displays staff perceptions regarding technology training and supports.

Figure 7.3-20 Technology training and support (climate survey, percent agreement)

Staff participants in professional learning coordinated through the Planning and Development division are asked to provide feedback via a standard form. Combined results for two key items on this brief workshop evaluation are provided in Figure 7.3-21.

Figure 7.3-21 Professional learning workshop evaluations (percent agreement)

<table>
<thead>
<tr>
<th>Item</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's professional learning has increased my knowledge and understanding.</td>
<td>92%</td>
<td>94%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>I believe the content and strategies from today's professional learning will have a positive impact on student achievement.</td>
<td>94%</td>
<td>95%</td>
<td>90%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Figure 7.2-21 (customer results presented previously) reflects development and coaching supports provided through SSD’s PBIS program.

Perceptions regarding sufficiency and effectiveness of professional learning are also solicited through district-wide surveys. Results specific to the engagement survey appear in Figure 7.3-22. SSD results out-performed those from a K12 Insight benchmark study conducted in 2018 (see Figure 7.3-23).

Figure 7.3-22 Professional learning-related survey results (engagement survey, percent agreement)

Note. Survey includes a “Neither Disagree nor Agree” response choice.

Figure 7.3-23 Professional learning perceptions benchmark comparison (engagement survey; data represent weighted averages on 5-point scale agreement scale, with higher scores indicating stronger item agreement)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Bench -mark</th>
<th>SSD Teacher</th>
<th>SSD Para</th>
<th>SSD Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSD’s training helps me to be effective in my job.</td>
<td>3.40 (+12%)</td>
<td>3.79 (+12%)</td>
<td>3.80 (+12%)</td>
<td>3.52 (+4%)</td>
</tr>
<tr>
<td>SSD provides professional development that supports district initiatives.</td>
<td>3.59 (+9%)</td>
<td>3.93 (+6%)</td>
<td>3.80 (+6%)</td>
<td>3.67 (+2%)</td>
</tr>
</tbody>
</table>

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 Teacher Leadership Academy and Administrative Intern Program directly target leadership development. The number of Teacher Leadership graduates has ranged between 15 and 27 per year since 2011. Data on promotions of participants in these programs appear in Figures 7.3-24 and 7.3-25.

Figure 7.3-24 Promotions of staff who participated in the Teacher Leadership Academy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Coordinator</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Admin Intern</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator / Coach</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lead Teacher</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPS</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>14</strong></td>
<td><strong>8</strong></td>
<td><strong>14</strong></td>
<td><strong>4</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
Figure 7.3-25 Promotions from administrative intern to administrator

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Coordinator</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.4: Leadership and Governance Results

7.4a Leadership, Governance, and Societal Contribution Results

7.4a(1) Leadership

SSD uses district-wide surveys to gather feedback on leadership. Results for items that comprise the engagement survey leadership dimension over 3 years are provided in Figure 7.4-1.

Figure 7.4-1 Engagement survey Leadership Dimension results (percent agreement)

7.4a(2) Governance

SSD remains fiscally accountable to the community as reflected in the results of annual financial audits (Figure 7.4-3).

Figure 7.4-3 Financial audit findings

7.4a(3) Law, Regulation, and Accreditation

SSD has maintained its classification as an accredited district per the state’s performance improvement framework. The four most recent years of accreditation review results are shown in Figure 7.4-4. Districts that earn 70% or more of APR points available are awarded accredited status.

Figure 7.4-2 Senior leaders’ availability to talk when staff had an issue or concern (climate survey, percent agreement)

Staff perceptions of the availability of senior leaders to communicate when an issue or concern arises are assessed through the climate survey; results are provided in Figure 7.4-2. The Let’s Talk platform provides a medium for two-way communication (see 7.2-20) in customer results.)
Figure 7.4-4 MO DESE Annual Performance Review (APR) percent of points earned

<table>
<thead>
<tr>
<th>APR Standard</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Achievement</td>
<td>94.6%</td>
<td>84.8%</td>
<td>71.4%</td>
<td>81.0%</td>
</tr>
<tr>
<td>2. Subgroup Achievement</td>
<td>92.9%</td>
<td>82.1%</td>
<td>71.4%</td>
<td>86.0%</td>
</tr>
<tr>
<td>3. College and Career Ready</td>
<td>78.3%</td>
<td>70.0%</td>
<td>76.7%</td>
<td>73.3%</td>
</tr>
<tr>
<td>4. Attendance</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>5. Graduation Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>95.0%</td>
</tr>
<tr>
<td>APR Total Points</td>
<td>85.4%</td>
<td>78.6%</td>
<td>75.0%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Status</td>
<td>Accredited</td>
<td>Accredited</td>
<td>Accredited</td>
<td>Accredited</td>
</tr>
</tbody>
</table>

Note. Increases over the prior year are shaded in green, decreases in orange. The total possible points decreased from 140 to 120 in 2018.

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 7.4-5 displays the number of complaints and the percentage of issues filed for which SSD was found in compliance.

Figure 7.4-5 Child complaints found in compliance or withdrawn

<table>
<thead>
<tr>
<th>Category</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy GBCB (staff conduct)</td>
<td>5</td>
<td>28</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Policy AC (harassment, retaliation, discrimination) Investigations</td>
<td>18</td>
<td>24</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Policy AC Substantiated Violations</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

7.4a(4) Ethics

Ethical behavior results in the form of Board Policy violations are reported in Figure 7.4-7. HR has worked to better distinguish between AC and GBCB, which were combined in past.

Measures of employee trust in leadership can be found in Figure 7.4-1

Figure 7.4-7 Board Policy Violations

<table>
<thead>
<tr>
<th>Process (Measures and Goals)</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Process Compliance (100% compliance with</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>accommodations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workers’ Comp Process</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Compliance (00% compliance with restriction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMLA Compliance (100% compliance)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Pre-employment background checks (all employees)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Transportation - DESE</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>regulations (100% in compliance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Louis County Public Works (zero violations)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

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 7.4-8.

Figure 7.4-8 Trash and recycle pickup costs

SSD employees provide service to the community by donations of winter coats for families in need, sponsoring families at holidays, food drive donations, donating to the United Way, and volunteering at fundraising events such as the Autism Speaks walk (Figure 7.4-9).
To serve all students in St. Louis County, including those that do not have a disability, SSD goes beyond what is mandated by law. As reflected in results appearing previously, the District has trained crisis intervention teams that are deployed upon request (see prior Figure 7.1-27), and provides school-wide behavior interventions and support through PBIS as reflected in Figure 7.2-21 that appears previously. The District Parent Education and Diversity Awareness (PEDA) program provides an array of workshops and informational events open to families and the community at large (Figure 7.4-10).

The District also provides hearing screenings to all partner districts (Figure 7.4-11).

Facilities began retrofitting drinking fountains with “bottle filling stations” in late 2017. These stations provide rapid fill of filtered water and have a positive impact on the environment by minimizing plastic bottle use/waste. Data in Figure 7.4-12 is current as of March 2019.

Given its special education focus, SSD receives frequent requests from university faculty and graduate students to conduct research. Support of external research contributes to the educational knowledge base as well as research skill development among future educators. Research approvals appear in Figure 7.4-13.

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% of its budget on instruction in 2018.

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).

Through improvements in material management, the District has been able to reallocate surplus materials and save expenditures on new products. Surplus savings over three years are shown in Figure 7.5-8. The FY16 result can be attributed to the opening of the new Northview school building in August 2015 (much of the school’s old furniture was processed through surplus).

The safety committee is addressing strategies to reduce the overall cost associated with workers’ compensation. Average costs per claim are displayed in Figure 7.5-9. Comparative data pictured was provided by the Missouri United School Insurance Council (MUSIC).

7.5a(2) Market Performance

Though SSD does not have competitors and does not seek to expand market share in the majority of areas it does monitor market share for CTE programs. 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 7.5-10.

Figure 7.5-10 CTE market share

![Graph showing CTE market share from 2014 to 2018]

SSD CTE regularly reviews program offerings in light of labor market needs and student preferences. Data on new programs offered in 2019 appears in Figure 7.5-11. Often new programs provide opportunity for career exploration. New programming traditionally requires deploying existing staff to areas of higher need or interest.

Figure 7.5-11 CTE new programs

<table>
<thead>
<tr>
<th>Year</th>
<th># New CTE Programs</th>
<th>Total Capacity</th>
<th>Enrollment Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>6</td>
<td>57</td>
<td>77.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>1</td>
<td>10</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

7.5b Strategy Implementation Results

Progress on strategy implementation is measured by completion of individual milestones for each identified strategy. A percentage breakdown of plan milestone status for fiscal year 2019 is shown in Figure 7.5-12. Status categories were modified following adoption of the strategic planning software Envisio prior to quarter three.

Figure 7.5-12 Strategic plan implementation

<table>
<thead>
<tr>
<th>Evaluation Basis</th>
<th>Total Measures</th>
<th>Data Available</th>
<th>Desirable Result</th>
<th>% with Desirable Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirable Trend (1 year)</td>
<td>34</td>
<td>17</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>At or Above Internal Target</td>
<td>34</td>
<td>16</td>
<td>4</td>
<td>25%</td>
</tr>
</tbody>
</table>

CSIP measures were either new or under development, and thus trend and/or performance against targets were unavailable. Full results are available in the CSIP Scorecard.

7.5c Strategic Plan Results FY 2018

<table>
<thead>
<tr>
<th>Evaluation Basis</th>
<th>Total Measures</th>
<th>Data Available</th>
<th>Desirable Result</th>
<th>% with Desirable Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirable Trend (1 year)</td>
<td>34</td>
<td>17</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>At or Above Internal Target</td>
<td>34</td>
<td>16</td>
<td>4</td>
<td>25%</td>
</tr>
</tbody>
</table>

A summary of strategic plan outcome measures for FY 2018 is provided in Figure 7.5-13. Being the initial year of a 5-year strategic planning cycle, a proportion of