



***2009 COLORADO PERFORMANCE  
EXCELLENCE***

*EDUCATION*

*HIGH PLAINS RECOGNITION*

***FEEDBACK REPORT***

**Thompson School District  
Loveland, Colorado**

Congratulations on completion of your organizational profile! Completing this profile is often observed to be useful tool for clarifying and communicating the purpose, goals and challenges of an organization.

The profile is used by Colorado Performance Excellence (CPEX) to understand what your organization does, who is a part of your organization, and what challenges you are facing. This information becomes a part of the assessment of an applicant's responses to performance award criteria. At the High Plains recognition level, CPEX reviews your profile for the purpose of providing feedback on our ability to understand your responses, identify any unclear areas, and possibly suggest improvement opportunities.

The following feedback report consists of two sections. The first is a Key Factors List and the second contains comments on each section of your profile.

The Key Factors list represents a summary of the main attributes of your organization, as determined by CPEX examiners by reading your profile. These attributes are expected to influence your responses to the award criteria found in higher level applications. They are included here for your information as an indication of the understanding of your organization achieved by examiners through reading your profile.

The comments on each section of your profile identify anything that appeared to be incomplete or unclear, as determined by the CPEX examiners. Suggestions for improvement may be included, if appropriate. The intent of this feedback is to encourage further review of any incomplete items and identify improvements for any future application submissions. In addition to the examiner feedback, each section begins with a discussion of the relevance of that section to the criteria in award applications. These criteria references are important to know if you are planning on completing a Foothills, Timberline, or Peak application.

After you have reviewed this feedback report, at your option, CPEX will visit you to review any unclear feedback or any other aspect of the CPEX process.

Thanks for the opportunity to contribute to your improvement efforts and good luck on your journey!

Colorado Performance Excellence

## **Key Factors Worksheet**

### **P.1 Organizational Description**

#### **a. Organizational Environment**

- 16<sup>th</sup> largest school district in Colorado, 2009 enrollment = 15,178
- Largest employer in local area
- Six early childhood centers. 19 elementary schools, 5 middle schools, five high schools and one charter school plus 3 administrative facilities.
- Districts general fund – \$121M
- 81.5% Anglo, 14.8% Hispanic, 1.2% African American, 1.6% Asian and 0.8% American Indian
- 13 educational programs offered across the district, with Special Education (1,844 students), Critical Thinking (1,531 students) and Gifted and Talented (1,103 students) being the largest programs.
- The main delivery method is traditional classroom, with each school having at least one computer lab where teachers conduct lessons
- District administrators established seven operating principles to guide the organization’s work
- A focus group of board members, school staff, students, and community members develops the vision and mission statements
- Instructional coach for literacy and math support in each facility
- Weekly 2-hour staff professional development period for all licensed staff
- Technology initiatives include podcasting, classroom model, and piloting Kindle 2
- Deployed technology includes smart boards and student participation ‘clicker’ systems
- Three main workforce groups are licensed staff (1,100), admin/professional staff (220) and classified employees (850)
- The district hires about 580 temporary substitutes each year
- Support facilities include an administrative building, a transportation facility and a support services center
- Total capital assets are \$154M with the average facility age being about 39 years old.
- The district is regulated by the state
- The school board accredits schools within the district
- CO department of Education established curriculum standards
- All teachers and administrators must be licensed by the state
- Finance regulations come from the Office of management and Budget (OMB) and the Colorado School Finance Act (SFA)
- Health, safety, EPA regulations established at state and local level and have input from workman’s comp plan carrier

## **b. Organizational Relationships**

- Community elects the school board members to four-year terms
- The board hires the superintendent of schools and place the superintendent over all operations of Learning Services and Support Services
- Cabinet members report directly to the superintendent and have responsibilities for daily operations
- The District Accountability Committee provides an opportunity for community members to play an active role in planning and reviews. The group reports to the Assistant Superintendant for of Learning Services
- Key stakeholders include schools, teachers, community members, business partners, parents, and local colleges
- Key student segments include; college bound (74%), career and workforce (14%), military (3%), and undecided (9%)
- A fast growing student segment is web-based learning (692 of 15,178, or about 4.6%)
- All stakeholder groups play a role in the strategic planning process
- Key suppliers (7 names) are provided in Table P.1b(3)
- Key partners include traditional universities and community colleges, Thompson Educational Foundation. CTE business advisory council, VITAL, and the county Interagency Oversight Group (truancy and expulsion)

## **P.2 Organizational Challenges**

### **a. Competitive Environment**

- 64% in literacy and 59% in math
- 42K students in market area, 15K served
- One of the 17 lowest funded districts in the state, with funding per pupil at \$6,853
- Competitors include schools in top 10%, charter schools and parochial schools
- The LISA program is unique to the applicant in the local market, providing an advantage in attracting students
- Principle measures of student success include mandated student proficiency exam results
- The applicant's success relies on closing performance gaps in student sub groups, providing in-house educations programs, and expanding on-line offerings
- Principle measure of success with the local community is accountability and transparency in fiscal actions
- The applicant's success also relies on recruiting and maintaining a skilled workforce
- Colorado Department of Education (CDE) is the primary source of comparative data, to include CEDAR, that provides for advanced analysis of state data

**b. Strategic Challenges**

- Maintaining a quality workforce at lower salary levels
- Seeking and retaining world language, math, science, and CTE teachers
- Maintaining effective computers and systems in classrooms due to rapid technology changes
- Access to state and national grants and alternative funding sources
- Lower state funding

**c. Performance Improvement System**

- The applicant has a single performance system that supports all of its products and/or service lines
- The applicants performance management system was established in 2008
- The applicant uses a PDCA methodology to evaluate proposals for improvement

## ITEM COMMENTS

### Examiner Feedback

#### P.1 Organizational Description: What are your key organizational characteristics?

##### a. Organizational Description

**P.1a [1] What are the organization's main educational programs, offerings, and services? What are the delivery mechanisms used to provide your educational programs, offerings, and services?**

##### **Relevance of P.1a [1]**

**This section is important because it links directly with how your organization addresses the risks, impact, and future concerns of your educational programs, offerings, and services on society. From a technical standpoint, this section has a direct connection to the "Governance and Social Responsibilities" item of the "Leadership" category as well as the "Leadership Outcomes" item found in the CPEX Criteria. Indirect associations of this area are related to the "Strategic Planning," "Process Management," and "Results" categories of the CPEX Criteria.**

##### **Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant provides a wide variety of programs and educational offerings that would seem to be appropriate to their area and student demographic.

Although the applicant limits their discussion of delivery mechanisms in this section to their primary process (traditional classroom), there are numerous reference to emerging technologies and other alternative delivery methods in other sections of the profile

##### **List suggestions and/or discussion items.**

It may be useful to include reference to alternative delivery methods and site the areas of the profile (or future application) where these methods would be described in detail. For example, 692 students "participate in web-based opportunities through Credit Recovery, SOARS and Colorado Online (COL)" so this does appear to be another delivery mechanism.

I can not help but wonder if the applicant is also involved in educational activities in the community at large or if they offer educational assistance to the parents of students that are not primary English language speakers. Without additional information it is difficult to know if the applicant has taken too narrow a focus on their description of OFFERINGS and SERVICES. For example, Each school has one computer lab, and Technology Services supports 5,300 computers in the district.

**P.1a [2] What are the KEY characteristics of your organizational culture? What are your stated PURPOSE, VISION, VALUES, and MISSION? What are your organization's CORE COMPETENCIES and their relationship to your MISSION?**

**Relevance of P.1a [2]**

**This section is important because it has a direct link to how your senior leaders set and deploy values to your entire organization. There should be a consistency between how your purpose, vision, mission, and values are set by senior leaders and this section. From a technical standpoint, this section has a direct connection to the Senior Leadership item of the "Leadership" category found in the CPEX Criteria. Indirect associations of this section are related to the "Strategic Planning," "Measurement, Analysis & Knowledge Management," and "Results" categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant's mission and vision statement (attachment) are concise and powerful, and indicate a vision for excellence in their interactions with all key customer and stakeholder groups.

The applicant does not seem to have identified any specific organizational values in this section of the organizational profile

TSD says it has a competitive advantage in several areas. Those advantages are not completely clear. I do understand the use of the "Clicker" and that it is primarily used in college situations. Other items listed do not clearly communicate their advantage over other technologies or approaches that seem demonstrably superior just by mentioning them.

**List suggestions and/or discussion items.**

The use of an attachment to provide the mission and vision is not typically allowed on a more formal application.

Discussion item: The organizational culture does begin to emerge in the profile. Discuss some potential ways, such as key words, that might further define your culture.

**P.1a [3] What is your WORKFORCE profile? What are your WORKFORCE groups and SEGMENTS? What are their education levels? What are the KEY factors that motivate them to engage in accomplishing your MISSION? What are your organization’s WORKFORCE and job DIVERSITY, organized bargaining units, KEY benefits, and special health and safety requirements?**

**Relevance of P.1a [3]**

**This section is important because it has direct links in the following areas:**

- **How work processes are designed**
- **What data and information are available to what employees based on job type**
- **How staffing approaches are designed to include employee makeup from the local community to capture diversity and local community perspectives**
- **How education requirements are met through your employee segments and how employees are prepared to meet these requirements**
- **How employees are motivated to their full potential**
- **How employee well-being and satisfaction is determined and improved**

**From a technical standpoint, this section has a direct connection to the entire “Workforce Focus” category found in the CPEX Criteria as well as the “Workforce Focused Outcomes” category. Indirect associations of this section relate to the “Strategic Planning,” “Process Management,” and the “Workforce Focus Outcomes” categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The chart provided on Workforce Degree profile (P.1a(3)) seems to indicate different total numbers for the Classified and APT employee segments (730 and 109 respectively) than the numbers provided in the text discussion (850 and 220). Additionally, the chart does not indicate the fraction of licensed employees that have masters or doctoral degrees.

The applicant proposes that their workforce demographic diversity “... mirrors student and community populations”. The applicant reports a 94% Anglo and 4% Hispanic employee demographic and indicates a 81.5% Anglo and 14.8% Hispanic demographic in the community (P.1a)

The “Gotcha Award” seems like a valid motivator as a tool. It is not clear overall, however, what KEY FACTORS motivate or engage staff to achieve the mission.

**List suggestions and/or discussion items.**

Discussion item: The initial statement that motivation occurs because “all of their work affects students” could be an indicator that staff has been engaged—but what activities besides the Gotcha Award contributed to that result?

Discussion item: How has your Human Resource group contributed to a staff and culture that serves students?

**P.1a [4] What are your major facilities, technologies and equipment?**

**Relevance of P.1a [4]**

**This section is important because it has direct links in the following areas:**

- **How technology and equipment is factored in when formulating educational strategy, tactics, and processes**
- **How key communities are supported depending on the organization's locations**

**From a technical standpoint, this section has a direct connection to the "Governance and Social Responsibilities" item of the "Leadership" category and the "Strategic Planning" category found in the CPEX Criteria. Indirect associations of this section are related to the "Process Management" and the "Process Effectiveness Outcomes" categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant's discussion seems largely appropriate and complete

**List suggestions and/or discussion items.**

None

**P.1a [5]      What is the regulatory environment under which your organization operates? What are the mandated federal, state, and local standards, curricula, programs and assessments; applicable occupational and safety regulations; accreditation requirements; administrator and teacher certification requirements; and environmental and financial regulations? What are your district boundaries and service offering restrictions, as appropriate?**

**Relevance of P.1a [5]**

**This section is important because it has a direct link to how your organization complies with regulatory requirements. Specifically, how your organization designs processes, goals, and measures to achieve and surpass regulatory and legal issues. From a technical standpoint, this section has a direct connection to the “Governance and Social Responsibilities” section of the “Leadership” category found in the CPEX Criteria. Indirect associations of this section are related to the “Strategic Planning,” “Process Management,” and “Leadership Outcomes” categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant’s discussion seems largely appropriate and complete

Occupational and safety regulations are mentioned briefly (DIRT) but it is not absolutely clear. PBS is mentioned later (P2a(1)) as supporting safety, but connection is not clear.

**List suggestions and/or discussion items.**

Discussion item: What are the day-to-day safety methods used by the district that could be unique? This may not need to be expanded upon in the Profile, but it could be helpful in later sections of a longer application.

**b. Organizational Relationships**

**P.1b [1]      What are your organizational structure and governance system? What are the reporting relationships among your governance board/policymaking body, and your senior leaders, as appropriate?**

**Relevance of P.1b [1]**

**This section is important because it has a direct link to how your organization ensures accountability for its actions, manages fiscal accountability, and manages the degree of independence in internal and external audits; moreover, it has a direct link to determining to what extent stakeholder interests are protected. From a technical standpoint, this section has a direct connection to the “Leadership” category found in the CPEX Criteria. Indirect associations of this section are related to the “Strategic Planning”, “Measurement, Analysis, & Knowledge Management,” and “Leadership Outcomes” categories found in the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The description provided, combined with the organizational charts, seems to establish a complete description for governance and structure in the district.

The applicant does not appear to discuss this section in terms of governance, but rather just in terms of the organizational structure

**List suggestions and/or discussion items.**

It is unclear if there are any high organizational authorities that have a direct impact on the school district, outside the information that is presented in P.1a(5).

It is unclear if there are other governing boards that oversee financial and capital decision or provide oversight in these areas (as an example).

Discussion item: What is the success of the DAC with regard to community ideas becoming reality within the district? (Alluded to in P.1b(2))

**P.1b [2] What are your KEY market SEGMENTS, student SEGMENTS, and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your programs, offerings, student and STAKEHOLDER support and operations? What are the differences in these requirements and expectations among market SEGMENTS, student groups, and STAKEHOLDER groups?**

**Relevance of P.1b [2]**

**This section is important because it has a direct link to educational programs, offerings, and services, or other factors that allow the organization to define related market characteristics. From a technical standpoint, this section has a direct connection to the “Student, Stakeholder, and Market Focus” category found in the CPEX Criteria. Indirect associations of this section relate to the “Strategic Planning,” “Measurement, Analysis, & Knowledge Management,” and “Student- and Stakeholder-Focused Outcomes” categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant provides a listing of key stakeholder groups, but does not seem to indicate any market analysis in terms of geography, diversity, affluence or age in its portrayal of the potential student population. Some information is presented in other portions of the profile in terms of the total student population in their area, and the numbers of students that opt-in or out.

Student segments are discussed almost entirely in terms of high school populations. The early development center, elementary and middle school segments do not appear to be recognized in this discussion

There appears to be little or no information provided on the key requirements or expectations that are shared across the various segments or are unique to a single segment

**List suggestions and/or discussion items.**

The applicant should consider organizing the section into a table format that would list student segments (across all age groups, as appropriate) and then stakeholders in the left hand column. The second column can be used to list key requirements/expectations. This type of organization helps to ensure you have addressed all the segments in some meaningful way (similar to Table P.1b(3))

**P.1b [3] What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do these suppliers, PARTNERS, and COLLABORATORS play in your WORK SYSTEMS and in the delivery of your EDUCATIONAL PROGRAMS, OFFERINGS, and student and STAKEHOLDER support SERVICES? What are your KEY mechanisms for communicating and managing relationships with suppliers, students, and STAKEHOLDERS? What role, if any, do these groups play in your organizational INNOVATION PROCESSES? What are your KEY requirements for your suppliers?**

**Relevance of P.1b [3]**

**This section is important because it has direct links to how the organization identifies and manages its key processes for creating student/stakeholder value and achieving education successes and growth. From a technical standpoint, this section has a direct connection to the “Process Management” category found in the CPEX Criteria. Indirect associations of this section relate to the “Strategic Planning,” “Measurement, Analysis, & Knowledge Management,” and “Process Effectiveness Outcomes” categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant indicates that local institutions of higher learning are both key stakeholders and key partners. This indicates a potential confusion on how the applicant views these relationships. If higher learning institutions are viewed as being in both of these relationships, the applicant should be very precise on how the relationships differ in each area.

Many of the professional organizations provide support for educators and other professionals. It is not clear if these professional organizations also support student stakeholder groups.

Key requirements for suppliers are not specifically mentioned; however, they must “pre-qualify” to be contracted.

**List suggestions and/or discussion items.**

Local colleges might be a supplier of staff or faculty (supplier) and a recipient of graduating students (customer) or may be involved in direct education of students (partner). The critical point is to decide which of these (any or all) relationships play a critical role in how the applicant achieves organizational excellence. These relationships must be supported throughout the entire application.

Discussion item: How could key requirements further explain district interaction with stakeholder groups and further define district culture and values?

Suggestion: Consider the seven organizations that provide various support services, as key supplier list. The list does not seem to indicate foodservice or transportation, which may be key services for a dispersed school district with 15,178 students.

## **P.2 Organizational Challenges: What are your key organizational challenges?**

### **a. Competitive Environment**

**P.2a [1] What is your competitive position? What is your relative size and growth in your education sector or your markets served? What are the numbers and types of competitors and key COLLABORATORS for your organization?**

#### **Relevance of P.2a [1]**

**This section is important because an increasingly significant part of strategic planning involves determining the current and future competitive environment. Such analysis helps to detect and to reduce competitive threats, to shorten reaction time, and to identify opportunities. Understanding who key competitors are, how many exist, and their key characteristics is essential for determining an organization's competitive advantage in its marketplace. Leading organizations have an in-depth understanding of their current competitive environment, including the factors that affect day-to-day performance and factors that could impact future performance. From a technical standpoint, this section has a direct connection to the "Strategy Development" item of the "Strategic Planning" category, and the "Student, Stakeholder and Market Knowledge" section of the "Student, Stakeholder and Market Focus" category found in the CPEX Criteria. Indirect associations of this section are related to the "Budgetary, Financial and Market Outcomes" and "Budgetary, Financial and Market Outcomes" categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant provides a description of their competitive position in terms of student ranking and student funding, and lists key competitors in their local market area.

The applicant does not seem to provide any information relative to key COLLABORATORS in this area.

Some of the competitive challenges are clear; however, the relative size and growth is not clear. For example, what are the competitive factors that place TSD among the lowest funded school districts?

Specific competitors are not mentioned nor are the factors that create the competitive situation.

**List suggestions and/or discussion items.**

Suggestion: Simply state the factors that create the competitive situation.

**P.2a [2]      What are the principal factors that determine your success relative to your competitors and comparable organizations delivering similar services? What are any key changes taking place that affect your competitive situation, including opportunities for innovation and collaboration, as appropriate?**

**Relevance of P.2a [2]**

**This section is important because knowledge of an organization's strengths, vulnerabilities, and opportunities for both improvement and growth is essential to the success and sustainability. With this knowledge, an organization can identify those educational programs, offerings, services and performance attributes that are unique to the organization; those that set it apart from competitors; and those that help to sustain a competitive advantage. A scan of the internal and external environment is an important part of the strategic planning process. Environmental factors internal to an organization usually can be classified as strengths (S) or weaknesses (W), and those external to an organization can be classified as opportunities (O) or threats (T). Such an analysis of the strategic environment is referred to as a SWOT analysis. The SWOT analysis provides information that is helpful in matching the organization's resources and capabilities to the competitive environment in which it operates. As such, it is instrumental in strategy formulation and selection. From a technical standpoint, this section has a direct connection to the "Strategy Development" item of the "Strategic Planning" category, and the "Student, Stakeholder and Market Knowledge" item of the "Student, Stakeholder and Market Focus" category found in the CPEX Criteria. Indirect associations of this section are related to the "Budgetary, Financial and Market Outcomes" and "Budgetary, Financial, and Market Outcomes" categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant's discussion of key success factors appears to be very relevant to the key stakeholder groups previously mentioned. It touches student, parent, and community and workforce concerns.

**List suggestions and/or discussion items.**

The first portion of this discussion (scores, testing, performance gaps) might be more appropriate for P.2a(3)

**P.2a [3]      What are your key available sources of comparative and competitive data from within the academic community? What are your key available sources of comparative data from outside the academic community? What limitations, if any, are there in your ability to obtain these data?**

**Relevance of P.2a [3]**

**This section is important because the use of comparative data and information can identify: (1) an organization's position relative to competitors and to best practices; (2) comparative information and information obtained from benchmarking often provide the impetus for significant ("breakthrough") improvement or change; and (3) comparing performance information frequently leads to a better understanding of processes and their performance. Comparative information also may support analysis and decisions relating to core competencies, alliances, and outsourcing. Sources of comparative and competitive data might include industry journals and other publications, benchmarking activities, conferences, local networks, and education associations.**

**From a technical standpoint, this section has a direct connection to the "Strategy Development" item of the "Strategic Planning" category and the "Measurement, Analysis, and Improvement of Organizational Performance" item of the "Measurement, Analysis, and Knowledge Management" category found in the CPEX Criteria.**

**Indirect associations of this section are related to all of the "Results" categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicants sources of competitive data are very narrowly focused on student performance

There is no comparative data within the profile from outside the district with the exception of informal collaborative meetings with professional groups, mentioned earlier. That connection in this context, however, is not clear.

**List suggestions and/or discussion items.**

Comparative and competitive data could include sources that will help the applicant gage their position in workforce satisfaction and engagement, operational efficiency, and financial results relative to their direct competitors and other high performing Colorado and national school districts or other service organizations with like of similar functions.

The listing of competitive standing (P.2a(1) & (2)) and Strategic Context (P.2b) indicate a variety of areas that require intense interest by key leaders. The availability of data to address performance in all these areas is a key component of achieving organizational excellence in this area.

Discussion: How does district technical support services compare with other districts or other organizations? For example, information technology in other industries. What nearby organizations have training groups and what training mechanisms do they use?

**b. Strategic Challenges**

**P.2b** What are your key education and learning, operational, human resource, and community-related strategic challenges and advantages? What are your key strategic challenges and advantages associated with organizational sustainability?

**Relevance of P.2b**

This section is important because it stresses the significance of anticipating, planning for, and addressing strategic challenges that can affect an organization's ability to sustain performance or compete effectively. Understanding and addressing challenges helps the organization adapt to resource limitations or shortages, technological change, new or emerging regulations, competitive marketplace conditions, student/stakeholder needs and requirements, and workforce changes and organizational knowledge capture and use. From a technical standpoint, this section has a direct connection to the "Strategic Planning" category, where a systematic strategic planning approach can prepare an organization to meet these challenges and sustain or enhance its value to stakeholders. Indirect associations are related to the "Leadership" (Vision and Values item), "Student, Stakeholder and Market Focus" (Student, Stakeholder and Market Knowledge item), and "Workforce Focus" categories of the CPEX Criteria.

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant provides a well rounded response that addresses all aspects of the question

**List suggestions and/or discussion items.**

Suggestion: If voters have consistently approved mill levies, then district may want to consider how they have approached advertising or communication to ensure voter approval. If this is successful, then it could be a critical success factor and a strength.

**c. Performance Improvement System**

**P.2c What are the key elements of your performance improvement system, including your evaluation, organizational learning, and innovation processes**

**Relevance of P.2c [1]**

**This section is important because an integrated approach to organization performance management can result in: (1) delivery of ever-improving value to students/stakeholders, contributing to marketplace success; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning. Performance is important because it refers to output results and their outcomes obtained from education programs, offerings, and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. A systematic approach to performance improvement is critical for continuous improvement of the organization. From a technical standpoint, this section has a direct connection to the “Measurement, Analysis, and Improvement of Organizational Performance” item of the “Measurement, Analysis, and Knowledge Management” category and Process Management category of the CPEX Criteria. Indirect associations of this section are related to all of the Results categories of the CPEX Criteria.**

**Are all questions answered, understandable, and clear? Describe any issues or concerns.**

The applicant seems to provide a discussion of proposed improvements, as opposed to a discussion of their organization process improvement program and how it drives possibilities for improvements across all service and support functions. For example, how does the district leadership respond when an immediate need occurs? What is the trigger to jump ahead of the 6 month review cycle? What role does the Climate Survey play to trigger action?

**List suggestions and/or discussion items.**

Describe your corporate approach to conducting a process improvement event. The PDCA model is a commonly accepted model and it appears that this is your preference. Further define the approach, as applicable to indicate how it is use in small, localized settings when addressing an issue that can be addressed within a business unit, and how it will be applied in larger, more critical, more resource intensive issues that will require senior leadership sponsorship and approval.

As you move to a full application, be cognizant that all six process categories will contain discussion of key leadership, communication, planning, customer, measurement, workforce, and operational processes that must include a component of continuous review to identify opportunities to refine these key processes each time they are exercised.