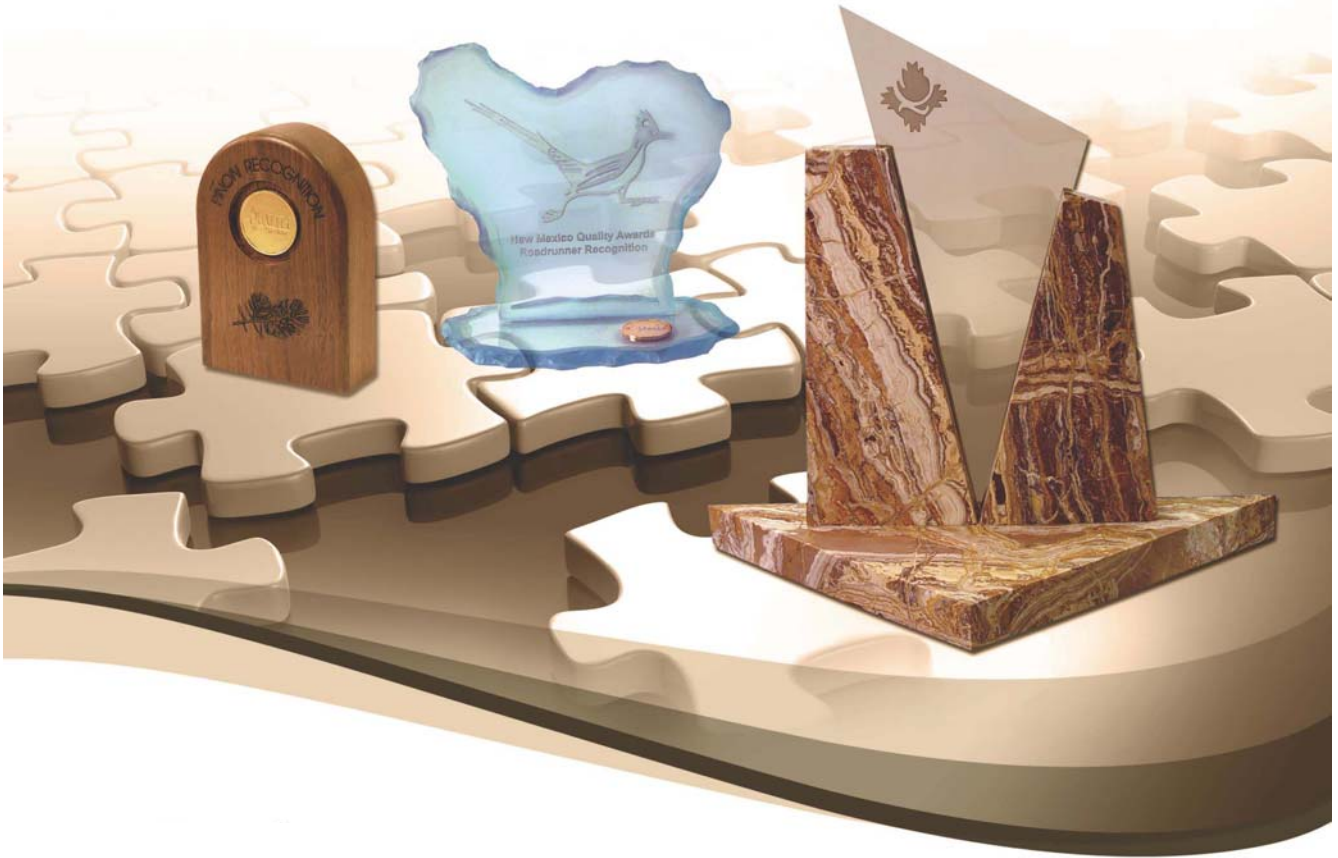


## 2014 New Mexico Performance Excellence Awards Program



## 2014 Feedback Report



*New Mexico Performance  
Excellence Awards*

QUALITY NEW MEXICO®



November 2014

Dr. Gene Schmidt, Superintendent  
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Via email: [e.schmidt@laschools.net](mailto:e.schmidt@laschools.net)

**Congratulations to your organization on its accomplishment of *Piñon Recognition!*** And that it is on a 'quest for excellence'. Excellence can be defined as: "setting the bar high for innovative practices, dynamic management, financial performance, outstanding employee and customer satisfaction, and, an unwavering commitment to excellence and proven results." 2012 Acting US Commerce Secretary Rebecca Blank

The New Mexico Performance Excellence Awards program is **two-fold**:

**1)** you completed a self-assessment (Application) at Level 2 Piñon, using the Baldrige *Criteria for Performance Excellence*<sup>®</sup>, and submitted it to QNM for a formal review by a team of Examiners. Included in the process was a site visit; wherein, the Examiners gained further insight into your organization and, with the time permitted, verified/clarified items in your application.

Based on the Criteria for Performance Excellence<sup>®</sup>, the Application and the Site Visit, the Examiners have completed a written Feedback Report, which provides a 'pathway for improvement' for your next steps. Your next formal assessment will be at Roadrunner Level 3.

**2)** QNM provides, through a multi-tiered 'path to performance excellence', an avenue for public recognition. The level of recognition is determined by an independent Panel of Judges based on various criteria, including the findings of the examining team. You are encouraged to publicize your recognition.

Your **Feedback Report** consists of:

- *Table of Contents*
- *Framework* – 'systems perspective' reference
- *Executive Summary* – most important/significant strengths and OFIs
- *Comment Tags* – criteria focused 'topics' for each comment
- *Comments* – details strengths and OFIs in each of the 7 categories
- *Feedback on your Organizational Profile* - new for 2014

QNM and your team of Examiners look forward to the **Executive Briefing** for your questions and to provide general feedback by the team. We are here to support your efforts along your 'excellence journey'.

Sincerely,



Julia Gabaldón  
President/CEO  
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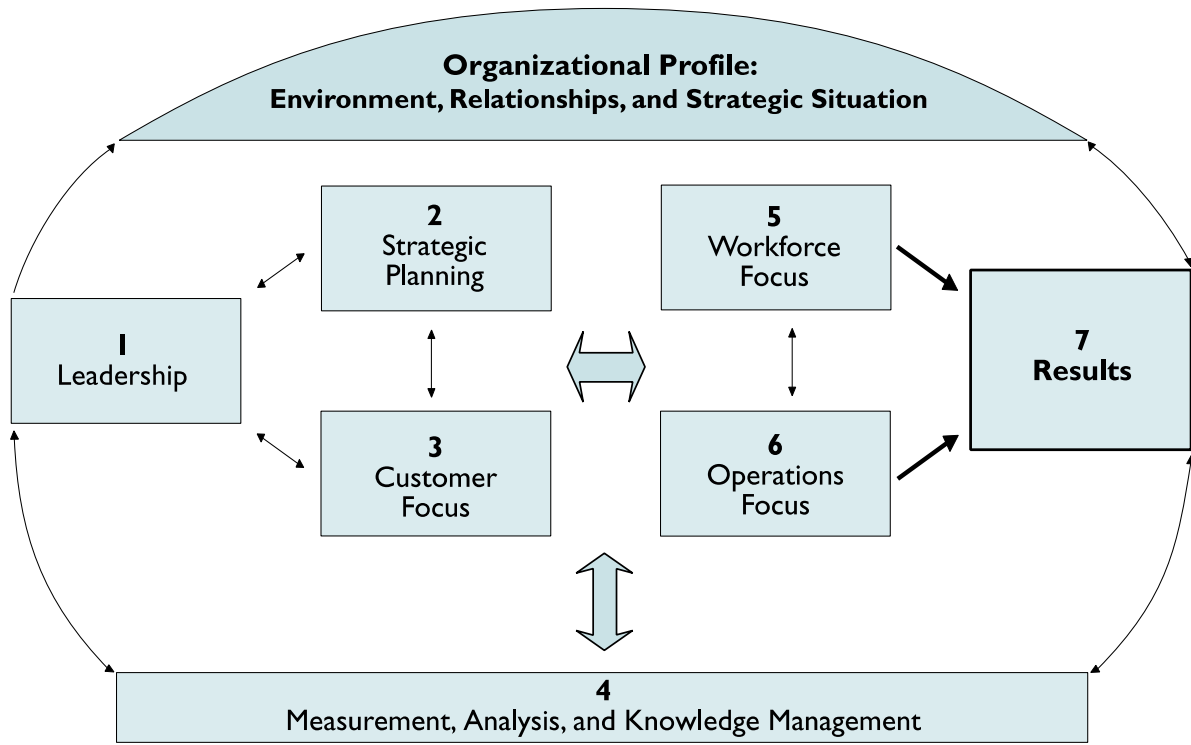
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FRAMEWORK

**Baldrige Criteria for Performance Excellence Framework  
A Systems Perspective**



Throughout the review process your team of Examiners used four factors to evaluate your processes: *approach, deployment, learning and integration (Categories 1-6)*; and four factors to evaluate results: *levels, trends, comparisons, and integration (Category 7)*.

Your Feedback Report reflects **STRENGTHS** and **OPPORTUNITIES FOR IMPROVEMENT** in these factors that will be beneficial in your pursuit of continuous improvement along your 'excellence journey'.

## EXECUTIVE SUMMARY

### a. The most important strengths or outstanding practices (of potential value to other organizations) are:

- |                                  |    |  |
|----------------------------------|----|--|
| <i>Student Achievement Focus</i> | S1 | Los Alamos Public Schools, hereafter named as "the District", has a strong focus on student achievement and education of the whole child and records, reports, and adjusts educational strategies to support this focus. The organization measures student achievement through regular formal assessments. The District collects information from students, staff, parents, and other stakeholders and encourages two-way communication to support student achievement.  |
| <i>Assessment Tools</i>          | S2 | The District measures student achievement regularly through statewide assessment tools such as Standards Based Assessment, School Report Card, MAPS and DIBELS and uses this information in a research-based process to prepare students and the workforce and to offer programs that support best practices.  |
| <i>Community Support</i>         | S3 | The District supports the community through activities and strives to develop the student for educational success and life-long learning. Experience-based community service projects include reforestation following two major fires and fund raising for national and international disasters. Many community groups also volunteer for and provide financial contributions to the District.   |
| <i>Workforce Development</i>     | S4 | The District seeks to develop and implement high quality, innovative and cost-effective programs and to support the development of well-trained and qualified staff. Example programs include the Professional Development Plan, the Masters Degree program, and professional development opportunities for teachers. Teachers demonstrate a high level of innovation by developing programs for special needs students, reviewing the resumes and college applications for students, and offering the "dual diploma" program. |

**b. The most significant opportunities, concerns, or vulnerabilities are:**

*Systematic  
Use of Data*

01 While the District collects a great variety of information and data, there is no evidence of a systematic approach for using data to address strategic challenges, operational improvement, and workforce needs. Approaches for the communication of information for implementation of best practices and for the transfer of information for staff transition and preparation are not well deployed. Utilization of information and data may help the District improve student achievement.

*Missing  
Processes*

02 Systematic processes for obtaining and using information from various market segments are not evident. Such processes may help the District address its strategic challenges and improve its programs, services, workforce diversity, professional development and student achievement levels. Processes for recruiting and hiring diverse staff and for succession planning for the retiring staff are also not evident. Such processes may help the District meet its strategic objectives.

*Missing  
Performance  
Measures*

03 Performance measures are not evident for operational processes such as emergency preparedness, security, and workforce health and safety. Having such measures may help the District ensure a safe workplace.

**c. Considering the organization's key factors, the most significant strengths found in its results are:**

*Student  
Achievement  
Results*

S1 Reflecting its efforts to improve student achievement, the District ranks highly on NMPED student assessments and external evaluations. Continued work in this area may support the District in achieving its vision and mission.

*Audit Results*

S2 Reflecting efforts to enhance financial sustainability, the District meets fiscal responsibility and accountability through fiscal audits, energy efficiency programs, strategic planning, and cost sharing programs.

**d. Considering the organization’s key factors, the most significant opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its results are:**

*District-wide  
Results*

- o1 There are few results to demonstrate District-wide performance showing historic performance levels or comparative information. Insights from such results may help the District reach its non-negotiable goals, engage stakeholders at all levels, and accomplish its mission.



## DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

### Category 1 – Leadership

#### Item 1.1 – Senior Leadership – STRENGTHS

<i>Ethics</i>	S1	Senior leaders comply with a Code of Ethics to demonstrate commitment to ethical behavior. The School Board Policy Section 2000 outlines the duties and responsibilities of administration. The District's commitment to ethical behavior may help to support the District's core belief of ethical practice.
<i>Environment for Achievement</i>	S2	The District uses student data to help create an environment of achievement. To assess progress, it reviews student performance indicators from the Standards Based Assessment. An environment that supports achievement may demonstrate alignment with the District's mission to teach students to become resourceful adults who are able to achieve their personal best in an ever-changing world.
<i>Communication</i>	S3	The District uses a variety of methods to communicate with staff, students, and School Board members. The District encourages two-way communication with the students, parents and primary stakeholder. Effective two-way communication with parents and community can support the District's mission to work collaboratively to teach students to be productive adults.
<i>Focus on Action</i>	S4	Senior leaders meet through the Central Office Administrative Team (COAT) to determine and adjust educational strategies directly related to improved student achievement. Senior leaders determine the focus and priority of actions. COAT minutes contain the educational strategies that result from these meetings. These actions may support the objective of improving student performance and achievement.

#### Item 1.1 – Senior Leadership – OPPORTUNITIES FOR IMPROVEMENT

<i>Vision and Values</i>	O1	An approach for how the District establishes its visions and values and relates them to its mission is not evident. Establishing a process to determine this relationship may help to define clear vision, values, and mission and may support the development of relevant educational programs and services.
<i>Succession Planning</i>	O2	Although the District needs to replace 98 teachers (one third of staff) retiring within the next five years, there is no evidence that senior leaders participate in succession planning and the development of future organizational leaders. A process for succession planning may address the changes in the District's workforce and may lead to sustainability by having adequate staffing levels of effective teachers and personnel.

## **Item 1.2 – Governance and Societal Responsibilities – STRENGTHS**

<i>Accountability</i>	S1	To assess accountability for its management's action and fiscal accountability, the District annually conducts fiscal audits, Policy and Regulation updates, and updates to staff and student handbooks. This review process may help to ensure work is properly aligned to the District's mission and vision, and may support organizational improvement.
<i>Societal Well-Being</i>	S2	The District works to contribute to and support societal well-being. A spirit of volunteerism and community activism permeates the organization and contributes to the well-being of the District's environmental, social and economic systems. Students and staff engage in project-based learning that promotes reforestation following two major fires and fund raising activities for national and international disasters. Engaging in projects that support social well-being may support the organization's mission to prepare students to become resourceful adults.
<i>Performance Evaluation</i>	S3	The District annually conducts evaluations of the Superintendent and senior leadership. An organizational flowchart shows the reporting and accountability structure for senior leaders throughout the school system. A comprehensive performance evaluation process for senior leaders may support enhanced professional development, improved effectiveness as leaders, and better organizational governance.

## **Item 1.2 – Governance and Societal Responsibilities – OPPORTUNITIES FOR IMPROVEMENT**

<i>Monitoring Ethical Behavior</i>	O1	A process to monitor breaches of ethical behavior is not evident. Developing and employing such a process throughout the District may support the organization's core belief of promoting ethical practices and could lead to process improvement.
<i>Community Support</i>	O2	Although the District encourages students and staff to be actively involved with community support groups by serving in leadership and volunteer capacities, the District does not have a systematic process to determine areas for organizational involvement, including areas that leverage core competencies. A systematic process to determine such areas may support and strengthen the District's relationship with key communities and enhance progress toward District goals.

## Category 2 – Strategic Planning

### Item 2.1 – Strategy Development – STRENGTHS

<i>Strategic Planning</i>	S1	Based on a community-wide strategic planning process that used large group community meetings to identified strengths and opportunities, the District uses 5 Thrust Areas as the structure for its strategic planning. An effective strategic planning process may support the sustainability of the organization to meet the challenges of the future.
<i>Environment for Innovation</i>	S2	The District creates an environment for innovation through such programs as the Saturday School, Ninth Grade Academy and Early College. This environment of innovation may support the vision of preparing life long learners and meeting its non-negotiable goals.
<i>Strategic Objectives</i>	S3	Building on its 5 Thrust Areas, the District defines a timetable to achieve four Thrust Goals: 1) By 2017, all schools in the District will earn "A" grades on the New Mexico School Report Card; 2) By 2016, every student who has worked and earned a diploma from LAHS will be college and career ready; 3) By 2016, the District will consistently rank in the top ten percent for salary, retention and effectiveness in New Mexico; 4) By 2016, the District will gain recognition as a national prominent school district. Identifying key strategic objectives may help the organization accomplish its vision and mission and meet its non-negotiable goals.

### Item 2.1 – Strategy Development – OPPORTUNITIES FOR IMPROVEMENT

<i>Strategy Considerations</i>	O1	Although the District analyzes a wide array of data, there is no process by which the District uses the data to address the District's strategic challenges and advantages. Data that provides information to monitor the strategic challenges and advantages may improve the strategic planning process and could help the District meet its non-negotiable goals.
<i>Agility / Flexibility</i>	O2	It is not evident how the District's strategic plan addresses the need for organization agility and operational flexibility. Agility and flexibility may aid the organization in achieving its three non-negotiable goals.
<i>Strategic Challenges</i>	O3	It is not evident how the organization's strategic objectives address its strategic challenges. Addressing the strategic challenges through the strategic planning process may support the sustainability, mission and vision of the organization.

## **Item 2.2 – Strategy Implementation – STRENGTHS**

- |                            |    |   |
|----------------------------|----|---|
| <i>Action Plans</i>        | S1 | Senior leaders set goals from the student achievement data reviewed at retreat settings. These goals turn into action plans to monitor and support objectives. These action plans may support the mission of preparing life long learners.                                    |
| <i>Resource Allocation</i> | S2 | The Aligned Resources Thrust Team monitors the budget to ensure that resources are properly aligned with the overall goal of improving student achievement. Effective allocation of resources may support the organization in achieving its mission and strategic objectives. |

## **Item 2.2 – Strategy Implementation – OPPORTUNITIES FOR IMPROVEMENT**

- |                                   |    |   |
|-----------------------------------|----|---|
| <i>Action Plan Implementation</i> | O1 | There is no evidence of a systematic process to deploy action plans throughout the organization. A systematic process that deploys the action plans may help the organization achieve its objectives.   |
| <i>Workforce Plans</i>            | O2 | Workforce plans to support the short- and longer-term strategic objectives are not evident. A system-wide process to develop workforce plans which address potential impacts and changes in workforce capability and capacity needs may help the organization achieve its strategic objectives. |

### Category 3 – Customer Focus

#### Item 3.1 – Voice of the Customer – STRENGTHS

<i>Actionable Feedback</i>	S1	The District collects parent and student input and evaluations through an online "Educator Effectiveness System". This system allows parents and students to communicate regarding their views of District's effectiveness, with this input becoming part of the teachers' and administrators' grades. A process that captures feedback regarding teacher and administrator effectiveness may support the organization's objectives to continuously improve its educational programs and services.
<i>Listening to Customers</i>	S2	The District interacts with, listens to and obtains feedback from customers, through methods including one-on-one, small, and large group feedback sessions and online surveys. It also maintains an open enrollment interest list that becomes the basis for follow up calls with family. These methods and approaches may support communication with key market segments and could lead to performance improvement.
<i>Customer Satisfaction / Engagement</i>	S3	The District obtains information on customer satisfaction and student engagement through surveys taken by students at the end of the semester. Data collected from these surveys may help teachers and administrators enhance the District's programs and services and to reach non-negotiable goals.
<i>Dissatisfaction</i>	S4	The organization measures dissatisfaction by reviewing annual dropout and non-completion data. The District also collects informal data at the exit interview of students who withdraw from school to obtain a Graduate Equivalency Degree (GED). Awareness of students' dissatisfaction with educational programs may help the organization improve its programs to exceed the customer's expectations and to meet the District's non-negotiable goals.

#### Item 3.1 – Voice of the Customer – OPPORTUNITIES FOR IMPROVEMENT

<i>Listening Methods - Vary by Segment</i>	O1	There is no evidence that the organization uses different listening methods for different student groups or market segments. Using different listening methods for different student groups or market segments may support the organization in tailoring its programs to meet the specific expectations of segmented groups.
<i>Listening to Former Students / Competitors' Students</i>	O2	The District does not describe a process to obtain information from and listen to former students and students of competitors to obtain information and feedback on Educational Programs and Services. A process to collect this information may help the District assess the relevance of its programs and services and improve communications with key market segments.

*Actionable  
Information*

- 03 It is not evident how the District's measurements capture actionable information to be used in meeting and exceeding customer expectations. There is no evidence of a process that uses information gained from complaints to improve systems and student performance. Measurements that capture actionable information may support teacher and curriculum effectiveness.

*Satisfaction  
Relative to  
Competitors*

- 04 The District has no process to obtain information from customers regarding satisfaction relative to its competitors. Using this information may help the District reach its non-negotiable goals.

### Item 3.2 – Customer Engagement – STRENGTHS

- |  |    |   |
|--|----|---|
| <i>Program /<br/>Service Offerings</i> | S1 | The District determines student, customer and market requirements for Educational Program and Service Offerings through the use of surveys. The District surveys students' interest in course offerings. Results are the basis for development of a syllabus of course offerings for students at the middle and high school level. One program is the "early college in high school" program. Developing course offerings to meet student interests may support the organization goals to innovate and improve performance. |
| <i>Customer<br/>Engagement</i>         | S2 | To increase engagement with students and other customers, the Superintendent holds monthly Council - Employee Council, District Parent Council, and Superintendent Student Advisory Council. An effective process to engage students and customers may support the organization's goal to listen to the voice of the student, customers, and various market segments.   |
| <i>Complaint<br/>Management</i>        | S3 | The organization has a process to manage students' and customers' complaints. The process begins at the lowest level and works its way to the top, following the chain of command or the grievance process for resolution. An effective process to handle complaints may support the organization in its core belief of ethical practice.   |

### Item 3.2 – Customer Engagement – OPPORTUNITIES FOR IMPROVEMENT

- |  |    |   |
|--|----|---|
| <i>Use of Customer<br/>Information</i> | O1 | Although the District gathers input from customers and collects student achievement data, it is not evident that there is an approach for using this information to develop program and service offerings, to build or manage relationships, to attract new students, or to expand relationships with customers. Using this information could improve the District's efforts to achieve its mission, retain more students, and increase enrollment. |
|--|----|---|

## Category 4 – Measurement, Analysis, and Knowledge Management

### Item 4.1 – Measurement, Analysis, and Improvement of Organizational Performance – STRENGTHS

- |   |    |   |
|---|----|---|
| <i>Comparative Data - Student Achievement</i> | S1 | Key comparative data and information that support operational and strategic decision-making and innovation are generated from summative and formative data. The District uses comparative data and information from DIBELS and MAP and Standards Based Assessments to determine students' weaknesses and strengths. Use of this data and information provides teachers and administrators a research-based process when determining student potential. Utilization of this data may help the District improve its processes and educational programs and build a student focused culture. |
| <i>Performance Review</i>                     | S2 | To ensure their work aligns with District goals, departments undergo performance audits. Action plans based on these audits contribute to staff development and communication, development of innovative ideas and new curriculum ideas. This may support the District's current core beliefs of innovation for continuous improvement, student achievement, professional learning, data driven decision-making, and the 5 Thrust Areas.  |

### Item 4.1 – Measurement, Analysis, and Improvement of Organizational Performance – OPPORTUNITIES FOR IMPROVEMENT

- |  |    |  |
|--|----|--|
| <i>Measurement Agility</i>   | O1 | The organization has no evident process to ensure that the performance measurement system can respond to unexpected organizational or external changes. Being able to respond to unexpected changes may help the organization achieve its strategic objectives and 5 Thrust areas.   |
| <i>Performance Measures</i>  | O2 | There is no evidence of processes for performance measures to track daily operations and overall performance - selection, collection, alignment, or integration. Such processes may support achieving the organization's continuing improvement and its strategic objective.   |
| <i>Missing Approaches - Best Practices / Future Performance / Innovation</i> | O3 | No evidence is demonstrated of approaches for projecting future performance, identifying best practices, deploying innovative ideas, or identifying organizational units or operations that are high performing. Such approaches may support the organization in improving performance and may support the strategic objectives to fulfill its intent to be one of the best schools in the nation. |



## Item 4.2 – Management of Information, Knowledge, and Information Technology – STRENGTHS

<i>Knowledge Management</i>	S1	The District uses surveys to collect workforce knowledge and transfers the results to the Human Resources Department to revise job descriptions. Information transfer and embedding and replicating of best practices occur through conversations, work meeting discussions and onsite training. An effective process to share and implement best practices may support the core belief of professional learning.
<i>Data / Information Availability</i>	S2	Data are accessible through "read only" sources in PowerSchool. The PowerSchool Manager provides demographic and academic information is upon request. In addition, students and parents can access PowerSchool for information about grades, attendance, and homework/assignments through the use of an online portal with a confidential password. The District maintains the confidentiality and security of this information. Data and information availability may support the District's strategic objectives.
<i>Emergency Availability</i>	S3	The District uses "cloud" technology to allow students and parents access to information from an array of devices. The District ensures that hardware and software systems, data, and information are available to serve student, customer, and organizational needs during an emergency. Technical staff is on 24-hour notice. Servers have back up power systems in the event of a power outage. Important data are also stored on back up servers. Effective processes and plans to protect data during an emergency may support the organization's goal of sustainability and continued operation during an emergency.

## Item 4.2 – Management of Information, Knowledge, and Information Technology – OPPORTUNITIES FOR IMPROVEMENT

<i>Knowledge Transfer</i>	O1	There is no evidence of a process that demonstrates the transfer of information and knowledge from and to students, other customers, suppliers, partners and collaborators in a systematic way. Such a process for the sharing of information and knowledge could lead the District to its goals of innovation and continuous improvement.
<i>Hardware / Software Properties</i>	O2	There is no evidence of a systematic process that ensures that the District's hardware and software are reliable, secure, and user-friendly. Ensuring reliable, secure, available, and user-friendly hardware and software may support the organization's goals of a safe workplace and support of key market segments.

## Category 5 – Workforce Focus

### Item 5.1 – Workforce Environment – STRENGTHS

<i>Workforce Capability</i>	S1	Teachers and administrators hold licenses through the New Mexico Public Education Department (NMPED). The basis for support staff certification is their level of expertise. This may support workforce capability to provide quality educational programs and to fulfill the District's mission and vision.
<i>Work Accomplishment</i>	S2	The District organizes and manages its workforce to accomplish organizational goals, using methods such as employee job descriptions. The organization and management of the workforce may ensure that employees know their job responsibilities to support the goal of developing life long learners and address the 5 Thrust Areas.
<i>Workplace Environment</i>	S3	The District conducts annual safety and work environmental audits in collaboration with its insurance carrier. The site staff and supervisors conduct health, safety, and workplace accessibility audits. In addition, the District collaborates with Los Alamos Emergency Management to secure digital surveillance equipment and radios. A safe and secure workplace environment may support the District's goal of student achievement.

### Item 5.1 – Workforce Environment – OPPORTUNITIES FOR IMPROVEMENT

<i>New Workforce Members</i>	O1	No process is evident for how the District recruits, hires, places and retains new and diverse workforce members. An effective process that encompasses the entire employment cycle from recruitment to retention may support the organization in achieving its mission and vision.
<i>Workforce Change Management</i>	O2	No process is evident for how the organization prepares its workforce for changing capability and capacity needs. Recognizing the District's projection of staff eligible for retirement in the next three to five years, a process to plan for changing workforce capacity may help the organization to meet its vision to prepare confident life-long learners.
<i>Workplace Environment - Performance Measures</i>	O3	There is no evidence that the organization has performance measures and improvement goals for workforce health and security. A secure and environmentally safe environment with relevant performance measures may support the educational mission of the organization and address key market segments.
<i>Workforce Benefits</i>	O4	The District's approach for workforce benefits is not evident - neither the key benefits offered to its workforce nor how the benefits may be tailored for different workforce groups and segments. Such an approach may support engagement of the workforce to accomplish the organization's goals.

## Item 5.2 – Workforce Engagement – STRENGTHS

<i>Workforce Engagement</i>	S1	The District engages the workforce by soliciting staff feedback in department and group meetings and through notifications and letters. At the meetings, the workforce shares and reports on elements that affect workforce engagement. Knowing the key elements of workforce engagement may support the organization in achieving its strategic goals.
<i>Organizational Culture</i>	S2	The District has an organizational culture characterized by high performance and open communication, including hiring the best and brightest from throughout the world. The District benefits from the richness of ideas and culture that an international staff brings to the school. These practices may help address the Thrust Area of quality teachers, leaders and staff and may help to fulfill the organization's mission.
<i>Workforce Learning / Development</i>	S3	The District places special focus on providing professional development that builds on staff skills. The District is increasing efforts to recognize workforce performance and is expanding cross training opportunities for staff. The District supports a master's level program for teachers. The workforce learning and development system focuses on students by asking four key questions that target academic progress. Professional development based on workforce knowledge may help to ensure that employees have the credentials and licenses to meet the NMPED requirements. These steps may help to support the goals of high performance and workforce engagement.
<i>Effectiveness of Learning / Development</i>	S4	The District evaluates the effectiveness and efficiency of the learning and development systems through staff evaluations, data collection from formative and summative assessments, and outside audits. An effective process to monitor learning and development systems may support process improvement.

## Item 5.2 – Workforce Engagement – OPPORTUNITIES FOR IMPROVEMENT

<i>Risk-taking</i>	O1	There is no evidence that the District's performance management system reinforces intelligent risk taking to achieve innovation. Incorporating intelligent risk taking assessment into the performance system may provide incentives that lead to the improvement of key organizational processes.
<i>Workforce Engagement - Performance Measures</i>	O2	There is no evidence of an approach for assessing workforce engagement, including workforce satisfaction. There is no evidence of use of indicators of workforce engagement, such as workforce retention, absenteeism, or grievances. The development and use of indicators of workforce engagement may support the organization's strategic objectives and lead to process improvement.

*Succession  
Planning*

- 03 A process for how the organization implements succession planning for managerial and leadership positions is not evident. An effective process of career progression to develop personnel for managerial and leadership positions may support the District's strategic objectives and 5 Thrust Areas.

## Category 6 – Operations Focus

### Item 6.1 – Work Processes – STRENGTHS

<i>Incorporation of New Technology</i>	S1	Examples of the organization incorporating new technology into its processes include the use of cloud technology, the one-on-one computer initiative, introduction of new educational hardware and software, posting of classroom assignments by staff, middle and high school students. Via confidential password, parents have access to student information, such as grades and attendance. Incorporating new technology may support the organization's goal of life long learners, student achievement, and the 5 Thrust Areas.
<i>Program / Service / Process Requirements</i>	S2	The District determines key educational program and service requirements through data collection at staff meetings, site council meetings, and District meetings. An effective system to determine key program and service requirements may support the organization in fulfilling its mission, improving academic achievement, and reaching non-negotiable goals.
<i>Support Processes</i>	S3	A focus of work processes is to meet organizational support requirements. IT, custodial, and maintenance departments measure success by open and closed work orders. The timely and efficient completion of tasks may support the Thrust Area of aligned resources and system improvement and systems for continuous improvement.

### Item 6.1 – Work Processes – OPPORTUNITIES FOR IMPROVEMENT

<i>Program / Process / Service Improvement</i>	O1	With regard to work process improvement, departments use their own strategies to increase learning, improve educational programs and services performance, and reduce variability. However, there is no evidence of a District-wide systematic approach for work process improvement. Developing this process may aid the District in reaching its non-negotiable goals.
<i>Work Process Performance Measures</i>	O2	There is no evidence of an approach for identifying key performance measures or indicators to control and improve work processes. Relevant performance measures may support the District's day-to-day operations and strategic objectives to align and improve processes that lead to innovation.

## Item 6.2 – Operational Effectiveness – STRENGTHS

<i>Cost Control</i>	S1	The organization controls operating costs through a managed budget process. As required by state regulation, the system contains built-in checks and balances to prevent errors and rework. Several layers of staff oversee the invoice and bills, which are separated into segments. An effective cost control process may support the organization's goal of aligning resources with the 5 Thrust Areas and may help to meet regulatory requirements.
<i>Supply-Chain Management</i>	S2	The District works primarily with state approved vendors. Factors for assessing supplier performance include product quality, cost, and speed of delivery. The District drops poorly performing suppliers. An effective process that monitors the suppliers may support the organization in controlling costs and may lead to sustainability.
<i>Safety</i>	S3	The District ensures a safe operating environment through campus safety resource and security officers, security camera systems, Raptor Management Security system, fingerprint background checks, fire alarm systems, emergency preparedness drills, accident prevention programs, and equipment assessment. District personnel meet with the police chief to review safety issues on a regular basis. These processes may support a safe environment for staff, students, and visitors with the plan, do, study, act philosophy.
<i>Management of Opportunities</i>	S4	The District reviews, assesses, and discontinues initiatives in order to enhance support for higher-priority opportunities. Examples of this approach include the School Board decision for the District to focus on deploying the existing set of initiatives that were well aligned with key strategic objectives, the School Board request for the District to review current testing/assessment practices to determine if there were ways to reduce testing and increase classroom instructional time, and the District survey of teachers for suggestions to reduce their workload. An effective process to discontinue initiatives that do not focus on the organization's priorities may support the organization to deploy its strategic objectives and meet its non-negotiable goals.

## Item 6.2 – Operational Effectiveness – OPPORTUNITIES FOR IMPROVEMENT

<i>Innovation Management</i>	O1	There is no evidence of an approach for management or pursuit of innovation within a strategic context. Developing a plan and process to do this could lead the District to meeting its goals for innovation and student performance, and fulfillment of its non-negotiable goals.
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## Category 7 – Results

### Item 7.1 – Student Learning and Process Results – STRENGTHS

<i>Dropout Rate / Graduation Rate</i>	S1	A key measure of student learning is the District's Student Dropout Rate Compared to the State. (Figure 7) The rate shows a decrease from school year 2011-12 to 2013-14 and graduation rate shows improvement to 89% as evidenced by the NMPED report. The District considers its percentage of students who dropout to be lower than the state percentage. Insights from student dropout and graduation rates may help the organization reach its non-negotiable goals, fulfill its vision, and prepare confident life long learners.
<i>Continuation Rate / AP Rate</i>	S2	94% of students continue on to two- or four-year college program. The District attributes this performance to its educational programs that lead students to graduate with a high school diploma. Approximately 75% of students are enrolled in Advanced Placement courses. These results may support the District's non-negotiable goals and its vision of preparing confident, life long learners.
<i>Workforce Capability - Maintenance /Operations</i>	S3	For performance by the Maintenance and Operations team, results from the FIMS summary report show two ratings of 2.0 (out of a possible 3.0) and one rating of 3.0 (out of a possible 3.0).

### Item 7.1 – Student Learning and Process Results – OPPORTUNITIES FOR IMPROVEMENT

<i>Supply-Chain Management Results</i>	O1	There is no evidence of current levels or trends for key performance measures of the organization's supply chain. Insights from supply-chain management results may help the organization manage its resources to improve performance and address its 5 Thrust Areas.
<i>SBA Results</i>	O2	Although District student performance levels show better levels than the state levels, the District's Standards Based Assessment results for 2011 to 2014 fail to demonstrate beneficial (increasing) trends in math, reading, and science. Insights from these results may help the organization develop educational programs to improve academic achievement and address its 5 Thrust Areas.

## **Item 7.2 – Customer- Focused Results – STRENGTHS**

*Customer Satisfaction*      S1      Customer satisfaction at one of the schools shows levels of 84% and above for high expectations of students, adequate access to latest technology, and information regarding academic progress.

## **Item 7.2 – Customer- Focused Results – OPPORTUNITIES FOR IMPROVEMENT**

*Customer Engagement*      O1      There is no evidence of current levels, trends, and comparisons in key measures or indicators of student and other customer engagement. The District is developing measures to better understand student and customer engagement. Results from indicators of student and other customer engagement may support the organization to overcome the strategic challenge of decreased enrollment and may help the District meet its non-negotiable goals.



### Item 7.3 – Workforce-Focused Results – STRENGTHS

S4 None evident.

### Item 7.3 – Workforce-Focused Results – OPPORTUNITIES FOR IMPROVEMENT

- |  |    |   |
|--|----|---|
| <i>Workforce<br/>Capability -<br/>Qualifications</i> | 01 | There is no data to demonstrate how teachers and administrators meet qualifications. Current levels, trends, and comparisons to measure workforce capability may support the organization in achieving its mission to support students in developing their full potential and in addressing the 5 Thrust Areas.   |
| <i>Workforce<br/>Climate</i>                         | 02 | While there is an online survey tool titled <i>Evaluation of Administration by Staff</i> , there is no evidence of current levels, trends, and comparisons for workforce climate results. Insights from such results may support the organization's strategic objectives and may offer opportunities for improvement with regard to the workforce climate.  |
| <i>Workforce<br/>Development</i>                     | 03 | Although the District evaluates the effectiveness and efficiency of the learning and development systems through staff evaluations, data collection from formative and summative assessments, and outside audits, there is no evidence of results relating to workforce development. Insights from current levels and trends and measures for workforce development may aid the organization in accomplishing its core belief of professional learning and succession planning. |

#### **Item 7.4 – Leadership and Governance Results – STRENGTHS**

*Governance Results*      S1      The District shows five consecutive years of being awarded "unmodified" results for State fiscal audits. These results may support the organization's fiscal accountability objectives and regulatory requirements.

#### **Item 7.4 – Leadership and Governance Results – OPPORTUNITIES FOR IMPROVEMENT**

*Leadership Results*      O1      There is no evidence of results for senior leaders' communication and engagement with the workforce, students and other customers. Insights from such results may help the organization achieve its strategic objectives and may help the organization meet its societal responsibilities.

### **Item 7.5 – Budgetary, Financial and Market Results – STRENGTHS**

- |                                      |    |   |
|--------------------------------------|----|---|
| <i>Market Performance Results</i>    | S1 | Examples showing good levels of market performance include NM School Grade Report Cards and national recognition by the <i>Washington Post (America's Most Challenging High Schools)</i> , <i>U.S. News and World Report (Gold Medal - America's Best High Schools)</i> and <i>Newsweek Magazine</i> . In addition, out-of-district students continue to show interest in enrolling in the District's schools. Monitoring marketing performance may support the organization's strategic objectives and its goal of preparing confident life-long learners. |
| <i>Budgetary / Financial Results</i> | S2 | For the past five consecutive years, the District shows receipt of the highest approval rating by the State for its budget and fiscal practices. Budgetary performance results may support the organization's goal of fiscal accountability.  |

### **Item 7.5 – Budgetary, Financial and Market Results – OPPORTUNITIES FOR IMPROVEMENT**

- |   |    |  |
|---|----|--|
| <i>Cost Containment / Financial Viability</i> | O1 | There is no evidence of results for cost containment and financial viability. Data showing trends and comparisons are not evident. Information showing results of cost containment and financial viability may aid in supporting the District's goals, meeting regulatory requirements, and supporting sustainability. |
|---|----|--|

## PROFILE

The Organizational '**Profile**' captures the key influences on how the organization operates and the key challenges it faces. The **Profile** is considered a 'snapshot' that captures the spirit and culture of the organization.

## KEY FACTORS

FROM YOUR PROFILE, THE EXAMINERS DEVELOP '**KEY FACTORS**'. A **KEY FACTOR** is an attribute of your organization or its environment that influences the way the organization operates and the key challenges it faces.

Examiners use the **KEY FACTORS** to focus their assessments on:

- *what is important to your organization, and*
- they choose those that are *most relevant to a Criteria item* (e.g. Baldrige Criteria for Performance Excellence Category 1 Leadership Item 1a)

This section of the Feedback Report is a 'bonus', as the Profile in previous years is not commented upon, nor scored - used only as the tool for the Examiners review.

## PROFILE USES

Your Profile is valuable and has many uses including:

- STRATEGIC PLANNING
- WORKFORCE ORIENTATION/RE-ORIENTATION
- INFORMATION FOR CUSTOMERS, STAKEHOLDERS, KEY SUPPLIERS
- MARKET PLACE INFORMATION / GLOBAL MARKETING

## PROFILE REVISION

As you review the following Profile findings please consider revising and submitting to us for an Adobe Assessment, which is an in-depth review on gaps and suggested opportunities for improvement. The Adobe Assessment can be conducted at any time and includes a two hour meeting with QNM and assigned Senior Examiner to clarify findings and next steps.

P.1 Organizational Description						
P.1a	Organizational Environment	Described in Profile Yes No	Used as a Key Factor Yes No	Described the Process used to address what is important	Provided Result of the Process said to be important	Comments
P.1a(1)	What are your organization's <b>main</b> product and/or service offerings?	Yes	Yes			
	What is the relative importance of each to your organizational success?	Yes	Yes			
	What mechanisms are used to deliver your products and services?	Yes	Yes			
P.1a(2)	What are your stated <b>purpose, vision, values, and mission</b> ?	Yes	Yes			
	What are your organization's <b>core competencies</b> and their relationship to your mission?	No	No			
P.1a(3)	What is your <b>workforce profile</b> ?	Yes	Yes			
	What are your workforce or <b>employee groups and segments</b> ?	Yes	Yes			
	What are the <b>educational requirements</b> for these different groups and segments?	Yes	Yes			
	What are the key elements that <b>engage</b> them <b>in achieving</b> your <b>mission and vision</b> ?	Yes	Yes			
	What are your organization's <b>workforce diversity and job diversity</b> ?	No	No			
	What are your organized bargaining units?	Yes	Yes			
	What are your organization's <b>special health and safety</b> requirements?	No	No			
P.1a(4)	What are your <b>major facilities, technologies, and equipment</b> ?	Yes	Yes			
P.1a(5)	What is the regulatory environment under which your organization operates?	Yes	Yes			

P.1a(5)	What are the applicable occupational health and safety regulations; accreditation, certification, or registration requirements; industry standards; and environmental, financial, & product <b>regulations</b> ?	Yes	Yes			
<b>P.1b</b>	<b>Organizational Relationships</b>	<b>Described in Profile</b> Yes No	<b>Used as a Key Factor</b> Yes No	<b>Described the Process</b> used to address what is important	<b>Provided Result of the Process</b> said to be important	<b>Comments</b>
P.1b(1)	What are your organizational <b>structure</b> and <b>governance</b> system?	Yes	No			
	What are the <b>reporting relationships</b> among your organization’s governance board, senior leaders, and parent organization, as appropriate?	Yes	Yes			
P.1b(2)	What are your organization’s key <b>market segments</b> , customer/student/patient groups, and/or stakeholder groups?	Yes	Yes			
	What are <b>their key requirements</b> and <b>expectations</b> for your organization’s products/services, support services, and operations?	Yes	Yes			
	What are the <b>differences</b> in these requirements and expectations among market segments, customer/student/patient groups, and/or stakeholder groups?	Yes	Yes			
P.1b(3)	What are your organization’s key types of <b>suppliers, partners, and collaborators</b> ?	Yes	Yes			
	What role do they play in your organization’s <b>work systems</b> , especially in the production and delivery of your key products and customer/student/patient support services?	Yes	Yes			

P.1b(3)	What role do they play in enhancing your organization's <b>competitiveness</b> ?	Yes	Yes			
	What are your organization's key mechanisms for <b>communicating</b> with suppliers, partners, and collaborators?	Yes	Yes			
	What <b>role</b> , if any, do these organizations play in contributing and implementing <b>innovations</b> in your organization?	Yes	Yes			
	What are your organization's key <b>supply chain</b> requirements?	Yes	No			
<b>P.2</b>	<b>Organizational Situation</b>					
<b>P.2a</b>	<b>Competitive Environment</b>	<b>Described in Profile</b> Yes No	<b>Used as a Key Factor</b> Yes No	<b>Described the Process</b> used to address what is important	<b>Provided Result of the Process</b> said to be important	<b>Comments</b>
P.2a(1)	What is your organization's competitive <b>position</b> ?	Yes	Yes			
	What are your organization's relative size and growth in its <b>industry</b> or <b>markets</b> served?	Yes	Yes			
	How many and what types of <b>competitors</b> does your organization have?	Yes	Yes			
P.2a(2)	What key <b>changes</b> , if any, are affecting your organization's competitive situation, including changes that create opportunities for innovation and collaboration, as appropriate?	Yes	Yes			
P.2a(3)	What key sources of <b>comparative</b> and <b>competitive data</b> are available from within your industry?	Yes	Yes			

P.2a(3)	What <b>limitations</b> , if any, affect your organization’s ability to obtain or use these data?	Yes	No			
<b>P.2b</b>	<b>Strategic Context</b>	<b>Described in Profile</b> Yes No	<b>Used as a Key Factor</b> Yes No	<b>Described the Process</b> used to address what is important	<b>Provided Result of the Process</b> said to be important	<b>Comments</b>
	What are your organization’s key strategic <b>challenges</b> and <b>advantages</b> in the areas of business/ education services/ health care <b>services</b> , <b>operations</b> , <b>societal</b> responsibilities, and <b>workforce</b> ?	Yes	Yes			
<b>P.2c</b>	<b>Performance Improvement System</b>	<b>Described in Profile</b> Yes No	<b>Used as a Key Factor</b> Yes No	<b>Described the Process</b> used to address what is important	<b>Provided Result of the Process</b> said to be important	<b>Comments</b>
	What are the <b>key elements</b> of your performance <b>improvement system</b> , including your organization’s <b>processes</b> for evaluation and improvement of key organizational projects and processes?	Yes	Yes			