



HOUSTON INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION

BOARD MONITORING SYSTEM **2010**

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HISD Board of Education

BOARD MONITORING SYSTEM

Overview

The Monitoring System provides a mechanism for formal reporting to the Board of Education regarding district goals and core values on a mandated periodic basis. The Monitoring System will allow the Board of Education to efficiently monitor and measure the guiding principles of the Houston Independent School District (HISD).

In order to efficiently maintain and measure HISD goals and core values, the Board of Education will systemically monitor these important principles and give HISD Administrators clear direction. The Monitoring System will allow current and future Board members and Administrators a clear understanding of HISD goals and core values.

The Administration shall report to the Board of Education on each goal and core value using the specific method and timing set out below, on a routine basis (at least annually) where the method and timing are not specified. The Board will assess the report and provide direction to the Administration regarding any concerns and/or changes of report substance and/or frequency. All reports developed for this purpose shall utilize graphic descriptors to illustrate critical data and shall also include a comparative analysis. The Board may choose to leave the reporting structure of certain goals and core values to the discretion of the Superintendent of Schools. The duties of the Board President shall include ownership of and responsibility for the Monitoring System. Future Superintendent contracts will also be amended to determine compliance with HISD goals and core values. The Board of Education will access these reports and provide direction to the Superintendent of Schools regarding the reports.

This monitoring system falls under Board Policy AE(LOCAL)-*Educational Philosophy*.

Note: The Board Monitoring System was adopted upon 2nd reading of Board Policy AE(LOCAL) on February 11, 2010.

DISTRICT GOAL 1: INCREASE STUDENT ACHIEVEMENT

A. Eliminate the Achievement Gap

Objective: To eliminate any achievement gap between student groups as measured by the statewide TAKS examination.

Report: The administration shall provide the Board of Education with a report reflecting any gap in TAKS passing rates between white, African-American, Hispanic and economically disadvantaged students, and by gender, in each tested topic. The report shall provide cumulative districtwide scores, combining all grade levels into one chart. It shall be reported in bar chart format showing the passing rate of each group's scores and the extent to which those scores fall behind the score of the leading group. A second line chart shall reflect the change in the gap from previous years.

Target: By the spring of 2012, the following progress will be made in closing achievement gaps:

- The achievement gap in all tests taken will decrease by 3 percentage points annually between white and African-American students and white and Hispanic students to no gap remaining, data by gender will also be provided; and
- The achievement gap will decrease by 3 percentage points annually between non-economically disadvantaged students and economically disadvantaged students to no gap remaining, data by gender will also be provided.

Timing: The charts shall be provided to board members as an A-1 report annually in August or September.

B. Improve Dropout and Completion Rates

Objective: HISD schools shall lower the dropout rate and increase the graduation rate with the ultimate goal of having all HISD students graduate with their cohort group. HISD schools shall achieve the decreased dropout and increased completion requirements necessary for each school to receive at least a Recognized rating by the state's accountability system.

Report: The Administration shall provide the Board of Education with a report on the progress being made to decrease dropout rates and increase graduation rates. The report shall include data depicting the district's dropout rate and graduation rates as compared to the state averages. In addition, the report shall include analysis of these data by all students and various student groups.

Target: HISD will increase the percentage of students identified as graduating or remaining in school based on a longitudinal four-year cohort for first-time ninth graders. The annual target is a 3 percentage-point increase for all students and

each student group (All, African American, Hispanic, White, and Economically Disadvantaged) until the goal of 95 percent is reached.

Timing: This report will be provided to the Board of Education following the release of the state accountability data tables and shall be reported to the Board annually in September of each year.

C. **Maintain Promotion Standards / High School Credit Status**

Objective: Maintain promotion standards that incorporate statewide test scores, norm referenced scores, course grades and attendance standards. Use mandatory summer school to bring students into compliance with the standards.

Report: The Administration shall provide the Board of Education with two a series of bar charts. The first shall show (for the school year completed one year ago) the total number and percentage of students meeting promotion standards during the regular school year, students not meeting promotion standards during the school year, but meeting the standards after summer school, and those not meeting promotion standards either after the school year or summer school. The second bar chart shall show the number and percentage of those same students promoted and not promoted the following year. The Administration shall also provide a bar chart showing, for the just completed summer school session, the total number of students referred to summer school, number attending, number completing, number promoted and number retained. For students whose final status was determined by committee decision, the number and percentage of students by reason leading to committee decision will be provided (e.g., GPC, ARD, LPAC, parent request, etc.).

The Administration shall also provide a table showing promotion statistics, by school, including the total number of students whose promotion was considered by a grade placement committee, reflecting the total number of students promoted and retained. An additional table will show the committee reasons by campus for those campuses with more than 10 percent of their students promoted by committee decision.

Additionally, Administration will provide a table by high school reflecting the number and percent of students completing enough credits to move to the next grade level and the percent of students by grade level on track to graduate in four years of becoming a ninth grader. The high school data will also show the number and percent of 9th grade students who have failed 3 or more courses the previous school year.

The Administration will also provide as an attachment to the Monitoring Report, the annual Promotion Standards report that shows promotion/retention data by grade for Title I and non-Title I students.

Target: The percent of students who meet promotion standards during the regular school year will increase to 90 percent and to 98.5 percent after summer school by the end of the fall semester 2012. Other measures are report only for the first year.

Timing: The charts shall be provided to Board Members as an A-1 report annually in December.

D. **HISD will Become a Recognized District**

Objective: HISD will become a recognized district as defined by the Texas Education Agency.

Report: The Administration shall provide the Board of Education with bar charts representing each TEA Accountability measurement used state-wide for grading districts as a whole and reflect on the bar chart the extent to which HISD measures. The bar charts shall report the levels needed for various standards (such as recognized, exemplary, etc.) to help measure the district's progress.

Timing: The charts shall be provided to board members as an A-1 report annually in October, commencing in 2004.

E. **Increase the Percentage of TAKS Commended Students**

Objective: HISD will increase the percentage of students scoring at the state-set commended level on TAKS.

Report: In 2003, the Administration reported to the Board of Education the percent of students achieving commended status on the TAKS to create a benchmark. In subsequent years, the Administration will report the percentage of students reaching that status and percentage increases/decreases in commended students by school, and for the district. A commended cohort tracking report will be produced and provided to the Board that follows students who have scored at the commended level over time.

Target:

- The percentage of students achieving the commended status across grades by subject will increase by 3 percentage points annually.
- HISD will show an annual increase at all campuses with an increased percentage of students reaching the commended level on TAKS by subject.

Timing: This report will be presented to the Board of Education each year at the June Board meeting.

F. **Increase College Readiness**

Objective: HISD students will be provided with a high quality educational experience designed to appropriately prepare them for the rigor and challenges of higher education. It is expected that the percentage of students demonstrating college readiness will increase at a rate greater than the state average.

Report: The Administration will provide the Board of Education with a report that reflects the number and percentages of students demonstrating college readiness as defined by the Texas Higher Education Coordinating Board, and as indicated by performance on grade 11 TAKS scores as follows:

- All students and each student group, that earn a 2200 or higher scale score on the mathematics portion of the TAKS test;
- All students and each student group that earn both a 2200 scale score on the English/Language Arts (ELA) portion of the TAKS test and a 3 or higher on the writing portion of the TAKS test;
- Comparisons of district and state averages for all students and each student group; and
- The rate at which District students demonstrating college readiness improved as compared to the rate for which the state average improved for this indicator.

Target: The percent of students who meet or exceed the college-readiness standard in ELA and math on the TAKS will reach 70 percent by 2012.

Timing: The report will be available to the Board after receipt of the Academic Excellence Indicator System (AEIS) report from the state.

Report: The Administration will provide the Board with a report showing the number and percentage of students scoring at or above 45 on each of the PSAT sections: critical reading, writing, and math. Participation rates will also be provided along with the percent of students meeting AP Potential for a course who actually enrolled in the course. Additionally, the Board will be provided with a report showing the number and percentage of students scoring at or above 21 on the ACT and at or above 500 on each of the SAT sections: critical reading, writing, and math.

Target: The percentage of students scoring at or above 45 on each section of the PSAT will increase by 4 percent annually. Participation rates will meet or exceed 90% of sophomores. The percentage of students scoring at or above 21 on the ACT will reach 50 percent by 2012. The percentage of students scoring at or above 500 on each section of the SAT will reach 50 percent by 2012.

Timing: The report will be available to the Board after receipt of AEIS reports from the state.

Report: The report shall include an analysis of improvements made towards the number and percentage of students graduating under the Recommended High School Program (RHSP) or higher.

Target: The percentage of students graduating under the RHSP or higher will reach 95 percent by 2012.

Timing: This report will be prepared for the Board in February of each school year and will include data from the previous school year.

Report: The report shall track college-going rates, including applications to institutions of higher education, enrollment in institutions of higher education (by tier status where available), and receipt of scholarships by campus and for the district.

Target: Report only item.

Timing: This report will be prepared for the Board in February of each school year and will include data from the previous school year.

G. **Increase the Number of Students Taking Advanced Placement Exams and Scoring 3 or Higher**

Objective: HISD will maximize the number of students taking Advanced Placement (AP) exams, the number of exams taken, and the number of exams scored at 3 or higher.

Report: The Administration shall provide the Board of Education with a bar graph reflecting the number of students taking AP courses and AP exams. A second graph will show the number of exams taken and the number and percent of AP exams scored at 3 or higher. Also presented will be the percent of students taking AP courses, AP exams, and exams scored 3 or higher by campus for two years. Relevant data for IB enrollment and exams taken will also be provided.

Targets:

- All students taking AP courses will also take AP exams. The number of AP exams taken will increase by 10 percent annually. The percent of AP exams scored at 3 or higher will increase by 2 percentage points annually.
- HISD will show an annual increase at all campuses in the number of exams taken and the number and percent of exams scored 3 or higher.

Timing: The report will be available to the Board of Education in October of each year.

H. **Dual Credit**

Objective: HISD will report on the number of students taking dual credit courses and receiving college credit.

Report: The Administration will report to the Board on the status of dual credit courses. The number of students enrolled in dual credit courses and the number of students receiving college credit by campus will be provided. Also, the demographic characteristics of HISD students enrolled in dual credit courses will include districtwide enrollment by gender, ethnicity, and economic status.

Target: Report Only

Timing: This report will be provided to the Board in late fall and spring.

I. **Demonstrate Value-Added Growth using EVAAS Data**

Objective: The District shall show value-added growth of all students as measured by the Educational Value-Added Assessment System (EVAAS) data.

Report: The Administration will provide the Board with a report that reflects the value-added gains by grade and subject for the district.

Target:

- HISD will show value-added growth in estimated NCE gain greater than 1 standard error above the growth standard in all grades on the composite measure across subjects.
- HISD will show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs.

Timing: This report shall be presented to the Board each year at the October board meeting.

J. **Performance of HISD Students will Exceed National Averages**

Objective: HISD students will perform at levels exceeding national averages on a norm-referenced test.

Report: The administration will provide the Board of Education with a report that includes data indicating the percent of non-special education students, summarized across all grades and by grade level, performing at or above the 50th percentile on the Stanford and Aprenda for all subject components of the test. Finally, this report must also include a national comparative analysis of the performance of District students using national percentile ranks.

Target: The percent of non-special education students performing at or above the 50th percentile will reach 66 percent on Stanford and 90 percent on Aprenda for each subject area by 2012.

Timing: This report will be provided in June of each year.

K. **English Acquisition for LEP Students**

Objective: Individual Limited English Proficient students shall transition into English courses as rapidly as possible.

Report: The administration shall provide the Board of Education with a report listing how many LEP students exited bilingual and ESL programs in the prior year by grade level.

Target: Report only item.

Timing: The reports shall be provided to Board members by the September Board Meeting.

L. Special Education Students are Appropriately Served

Objective: Students with special needs shall be provided appropriate, individualized intensive instruction to enable them to eventually perform at levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages and students should be exited from the program as soon as possible.

Reports: The Administration shall provide the Board of Education with a report of the percentage of special education students by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Finally, the report shall include analysis of the number and percentage of special education students participating in the state's assessment program and the number of special education students in excess of the proficiency cap as measured and defined by the No Child Left Behind Act of 2001 for adequate yearly progress.

Target: Report only item.

Timing: This report will be prepared for the Board in November of each school year.

DISTRICT GOAL 2: IMPROVE HUMAN CAPITAL--TEACHER AND PRINCIPAL QUALITY

Critical Outcome: Recruitment and Selection

Attract and hire top talent through proactive search strategies and rigorous selection criteria for every job position.

KEY METRICS

	Previous Year Results	Current Year Results	Target
<i>Recruitment and Selection</i>			
Number of new teacher hires			
% of teacher applicants rated in the acceptable range on screener			
% of principal applicants rated in the acceptable range on screener			
% of HR screened teachers rated in top 10% of EVAAS value added data			
% of HR screened teachers rated in top two quartiles of EVAAS value added data			
Teacher Yield %: # of offers made to teachers versus # of teachers that accepted offer			

Report: The administration will report to the Board of Education on the outcomes of the recruitment season including comprehensive analysis of the efficacy of recruitment efforts. The report will include detailed analysis and proposed action related to the key metrics for recruitment and selection.

Critical Outcome: Human Capital Assessment and Retention

Provide every employee ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership and retains high performing staff in every job position.

KEY METRICS

	Previous Year Results	Current Year Results	Target
<i>Human Capital Assessment and Retention</i>			
% of probationary teachers who receive a term contract			
% teachers in the top 10% of EVAAS value added data who are retained			
% teachers in the top two quartiles of EVAAS value added data who are retained			
% principals in the top 10% of EVAAS value added data who are retained			
% principals in the top two quartiles of EVAAS value added data who are retained			
% of teachers in the top 10% of EVAAS value added data who are terminated or who retire			
% of teachers in the bottom 10% of EVAAS value added data who are terminated or who retire			
% of teachers in the bottom two quartiles of EVAAS value added data who are terminated or who retire			
% of principals in the top 10% of EVAAS value added data who are terminated or who retire			
% of principals in the bottom 10% of EVAAS value added data who are terminated or who retire			
% of principals in the bottom two quartiles of EVAAS value added data who are terminated or who retire			
% of employees on a performance improvement plan by school or department			
% of regressive value added performers on performance improvement plan			
% on regressive value added performers on improvement plan that attain positive value added scores following remediation outlined in the plan			

Report: The administration will report to the Board of Education on the outcomes of personnel assessment metrics.

Critical Outcome: Customer Service

Provide such quality service and personal attention that we meet the needs of our current employees, applicants and external customers.

KEY METRIC

	Previous Year Results	Current Year Results	Target
Customer Service			
# of HR functional teams scoring in the top two indicators on 360 survey			

Report: The administration will report to the Board of Education on the outcomes of customer service metrics.

ADDITIONAL METRICS

	Previous Year Results	Current Year Results	Target
HISD HR will show a decrease in the number of math and science teachers teaching outside of their certification area			
HISD HR will show a decrease in number of teachers still in the process of meeting certification requirements			
HISD HR will report on all critical shortage teacher certification			

Report: The administration will report to the Board of Trustees on the outcomes of customer additional metrics.

DISTRICT GOAL 3: PROVIDE A SAFE ENVIRONMENT

3A. Increase Emphasis on Providing a Safe Environment for all who are at District Schools and Facilities or Attending District-Related Events

Objective: The Administration shall develop a long-range plan with specific actions to ensure the safety of everyone while on district property or participating in district events.

Report: The Administration shall report on the development of a long-range strategic plan to create and maintain a safe environment. The report shall include details

regarding the implementation of safety initiatives and a review of those programs once they are implemented. Further, the report shall include survey results and data reflecting stakeholders' opinions regarding the District's fulfillment of its core value, "Safety Above All Else." The report shall also include details regarding the number, rate, and type of violent or criminal disciplinary incidents that occurred at each campus and districtwide. Finally, the report shall include state and national data benchmark comparisons derived from the Council of Great City Schools.

ADDITIONAL REPORTS:

School Discipline and Safety	Previous Year Results	Current Year Results	Target
<i>Discipline Incidents</i>			
Total # of Unsafe Schools Incidents			
# of Unsafe Schools Incidents/ 100 students			
Total # of Loss Of Life Incidents			
Total # of DAEP (Disciplinary Alternative Education Programs) Referrals			
# of Alternative Placement Referrals/100 Students			
Total # of Law Enforcement Reportable Offenses			
Law Enforcement Reportable Offenses/100 students			
Recidivism Rate (Repeat Level 3 Disciplinary Offenses)			
<i>Safety Incidents</i>			
Bus Accidents Per 100,000 Miles			
Vehicle Accidents Per 100,000 Miles			
% Of Bus Drivers Accident Free For Current Year			
% Of Vehicle Drivers Accident Free For Current Year			
<i>Safety Audit Results</i>			
Total # Fire Marshall Audit Violations/Total # of Inspections			
Total # of Building Code Violations/Total # of Inspections			
Total # Health Dept Audit Violations/Total # of Inspections			

Timing: This report shall be provided to the Board in September of each year reflecting prior year data.

DISTRICT GOAL 4: INCREASE MANAGEMENT EFFECTIVENESS AND EFFICIENCY

Management Oversight Workshops or meetings of the board (posted for discussion but not action) will be held for the purpose of reviewing presentations of the district's administrative systems.

Management Oversight Workshops will be held wherein the administration will present to the board a review of the **overall integrity of the major administrative systems**. The four major administrative systems will be reviewed annually:

1. Human Resources (see BMS goal 2)
2. Finance & Procurement
3. Facilities & Construction
4. Curriculum

Review of the following administrative systems will occur on a rotating schedule:

1. Communications (including TV station)
2. Transportation
3. Safety and Security
4. Food Services
5. Technology
6. Benefits and Risk Management

The board, at its annual retreat, will update the Management Oversight Workshops scheduled for the coming calendar year and determine additional systems of interest for future workshops.

Prior to the scheduled Management Oversight Workshops, the board will receive **performance reports** from administration and the board will identify any additional information needed. The board shall receive final **reporting documents** including, but not limited to, **data summaries** and **analysis**, not less than one week prior to the scheduled workshop. The board can appoint an external board advisory committee, as deemed necessary, to provide expertise on any of the major administrative systems.

Role of the advisory committee:

- *Meet with administration for preparation of report content*
- *Serve as a resource to the BOE during the workshop by offering questions*
- *Advisory group is ad-hoc and doesn't convene again*
- *Membership is 2 to 9 representatives recommended by the BOE*

Structure of reports to include: System integrity—checks and balances

1. Governing policies linked to the system (list and description of policies in place related to the system).
2. Organizational chart of staff, profile (PM metrics for productive: efficiency and effectiveness, responsiveness, customer service ratings, safety ratings). Organizational chart with titles (PG 14 and above), and summary of all others by titles and numbers.
3. Student achievement results and resources allocated to schools. The report will also include detailed analysis reflecting the percentage of school district monies supporting instruction.
4. Continuous improvement plan—provide goal, target objectives (critical outcomes) with evidence of results.
5. Budget reports will reflect allocations, decision making process, expenses by categories (staff, materials, resources, supplies), and major expenditures (more

- than .5M, BOE items, initiatives). The report will include detailed analysis reflecting the percentage of school district monies supporting instruction. Provide historical perspective (change over time).
6. Grants received, spent, and the impact (where applicable).
 7. Successes (awards, recognitions, audits) and challenges—policy implications or major changes.
 8. Document processes (flow charts, manuals). Measured processes—internally and externally with industry benchmarks.

Embedded into each system report (#1-4): Program and Services will be Evaluated for Effectiveness

All major programs and services throughout the district will be closely evaluated to determine their effectiveness on meeting the district goals and objectives. Evaluation results shall be utilized to make adjustments and/or to eliminate various programs and services.

- The Administration will report to the Board of Trustees the effectiveness of specific programs and services.
- The report will include a framework for program and services review or evaluation and shall include a cycle of programs and services of high impact (\geq \$1 M) that will be evaluated.
- The BOE will identify for additional review each spring for the following year.
- The evaluations shall include a **cost benefit analysis of programs and services**.

Long-Range Facilities Planning provide facilities-standards program (Major system #3)

Objective: The Administration will develop a long-range facilities plan in order to provide safe, clean, modern and well-equipped facilities for all children.

Report: The Administration shall report on development of a facilities-to-standards program. The report shall include details regarding new construction, renovations, facility maintenance operations, furniture, fixture and equipment and associated budgets, the number of transportable buildings, and the age and condition of facilities. In addition, the report shall include an analysis of outstanding and deferred work orders for all programs. District standards for facilities, including square footage per student and costs per square foot shall be developed. The standards shall specify expectations for facilities for central administration, early childhood, elementary, middle, and high schools. The report shall include a yearly assessment of progress made toward these standards. The report will also include analysis of current facilities, maintenance, and operations such as numbers of portable buildings, the age of and condition of facilities, and outstanding and deferred work orders.

Curriculum component—Increase Emphasis on Resources Devoted to Instruction (Major system #4)

Objective: The HISD will demonstrate the effective and efficient use of taxpayer dollars and increase monies spent on the teaching and learning process.

Report: The Administration will report to the Board of Trustees on management efficiencies that have been achieved throughout the organization. The report will also include detailed analysis reflecting the percentage of school district monies supporting instruction. This analysis would be focused on measuring the resources deployed to support the teaching/learning process, including monies dedicated to the salaries of teachers, counselors, librarians, campus administrators, and nurses, as well as curriculum work, and professional development designed to enhance classroom teaching. The report will also include additional resources used to create an environment conducive to learning, including utilities, transportation, and food services.

Timing: This report will be provided to the Board each year as a part of the budget development process.

DISTRICT GOAL 5: IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS

Objective: HISD will improve the community's support and confidence in the quality of the district and will make HISD a district of choice for the public.

Report: The administration will conduct a survey using a stratified random sampling of parents, community, and business groups using an independent firm every two years. The report shall include data reflecting the perceptions of parents and community about the overall district as well as perceptions about the general direction of the district, satisfaction with the performance of individual schools, school safety, and satisfaction with central administration on areas such as safety, academic achievement and use of tax dollars. In addition, reports will be provided to the Board of Trustees following meetings with the community to gather input. These reports shall include all feedback provided along with detail related to how this information will be used by the administration to improve programs and services. The administration shall survey volunteers in the HISD schools every two years. The report to the Board on this survey shall include volunteer perceptions of the district, perceptions about the role of volunteers, and the value placed on them by the district.

Timing: The results of these surveys will be shared with the Board of Trustees in March of every other year, beginning in 2006-07.

KEY METRICS

	Previous Year Results	Current Year Results	Target
<i>Meaningful Community Engagement</i>			
Community/parent/student satisfaction survey			
Partner assessment satisfaction survey			
Number of (parent) events			
Number of event attendees			
Number of volunteers			
<i>Visibility</i>			
Number of awards received			
Number of hits to the HISD Web site			
Number of proactive media placements			
Number of active chambers			
<i>Messaging And Marketing Penetration</i>			
% of HISD students transferring out			
% of students transferring in			
Bond passage rate when applicable			
<i>Customer Service Survey Results</i>			
Safety Satisfaction Survey Overall Rating			
Security Satisfaction Survey Overall Rating			

DISTRICT GOAL 6: CREATE A POSITIVE DISTRICT CULTURE**A. Create and Maintain a Positive District Culture**

Objective: HISD will create and maintain a strong, positive district culture making HISD the school district of choice for educational professionals throughout the nation.

Reports: The administration shall conduct a survey using a stratified random sampling of employees on the district culture by surveying employees every two years by an independent firm. The report shall include the survey results and data reflecting the district's employee retention rates and the results of employee exit interviews. The analysis must include information related to employee perceptions about where they work, the district's general direction, aspects of the district that can be improved, how they are treated at work, and the extent to which the district is focused on academic achievement. Further, the report shall include data on experience and longevity related to the district's ability to secure and retain highly qualified, certified educators, skilled professionals, and experienced crafts and trades personnel. Finally, the report shall include state and national data benchmark comparisons derived from the Council of Great City Schools.

Timing: This report will be provided to the Board of Trustees in February of every other year, beginning in 2009-2010.

KEY METRICS

	Previous Year Results	Current Year Results	Target
<i>Employee Survey Results</i>			
Employee Satisfaction Survey Overall Rating			
Employee Exit Survey Overall Rating			
% Satisfactory Employees Retained			
<i>Professional Development Survey Results</i>			
Professional Development Attendee Satisfaction Survey Overall Rating			
Relevance of Professional Development Offered			
<i>Principal Survey Results of Central Services</i>			
Principal Survey – Service linked to student performance			
Principal Survey-Support			
Principal Survey-Courtesy			
Principal Survey-Quality of Knowledge			
Principal Survey-Responsiveness			