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2001 ELIGIBILITY CERTIFICATION FORM

ORGANIZATION CHART

2001 APPLICATION FORM

ORGANIZATIONAL PROFILE

The year is 1994; Ivan Velanoff, a middle school student, attends a village community school in the Chugach School District. The spirit of a thousand-year-old Aleut ancestry surrounds Ivan. His father John takes him out of school often. John is a skilled hunter in the village and provides many families with food. He takes his son hunting for seal in Prince William Sound. Ivan can captain a boat and has weathered severe storms; he has experienced life and death firsthand. He listens carefully to his elders and learns from their stories. At school, learning is different. He was not disappointed when his second grade teacher left after one week. He did not attend school for a month while a new teacher was sought. Ivan guessed no teachers wanted to live in his village. He feels no connection to his studies and finds it difficult adjusting to the parade of teachers. His father remembers being beaten by teachers for speaking his native Sugcestun language. Elders in the village watch the school with a wary eye, ready to storm the building if kids are unhappy. Indeed, in the not-too-distant past, teachers closed school doors when villagers went on violent alcoholic binges. Recently, things have been changing. Ivan's father and other relatives are not drinking as much. The atmosphere surrounding school is lighter. At meetings and potlucks, everyone is talking about positive changes at school.

P Preface: Organizational Profile

P.1 Organizational Description

P.1a.(1) The Chugach School District (CSD) is located in Southcentral Alaska and includes most of the Prince William Sound (PWS) coastline and islands. The Chugach students are scattered throughout 22,000 square miles of isolated and remote area. Some village and school sites are 100% Aleut (Native Alaskan), while other sites include heterogeneous groups. Students receive educational services in one of three small villages, accessible by small aircraft, or from itinerant teachers who regularly visit wilderness homes in the Valdez and Fairbanks regions through the Extension School Program. The Anchorage Extension Program services students in the Anchorage area. These services provide our students with standards-based education from preschool to beyond graduation. A sixth school site, Anchorage House (AH), was created to provide a nurturing environment with positive role models. Youth see beyond village life and experience a safe environment. This program connects students to social learning situations, work site experiences, and articulated post-secondary education programs.

A comprehensive restructuring effort was initiated in 1994. Using input from our schools, communities and businesses, CSD realigned its curriculum to create ten performance-based standards; mathematics, science, technology, reading, writing, social sciences, service learning, career development, cultural awareness and expression, and personal/social/health development. Individual Learning Plans (ILP), Student Assessment Binders (SAB), Student Learning Profiles (SLP), and Student Lifeskills Portfolios support and document consistent progress toward proficiency in all standards. CSD developed performance standards continuums for all content areas. These continuums of standards are a working document for our students, parents, and teachers. The continuum encompasses our P-14 curriculum, report card, standards, and a roadmap of clear expectations towards success for our students. In order to break away from traditional modes of education, CSD applied for a waiver from the Alaska Department of Education and Early Development to forgo traditional Carnegie units, or credits, as graduation requirements in lieu of our performance standards as graduation requirements. This waiver was granted, opening the way for CSD to meet the needs of students. Student results are measured formally and informally through a system of multiple assessments. The support of our partners, in addition to multiple grant awards, has made all of these opportunities a reality for our students.

Chugach is the only school district in the United States to be awarded the New American High School Award, a national award earned by top performing high schools. Innovative programs developed district-wide brought CSD the award. Every student is expected to master the same rigorous academic materials. We felt that by demonstrating proficiency at the graduation levels in all content areas, our students would be much more accountable for their learning than if we measured their learning by counting Carnegie units or "seat time". We wanted students to show us they could successfully apply skills and knowledge in real and unpredictable situations rather than show us how long they were enrolled in our classes with credits.

Humans learn and develop at different rates, but educational systems do not allow for this individuality. The power of this system is that students are given the flexibility to achieve levels at their own pace. Some students achieve graduation levels at 14 years of age while others reach them at age 21. This individualizing of our educational system allows all students throughout the entire spectrum to meet with success, take ownership of their educational careers, and reach the graduation levels at a pace that is developmentally appropriate for them. No student waits for the rest of the class or is pushed into learning beyond their developmental level. Working at individual levels and meeting with success has created confidence in students.

Graduation requirements exceed state requirements in many ways. We spell out the quality that students must demonstrate in all areas. In our original system, a student who

receives a “C” or a “D” in a high school language arts class would receive credit and move on. In our current system, a student must prove proficient on multiple assessments, which equate to a “B” in the old system. Students are allowed extra time to achieve that level if necessary, but must meet the rigor of graduation level. Another way that CSD graduation requirements exceed state requirements is exemplified by our ten content areas. While the Alaska High School Graduate Qualifying and Benchmark Exams (HSGQ&BE) assess students with criterion-based reading, writing, and math exams, the Chugach assessment system gives criterion exams in ten content areas. We assess students in the traditional subjects of reading, writing, math, social sciences, and science, but have added other non-traditional areas. All students must successfully apply knowledge and skills in additional content areas: Service Learning, Career Development, Personal/Social/Health development, Technology, Cultural Awareness & Expression.

Teachers, parents, students, and community members are aware of student educational goals because they helped to create the standards. All opportunities are available for all students regardless of their learning abilities; our reporting system provides student achievement data. District-wide multiple assessments have been created to evaluate student progress. Given thirty days of staff development annually, teachers have the time and skills to make their instruction effective so students know exactly how to achieve their educational goals.

P.1a(2) Alaska has long attracted people who are independent pioneers, innovative risk-takers and nature lovers. CSD encompasses remote wilderness, glaciers, mountains and waters of exceeding beauty and climatic challenge. Relationships among teachers, students, and community members are necessarily close-knit in an environment where people rely on one another, often for survival. Communities are small; populations range from 60 - 289.

Our organization draws on the many strengths of its few people; we have become barrier-bashers in the journey to achieve Excellence in Education. To establish a shared vision, the Onwards to Excellence (OTE) process was followed. The OTE is detailed in Leadership, Figure 1.1-1. Community, school, and business partner meetings were held on a regular basis. Input from all of these stakeholders held five common threads, which became our Organizational Performance Goals (OPG). Stakeholders requested that accountability be built into the educational system for all and embedded within all organizational goals. This grassroots school reform process established a cohesive shared vision, which directed future efforts. Values and beliefs were created from the shared vision. Figure P.1-1 summarizes the CSD shared vision, values and beliefs, OPG, and Baldrige categories.

Student performance has skyrocketed as a result of innovations and flexibility. Our district was in crisis several years ago due to low student reading ability . CSD is now a supplier of leading-edge education where all students are reading at or above their potential. We have created a seamless and connected educational system that works for all of our students from preschool until after graduation. California Achievement Test (CAT) scores soared from the bottom quartile to an average 72nd percentile in five years. In 2000, CSD students ranked second in the state on a statewide writing assessment. One hundred percent of Chugach graduates are making a successful transition to further educational opportunities. While such results are encouraging, the plan does not end here. New innovations are currently being charted to help CSD provide the best education possible for all students.

P.1a(3) Certified teachers are support staff and faculty. Classified staff are business management, secretaries, maintenance personnel, librarians, gym supervisors, and classroom aides. Please refer to the CSD Organizational Chart. As the School- to-Work Coordinator, Tom Hamill overseas the AH program and CSD business partners. Debbie Treece is the Grant Coordinator; Betty Sue Crain is our Language Arts Specialist, and Joshua Hall is Technology Coordinator. These positions are filled by certified teachers working at the district office, and each acts as administrators of their division. Regina Cleary, the Business Manager, is a classified staff member of the district office. At each school site there is a lead teacher who acts as site administrator. The Superintendent, Richard DeLorenzo and Director of Instruction, Bob Crumley are CSD’s senior leaders.

All seventeen full-time faculty members are certified, including teachers, lead teachers, the superintendent and director of instruction. Twenty-four percent of full-time faculty have masters degrees; all hold bachelors degrees. The full-time faculty belongs to the Prince William Sound Teachers Association (PWSTA). The average length of employment for full-time and part-time staff and faculty is 5.27 years. The average age of employees is 40, with the range from 24 - 69 years. Faculty draws from one to twenty years of teaching experience. Gender is 64 % female. The ethnic mix of faculty and staff is 15% Alaskan Native and 85% Caucasian.

CSD employs a speech specialist, a school psychologist, and special education coordinator as consultants to the district. Consultants are certified and hold bachelors degrees. Consultants also include teachers contracted to offer professional development training and interim teaching services. The Trickle Charge Team (TCT) is a formal, temporary unit of certified teachers, which act as support staff for faculty. The TCT was created out of direct faculty

Shared Vision

The Chugach School District is committed to developing and supporting a partnership with parents, community and business which equally shares the responsibility of preparing students to meet the challenges of the everchanging world in which they live. Students shall possess the academic skills and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

Chugach Values & Beliefs

- Reading, Writing, and Math are the foundation skills necessary for all other learning, enabling students to reach their full potential
- All students should have respect for self & others, including elders, teachers, parents, student, & community folks
- Students will act in a manner that reflects honesty, integrity, and a never-give-up attitude
- A low pupil-to-teacher ratio is important to address the needs of all students
- It is essential that the students, parents, and community accept joint responsibility in the education of our students
- To foster student potential, instruction must be meaningful and motivating
- All cultures, languages, and religions should be recognized and respected
- Transition skills are necessary to prepare students to meet the challenge of an ever-changing society

Organizational Performance Goals

Basic Skills → Individual Needs of Students → Character Development → Transition Skills → Technology

Leadership	Strategic Planning	Student/Stakeholder/Market	Information Analysis
Vision	PDER Process	SLP	Performance Measure
Goal Deployment	Strategic Objectives	Needs	Performance Analysis
Communication	Action Plan	Expectations	Data Availability
Motivation	Key Performance Indicators	Relationships	Data Quality
Integrity		Satisfaction	

Faculty/Staff	Process Management	Results
CSD Work System	Design & Delivery Process	Student Success
Continuum of Collegiality	CIM	Stakeholder Satisfaction
Development Schedule	Student Services	Financial Improvements
Key Measures & Targets	Support Processes	Valuing Staff
Root Cause Analysis		Organizational Performance

Figure P.1-1 Shared Vision

input requests and its three members are consultants to the district. Employees are relied upon to be effective teachers who care for the health, safety, and welfare of each child. Personnel in our district must travel to lend support and meet the needs of all stakeholders. Unique safety requirements include tsunami and bear training, pre-flight safety instructions, cold water and wilderness safety.

P.1a(4) Equipment and technologies present at each village site include: library, computers in every classroom, wireless laptops for all students proficient at Level IV in each standard, Sony digital cameras for creating digital movies, 3M video projection box, and local area network ports in each classroom. Figure P.1-2 describes additional technology in individual sites. Most of the equipment listed has been funded by grants awarded in the last three years.

P.1a(5) The Chugach School District is endowed with the authority to maintain a system of public schools in the Regional Educational Attendance Area (REAA #21). The District was created by the state 20 years ago and has no original powers except those delegated by Alaska State Laws and Statutes. The District is a quasi-corporation created by the state to carry out functions delegated through permissive

Community Facility	Equipment
Whittier School 21,000 square feet	Computer lab, cable modem 128k download speed, airport hub, G3 server, photography lab, weight training gym, gym, indoor playground, woodshop, art room, commercial kitchen.
Tatitlek School 9,500 square feet	Satellite-based Internet connection 128K download speed, G3 server, weight room, gymnasium, woodshop, commercial kitchen.
Chenega Bay School 6,000 square feet	Satellite-based Internet connection with 128K download speed, weight room, gymnasium, commercial kitchen.
Anchorage House I	Furnished two-story home, wireless laptop computer lab, cable modem 512K, Internet access.
Anchorage House II	Fully furnished two-story home, PC and MAC computer lab, printers and Internet access.
District Office	Computer lab, cable modem 512K, airport hub, LAN ethernet hardware, G3 server.

Figure P.1-4 Facility Equipment

legislation. At the district level, policies established by the school board are equal to legislative decisions. The Board adopts policies after considering local wishes and district needs upon counsel from the superintendent.

The board president, Charles Peter Selanoff of Chenega Bay, leads a subsistence lifestyle. Virginia Bender, 81 year old retired bartender of Whittier, is Vice President and Treasurer of the board. Illene Totemoff of Tatitlek leads a subsistence lifestyle and is a respected elder on the tribal council. These three members have been on the board for twelve years. Nancy Kompkoff, Tatitlek's mail clerk, and Gloria Protzman, small storeowner from Whittier, have been board members for eight years.

CSD recognizes the need to provide education services to those students living within the geographic confines of REAA #21, but without immediate access to a community school. The students' geographic locations make attendance at one of the school sites unreasonable. To this end, CSD provides these students with home-school support through our two extension school programs.

The State of Alaska mandates state standards be taught through alignment with curricula. District standards should meet or exceed state standards; ours exceed. State mandatory assessments include; CAT for grades 4 and 7, HSGQ&BE for grades 3, 6, 8, 10, and 12. The Qualifying Exam is currently debated at the state level and most likely will not be used as a high stakes assessment until 2004; meanwhile it will not influence diplomas. The Terra Nova will be the state's newest assessment tool perhaps as early as next year to be used at those grade levels which the CAT and Benchmark tests do not assess.

The State of Alaska's Department of Education plans to use the Standards for Quality Schools as the basis for building a comprehensive Alaska school accreditation system. Currently, the accreditation process is not linked to school performance. Key required programs at the state and national level include Bilingual Programs, Indian Education, Title I, and Special Education. CSD maintains public facilities according to Fire code, the American Disabilities Act, the Food and Drug Administration codes, as well as all safety regulations.

P.1b(1) Stakeholders are an integral part of our organization and their requirements formulate our shared vision and drive strategic planning. The stakeholders themselves, in OTE meetings voiced these requirements (Figure 2.1-2). The underlying student requirement is that individual needs of students are met to ensure their success as life-long learners. This includes access to measurable and achievable goals for every student. Faculty and staff must have support to survive the isolation and harsh environment in which they work; communication sources and accessibility are imperative. Community members are involved in the actions of their schools, as it is the heart of our small communities. Businesses assess our accountability in all areas of the system.

P.1b(2) Our key suppliers provide transportation and resources. We rely on our pilots, placing our lives and the lives of our students, partners and community members in their hands. Effective communication mechanisms are available. Employees must report weather conditions in PWS to pilots for safe transport. In the past, unreliable phone service made flights dangerous due to the varying weather patterns between sites.

Key partners offer us professional development, benchmarking tools and technology advancement. We seek partnerships with organizations using and seeking leading-edge innovations. Our suppliers and partners become our extended family. We communicate through email, telephone, fax, improved phone service, and written and personal interaction. All sites have access to electronic communication as of 2000.

P.2 Organizational Challenges

P.2a(1,2) We have marketed our system: students from nine different districts chose to join CSD. Competition for students comes from home-school options, private and religious schools as well as other Alaskan districts. We also compete with other districts for qualified personnel and funding. Employees come to us because they know our organization is achieving excellence. We have aggressively and successfully procured funding through grants. We welcome the voucher system and competition. Clearly, we have a customer and must cater to our clientele. This concept is not recognized by traditional public education. Our success relative to other organizations is seen in our cohesive system, which includes all stakeholders, meets the needs of all students, and prepares these students to be successful members in society. Further evidence of the success of our system can be found in the Results category.

Obstacles to High Achievement are listed in priority order:

Dysfunctional Family/Community
Student Apathy
Lack of Parental Involvement
Meaningful Curriculum
Specific Needs of Students
Funding
Substance Abuse
No Site Plan
Negative Social Skills
Professional Development
Teacher Burnout

P.2b The Chugach School District is fairly representative of "Bush Alaska" in regard to the obstacles standing in the way of educational excellence. The Chugach REAA reflected the obstacles to high achievement data at the onset of our school improvement efforts. In Chugach's first twenty years as a district, only one student had attended college. Six years ago we had the lowest CAT scores in the state.

Unemployment and poverty in the region are high, with nearly 80 percent of all families characterized as moderate to low income. In one characteristic community, of the 62 total potential workers, 15 are employed. Students are at a high risk for educational failure and for an array of social problems including homelessness, teenage pregnancy, alcohol and drug abuse, and becoming either the perpetrator or victim of a crime. Many of our students suffer from Fetal Alcohol Syndrome (FAS); alcohol and drug abuse are prevalent in our communities.

Geographic isolation and difficult weather conditions cause challenges. While communities are surrounded by pristine grandeur, there may be no stores or businesses of any kind. Access is limited and costly. Acquisition of supplies is difficult, as everything (mail, grocery, equipment) must come by plane. Commonly, bad weather prevents travel for days at a time. Sites are powered by small diesel generators, which create frequent surges causing havoc with all equipment. The maintenance costs and upkeep are high. Utility bills at one site with ten students are $22,000 yearly not counting heating expenses. While we face the threat of annexation of sites by the increasing boroughtization of Alaskan communities, there is a financial barrier to enrollment growth for rural districts. We are penalized for growing by a 40% loss of funds. Without a large student base there is no cost efficiency to running a school. We must pay the same $900 charter for a roundtrip plane to bring one computer or fifty computers to a site.

P.2c Although student performance continues to climb, as documented in Item 7.1, CSD is always looking for ways to improve. We have implemented our continuous improvement model through ongoing staff development. This process has lead to researching the Baldrige Criteria and the implementation of a comprehensive evaluation process that includes and connects student, teacher, classroom, school, community, and district evaluation tools and procedures. The continuous improvement model and the effective change process (Figures P.2-1&2) are employed to encourage and support organizational learning. These processes are communicated to all stakeholders through OTE, inservices, and the many formats for sharing information that CSD employs. The continuous improvement model combines a shared vision and PDER; plan, do, evaluate, and refine. The PDER process was named for Chugach Board President Charles Peter Selanoff. The five components of the Effective Change Process are crucial to successful reform efforts. A lack of shared vision will cause confusion while a deficit in resources will create frustration.

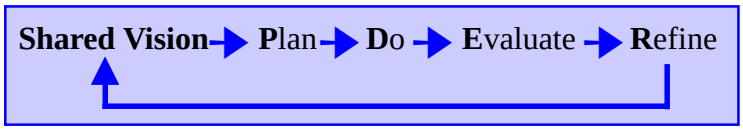


Figure P.2-1 Continuous Improvement Model

Shared Vision + Skills + Incentives + Resources + Action Plan = Effective Change

Figure P.2-2 Effective Change Process

A Message from Our Superintendent

Education is in a crisis due to the fact that we must now educate all students regardless of their potential or socio-economic status to some degree of excellence. Relying on traditional methodology and practice will only lead to tinkering with mediocrity where we fail to meet the needs of individuals. In order to accomplish excellence we need to radically alter what we teach and how we teach. We at Chugach have undertaken this journey and have dismantled many of the barriers that were once thought unapproachable to reach excellence in education. We have endured many hardships and disappointments and yet we still proceed with this tiresome journey because every student deserves the chance to be successful and share the opportunity to reach their full potential.

Richard DeLorenzo
Superintendent, Chugach School District

GLOSSARY OF TERMS AND ABBREVIATIONS

Glossary of Terms and Abbreviations

ABEC	Alaska Business Education Compact; *a professional organization comprised of educators and business professionals for the purpose of workforce development and creation of student learning opportunities within the community.*
AH	Anchorage House; *a residential facility providing diverse youth opportunities to work in teams, learn employability skills, and apply their learning skills in an urban community.*
Aleut	*Alaska Native People residing in Prince William Sound*
Analytical assessments	*Assesses application of comparing and contrasting the parts to the whole (see Assessments)*
ARCTIC	Alaska Reform in the Classroom through Technology Integration and Collaboration; *a Technology Innovation Challenge Grant Project funded by the US Dept. of Education providing teams of educators exemplary staff development focusing on the wise integration of educational technology.*
ASDN	Alaska Staff Development Network; *a non-profit educational support organization that assists districts in staff development and continuous improvement*
Assessments	*Tools used to obtain information about student learning. CSD has built the following assessments: contextual, analytical, and skills-based.*
Benchmark exam	*State mandated periodic exams given in grades 3, 6, 8, and 10 that measure specific content areas*
"Barrier-bashing"	*The ability to overcome major traditional educational obstacles for the success of all students*
Carnegie Units	*Based on the number of hours a student spends in a given class; also known as credits*
CASTS	Chugach Automated Student Tracker System; *a File Maker Pro System that allows students and teachers to enroll, assess, archive, and create data and reports that support the standard-based system.*
CAT	California Achievement Test; *an annual exam, mandated by the state, given to students in Alaska that are enrolled in grades 4 and 7.*
CIM	Chugach Instructional Model; *created by CSD, an integrated instructional unit that actively engages students with the best teaching practices. The four strands for our instructional model are: Drill and Practice, Practical Application, Interactive, and Real Life Connection.*
Content standards	*Clear and challenging expectations (targets) based upon input from parents, community members, business leaders, educators, state and national standards, and current research.* **CSD's Content standards are: Mathematics, Science, Technology, Reading, Writing, Social Sciences, Service Learning, Career Development, Cultural Awareness, and Personal/Social/Health Development**
Contextual assessments	*Assesses skills applied in the context of a real world situation (see Assessments).*
CSD	Chugach School District, *Prince William Sound, Alaska*
Developmental levels	*The levels at which students are working based on what is known about how children and youth develop, learn, and demonstrate their learning at various age levels. Movement towards graduation levels is determined by proficient demonstration on a minimum of three assessments, including a district-mandated assessment, at each level.*

DRC	Developmental Report Card; *the document which contains all content standards, developmental levels, and targets that students will complete in their educational career with the district.*
EAC	Educational Advisory Committee; *school-based committees, comprised of parents and educators, which meet monthly to focus on the needs of their individual school and work as liaisons with the district and the community.*
Educational standards	*General statements about what a student should know and do*
ESL	English as a Second Language
Gap analysis	*A format by which CSD determines organizational gaps. From the gap analysis, an action is developed to address those needs.*
Gates	Bill and Melinda Gates Foundation Grant
HSGQ&BE	High School Graduation Qualifying & Benchmark Exams; see benchmark exams
ILP	Individual Learning Plan; *a custom designed document written and used by students, teachers, and parents to best meet the educational needs of the individual student. Goals are identified and tied to standards focusing on student driven performance, implementation, and accountability.*
KPI	Key Performance Indicator
Learning disabled	*One whom exhibits a major discrepancy between ability and achievement*
Metacognition	*The process of thinking about the operation of thinking.*
Milken Award	*Award given to educators based on distinguished achievement in developing an innovative curriculum and outstanding ability to instill students with sound.*
MTA	Multi-Sensory Teaching Approach for reading
NAHS Award	New American High School Award; *awarded to CSD in recognition of reform efforts and dramatic improvement in the way we educate our students.*
OPG	Organizational Performance Goals; *Basic Skills, Individual Needs of Students, Character Development, Transition Skills, and Technology*
OSHA	Occupational Safety and Health Administration
OTE	Onward to Excellence Process; *a format to gather input from all stakeholders to establish CSD's shared vision ,values and beliefs, and organizational goals.*
PDER	Plan- Do- Evaluate- Refine; *CSD's continuous improvement process*
P/S/H	Personal/Social/Health Development; *one of CSD's ten content standards*
PWS	Prince William Sound; *a large geographic area southeast of Anchorage, encompassing mountains, glaciers, and islands along the pacific coastline.*
PWSTA	Prince William Sound Teachers Association; *100% membership*
SAB	Student Assessment Binder; *a collection of assessments used to demonstrate and evaluate student progress. The SAB provides evidence of student's mastery of each performance level in the ten content areas, and established accountability of student learning with the public.*

Scoring guide	*The scales ranging numerically from 1 to 6, or may be descriptive (e.g., no effort, developing, proficient, or advanced) used to measure the level of quality of a product or performance; also known as rubric.*
Skills-based assessments	*Demonstration of knowledge and skills of a particular standard and level (see Assessments).*
SLP	Student Learning Profile; *wealth of information gained through testing that provides insight into the strengths of each student; data provided to each student, parent, and teacher. CSD created this benchmark profile to meet the needs of our students.*
TAS	Teacher Assessment System; *annual assessment of teacher performance*
TRM	Teacher Resource Manual
Thematic units	*A method of linking a variety of content areas in instruction, which is a powerful and effective best practice in the acquisition of knowledge.*
Transition skills	*Skills that are needed to make a successful transition from high school to adult life. Applied work-based learning is provided in a variety of career options.*
Volitional development	*Identifying and building values and character*
WRM	Woodcock Reading Mastery Test; *annual reading exam given to all students by district Reading Specialist.*
YAW	Youth Area Watch; *students work with scientists in Exxon Valdez Spill funded research activities, spending up to three days on research vessels in Prince William Sound.*

LEADERSHIP

Ivan enjoys Mr. DeLorenzo's visits to his village. Sometimes the superintendent plays soccer against all the kids, and sometimes he teaches a class which is always interesting. Mr. DeLorenzo makes time to talk with Ivan about his goals and achievements and usually stops by his house to talk with his dad, who always has smoked salmon to share. Ivan's father is more involved than ever in school activities and participates in meetings. Recently, he thought to bring students out on a seal hunt and let them take measurements and samples of the seals for YAW. Ivan sees that school can apply to his subsistence lifestyle. He finds school is more interesting as he knows exactly what he needs to accomplish to graduate. It is more like fishing: you know what you want and there are charts outlining how to get there. Teachers are enthusiastic and are helping students to become leaders. Ivan is planning a service project to deliver fish to village elders. He already cuts wood for others, but this has given him the idea to do more and get school credit for it.

1 Leadership

1.1 Organizational Leadership

1.1a.(1) Chugach School District is creating a dynamic and revolutionary system, which empowers all stakeholders and is affecting success for all students. This in turn brings hope and confidence to a more prosperous and thriving community. Under the senior leadership of Superintendent Richard DeLorenzo and Director of Instruction Bob Crumley, we continue to reinvent schools based on customer needs. The leadership team consists of senior leaders and CSD School Board, and together they have recreated policy to support the new Chugach.

Since 1994 senior leaders recognized the need to involve all stakeholders to improve student learning and success during and after leaving the school system. The reform process began because the current program was not meeting the needs of a majority of students. The School Board as well as district communities were dissatisfied with transition programs provided. Businesses communicated that students did not have the basic skills to succeed in the workplace. Based on these results, the responsibility to educate CSD students was placed beyond teachers, to include parents, business, and communities. The senior leaders wanted to create an academic education system driven by a shared organizational vision. The stakeholders in the vision include school board, students, teachers, parents, community members, and business partners (future employers). Senior leaders looked for the model that would incorporate all stakeholders and expedite rapid systemic change. To set the organizational vision and core values the Onward to Excellence (OTE) process (Figure 1.1-1) was implemented in all CSD sites by senior leaders and faculty members. The Onward to Excellence Process is our Leadership System.

OTE is a process by which community members set shared organizational vision and core values. Using the OTE process, our senior leaders focused all stakeholders on a learning-oriented climate, creating clear values and high expectations to identify short- and longer-term goals. The district priorities were established through leadership and

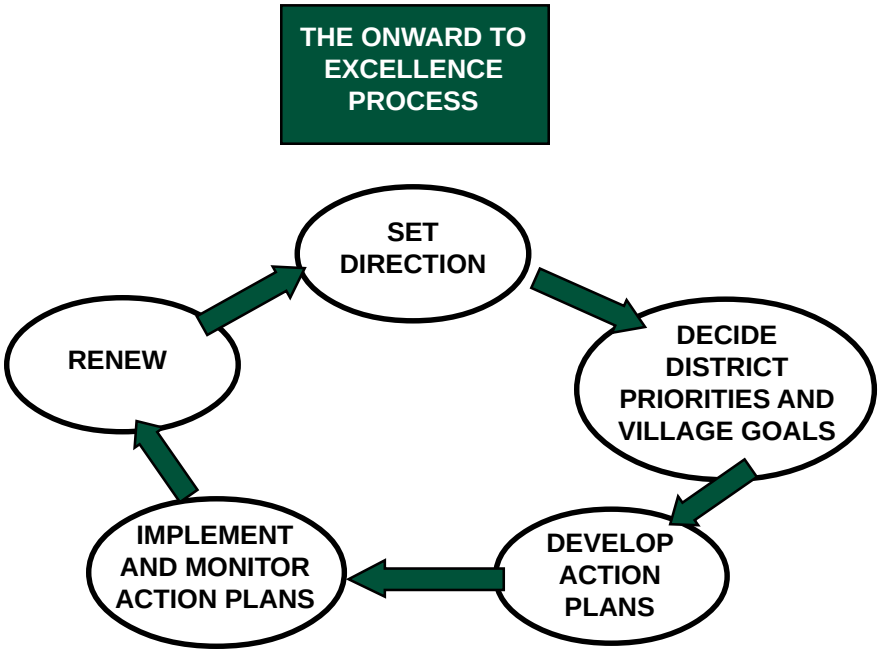


Figure 1.1-1 The Onward To Excellence Process

staff brainstorming. Community members established site goals. Developing action plans followed, and the Continuous Improvement Model, referenced in P.2c, was created to implement and monitor the action plans, as well as guarantee a continual renewal of the process.

Simultaneously, seeking to strengthen the organizational mission, the senior leaders, using the OTE process, sought out business input and partnerships. The outcomes from the initial OTE process created the Chugach shared organizational vision (refer to Figure P.1-3). The original shared vision and core values focused around the five organizational goals.

Figure 1.1-2 outlines deployment of the stakeholder vision with a focus on student learning. Under the leadership of Superintendent, Director of Instruction, and School Board, a focus on the future for the organization began with the

Organizational Goals	Organizational Performance Goal Statements	Deployment
Basic Skills	Mastery of reading, writing, math in early levels prior to advancing to higher levels.	•Standards set in reading, writing, math during summer staff sessions •Multi-type assessments created to measure student performance in basic skills
Individual Needs of Students	Meet the needs of all students in the 10 content areas.	•Standards created in all content areas •Developmental k-12 report card created •ILPs for all students
Character Development	The ability to interact in a positive manner with others and understand and appreciate own strengths and weaknesses	•Standards in Personal/Social/Health and Service Learning •Anchorage House created
Transition Skills	Students are prepared to be economically viable after high school; Accomplished at Secretary's Commission on Achieving Necessary Skills, has reached potential ability applying basic academics to real-life situations.	•Standards set in Career Development, Personal/Social/Health, Service Learning •Anchorage House created (Life Skills Program) •5 outcomes developed (Service, Entrepreneurial, Business, Post Secondary, Skilled Trades)
Technology	Students will be able to use technology as a tool throughout the curriculum and into the world beyond school to assist them in achieving their goals.	•Technology Standards created aligned to all Standards •ARCTIC partnership •Hardware •Apple Partnership

Figure 1.1-2 Organizational Goals

Current Opportunities	Method
Baldridge Evaluation	Baldridge Application
Basic Skills, Student profiles	District Assessments, Standardized Tests
Trickle Charge Team	Hire consultants to aid teachers
Faculty and Staff Evaluation Tool	Evaluations tied to Vision and Baldrige
Technology	Internet Access, laptops for students and staff
Gates Coalition	Mentor other districts
Mentoring Academic/ Transition Grant	Transition Tool
Leadership opportunities for students	Share knowledge of reform through inservices, presentations, teleconferences and videos

Future Opportunities	Method
Continuous Improvement Cycle	Baldridge Evaluation, Outside Evaluators
Statewide Performance based on Baldridge	Legislature Partnership
Digitize Materials for training	KSKA radio partnership
Reform at State and National levels	Free training, support, mentorships, Quality Schools Coalition
Aligned Evaluation form for administration	Stakeholder collaboration
Parent Training	Community training, AH
Leadership training	Sustained mentorships, District Coalition
Communications technology	Video conferencing
Web-based format	Apple & Oracle Partnership

Figure 1.1-3 Current and Future Opportunities

implementation of the OTE process and continues with the recognition of the ongoing process of renewal. Senior leaders determine that all current and future opportunities and short- and longer-term directions are designed to support and improve the standards-based system and vision of Chugach School District. A formal determination process includes board review and staff alignment.

Senior leaders acknowledge that all stakeholders must continue to be included in the process of change. Communication is imperative to an effective change process. The methods and media for communicating and soliciting information from stakeholders are included in Figure 2.1-3.

1.1a.(2) Ethical values are promoted in the Chugach educational environment through the performance standards. The Service Learning Standards, Personal/Social/Health Standards, Cultural Awareness and Career Standards address the key needs of students, such as citizenship and character development, that stakeholders have agreed upon. An example of how ethical values are reinforced through the Developmental Report Card (DRC) follows in Figure 1.1-4, the Chugach Personal/Social/Health Standards for Level 8 which is the graduating level.

The Personal/Social/Health standards focus stakeholders on the criteria for a healthy and safe lifestyle. Senior leaders also promote safety through the Chugach Teacher Assessment Model, a staff evaluation tool used by senior leaders and staff. This tool clearly defines safety, effectiveness and accessibility in the school and community. The expectation for teachers is that they will share with colleagues through presentations and conversations ways to maintain safety in the classroom. The General Crisis Plan Protocol includes a communication plan and response action plan for the district.

Community members are expected to participate in creating and sustaining the shared vision through the OTE process. At the recent Voyage to Excellence Inservice, everyone reevaluated the vision and, through surveys, led us to our future focus in character development. Faculty and staff are held to Baldridge-based evaluations. Senior leaders inspire and motivate the entire staff by encouraging participation in the creation of a successful organization, which leads to ownership in the organizational vision. Faculty is provided with performance -based pay aligned to individual advancement across developmental continuums in key innovative areas. Professional development opportunities are provided for each teacher. Students are motivated by incentives such as laptop computers, which are awarded when specific performance levels have been attained. The superintendent provides community members motivation through ownership in the Chugach organizational process. The organization incorporates best practices through research, and if they are not found in other systems, we create them ourselves. CSD has benchmarked the SLP and AH (Category 3 and 6 respectively). The “Merit Badge Philosophy” developed by CSD helps stakeholders discover what they want and how it looks, and then empowers them to achieve it. For example, when two students observed problems in an Icy Bay spawning stream, they designed and built a footbridge to protect the salmon habitat. Their “Merit Badge” was movement in the service learning levels and public recognition by community elders.

Level VII:

Personal:

PS 7.1	Demonstrates ability to find community resources or continuing education resources (health clinics, city/tribal councils, employment services, trade school, college, etc.).
PS 7.2	Displays appropriate positive behavior in a variety of situations.
PS 7.3	Evaluates responsibility and consequences of one’s choices and actions.

Social:

PS 7.4	Applies transferable personal/social skills and appropriate, positive behavior in a variety of situations (uses tact, employs negotiating and leadership skills).
PS 7.5	Employs strategies for dealing with peer pressure.
PS 7.6	Employs techniques to foster positive personal relationships in a group setting.
PS 7.7	Applies skills for creating and maintaining healthy social and professional relationships.

Health:

PS 7.8	Analyzes personal and social changes and responsibilities associated with pregnancy and birth (including prevention of birth defects and effective family planning options).
PS 7.9	Demonstrates all skills required for obtaining first aid certification.
PS 7.10	Creates a personal health plan to maintain proper nutrition and exercise.

Remarks:	***Entry Date:***	***Exit Date/Score:***

Figure 1.1-4 CSD Personal/Social/Health Standards Graduating Level

Skills-based, analytical, and contextual assessments (formative and summative) measure the learning process and relate the progress to external standards. The Chugach Instructional Model, (CIM, refer to Figure 5.1-2) designed by senior leaders and refined by staff is a tool to develop lessons and units, which engage a wide range of teaching techniques acknowledging the different learning styles. Students and their families easily chart progress and create goals (refer to Figure 1.1-4) to meet standards through use of the developmental target continuums in the report card.

The leadership team sets value for all stakeholders by requiring their input and constant evaluation of the organization. For example, community members helped to create standards. " We want our kids to enjoy what they are learning while they are learning, and to have a good humor in life," said a Tatitlek Elder attending OTE meetings. These words are clearly reflected in CSD standards **P/S Level 2.5 Demonstrates responsible use of humor.** Communities felt they had expertise in values while business was familiar with basic skills. Both groups attend teacher inservices. The Alaska Business Education Compact (ABEC) helps us shape our Transition Program and takes students into workplaces to evaluate the success of the program. Team building is a part of every inservice.

Stakeholders are informed and encouraged personally by the superintendent and are, thereby, better able to contribute to the organization's strategic objectives. Senior leaders foster internal and external partnerships to support and accomplish goals. Internal partnerships include the TCT and demonstrate agility to meet site-specific needs. External partnerships include the Gates Foundation Coalition and Alaska Staff Development Network (ASDN) which we have partnered with since 1995. To effectively respond to the needs of students and stakeholders, senior leaders furnished Internet access to all sites, wireless laptop computers to performing students and created the Chugach Automated Student Tracker System (CASTS). The superintendent manages by fact using performance indicators from the Developmental Report Card (DRC). Performance improvement is based on the results of assessments.

The leadership team directs good citizenship ensuring involvement at all levels of the organization through input, responsibility for support of system, and evaluation. The superintendent and director visit sites regularly generating ideas on lessons, getting input and feedback as well as evaluating the system as it works in the classroom. They model best teaching practices and offer training opportunities to the community. Service Learning is one of the ten content standards and a graduation requirement in Chugach's shared vision (Refer to 7.5b). A key component of our ethical philosophy we share openly and freely with other school districts across the nation. We are leading institutes and exchanging information with at least thirty Alaskan districts and half dozen out-of state districts ranging from Illinois to North Carolina.

Equity for all students is assured from the clear and specific performance standards. Research shows that real learning is not age-based. Thus CSD students have an equal opportunity for learning. ILPs allow each student to self-direct their learning. Students recognize that people have different areas of strength. This fosters an atmosphere where students have become comfortable with playing the role of the teacher or the role of the learner. Peer learning and teaching has become the norm. Senior leaders make sure students continue to be a part of the change process. Students are empowered to take responsibility for their learning by being informed of the expectations and the ability to track their own progress.

Senior leaders employ the Continuous Improvement Model and The Effective Change Process to encourage and support organizational learning. Please refer to P.2c. These processes are communicated to all stakeholders through OTE, inservices, and the many formats for sharing information that Chugach employs. Faculty and staff learn through inservices, staff meetings, professional development opportunities, and the Teacher Resource Manual (TRM). Every teacher has a working copy of the manual. The TRM, which provides teachers with cutting-edge best instructional practices and tools, is updated yearly.

Students are learning through effective instruction, multiple assessments, and ILPs. The learning process is one of continual improvement and innovation as new research is taken into consideration and stakeholders expose faulty tools. The senior leaders have created a CSD atmosphere where innovation is part of the daily work. Problems are solved at their source because every stakeholder is part of creating the process. Just as teachers know best through their work with students what assessments are accurately representing student knowledge they have the ability to alter assessments to work better. These changes are brought back to the whole organization at inservices. Knowledge is shared throughout the organization through the TRM. Senior leaders keep close to staff and faculty through weekly email contacts. New forms and tools are updated then deployed through email. Performance-based pay is an incentive for learning and sharing new knowledge. A Professional Development Fund has been established for further learning for all teachers. Community learning is important to the Chugach organization. Community-wide site meetings held quarterly keep communities updated on new methods. Action plans are the means for deploying the shared vision. Chugach is in the fifth improvement cycle of deployment and refinement.

REVIEW TYPES	USE	FREQUENCY
Strategic Planning	GAP Analysis, Action Plans	Weekly
Goal performance	Assess progress	Biweekly
Board Meetings	Determine Performance	Monthly
Stakeholder	Assess satisfaction, needs	Quarterly (report card)
Anchorage House	Needs being met	Weekly
Financial	Determine Performance	Biweekly
Student Achievement	Standardized Tests, District Assessments, ILPs,	Quarterly
Student Satisfaction	Trends in motivation and learning	Daily
Curricula	Needs being met	Quarterly
Leadership	Determine Performance	Quarterly
Faculty/Staff	Needs and Performance	Semiannually
Shared Vision	Revalidate and refine	Annually
Educational Advisory Committee	Regular Community Input	Monthly
Baldridge Assessment	Evaluate strengths, weaknesses	Annually

Figure 1.1-5 Organizational Reviews

1.1b.(1,2) The reform created by Chugach School District is successful because refinement and evaluation are inherent in the organization. Valid reviews of organizational performance are used to assess the district; please see Figure 1.1-5. The OTE process helped to create the shared vision owned by all stakeholders, which drives the strategic planning and the action plans discussed in section 2.1 and 2.2. Reviews monitor progress and success within the organization toward achieving action plans.

See Figure 2.1-1 Strategic Planning to understand how CSD uses a feedback-loop for continual review. Organizational performance results are reported in Items 7.1-5. Standardized tests are used to measure performance relative to other schools in Alaska and the nation. These quantitative tools include the following annual test; HSGQ&BE, CAT and Woodcock Reading Mastery Test (WRM). CSD has moved beyond mandated assessments. Student achievement goals are also reviewed through district-wide assessments. These assessments are completed in all levels and content areas. Staff members score the analytical assessments in writing, reading and math at inservices. These assessments are compiled with all other district assessments by district personnel and provide a major tool for the review of student performance. Qualitative findings are gathered from senior leaders visits to sites monthly. Continual skills-based, analytical, and contextual assessments are completed by teachers on a daily basis and reported to the district.

Progress toward short- and longer-term goals are reviewed through the aforementioned reviews, using performance measures, at which time changing organizational needs are addressed. In 2001, CSD conducted a community survey based on the Baldrige criteria to review performance. Eighty-five percent of those surveyed rate CSD Leadership as “Outstanding” in responding to public concerns and reviewing the system to make result-based improvement.

Members were invited from our communities representing all stakeholders to share in celebration of our education and community accomplishments and to create a shared strategic plan for our future based on our shared vision. A recent survey of the Voyage to Excellence Inservice involving all stakeholders revealed 98% of the respondents rated the overall inservice from good to overwhelmingly excellent. Information gathered demonstrated to senior leaders the effectiveness and need for stakeholder gatherings. Findings also showed that stakeholders feel the organizational reform is progressing successfully (Figure 1.1-6).

CSD measures performance relative to comparable school district benchmark scores, and benchmark organizations. We benchmark ourselves with districts with more socio-economic advantage and still out-perform Wrangell and Haines districts. We also compare ourselves to Yupit and

RATING →	Poor	Fair	Good	Excellent
Basic Skills		(4%)	(35%)	(57%)
Technology		(4%)	(46%)	(43%)
Transition	(2%)	(2%)	(41%)	(48%)
Character Education	(2%)	(9%)	(41%)	(43%)
Individual Needs		(7%)	(39%)	(50%)

Figure 1.1-6 ***Voyage to Excellence*** **Survey**

Lower Yukon school districts as we both have high Alaska native populations and are more geographically and demographically aligned. Figures in Results Item 7.1 attest to these comparisons. External comparisons are made with partners such as ABEC, and training which senior leaders attend, including Baldrige training.

1.1b(3) Our senior leaders are master teachers. The superintendent and director continue to model best teaching practices during site visits for teachers and staff; they are not shy about taking a class for an hour while the teacher watches or takes a break. Our leaders not only know every Chugach student and their goals and aspirations, they take time to know the staff. They also share the joys and tragedies of community members lives. Both have flown at a moment's notice to villages to support teachers, students and community members who often call after working hours. Superintendent Richard DeLorenzo attends nearly every session of Anchorage House (P.1a).

The district leadership team and senior leaders improve their effectiveness by deploying communication tools to continually assess their leadership through stakeholder input. The superintendent's yearly evaluation is tied directly to the school board goals, which are established annually. These goals are aligned to the Chugach Shared Vision and performance excellence criteria. Annually, the board evaluates the leadership system to assure the meeting of goals. The formal evaluation tool is now in an improvement cycle and being aligned to Baldrige Criteria and leadership core values. Through membership in the Superintendents and Administrators Association, the senior leaders keep abreast of current leadership policies and practices. The senior leaders are founders of the Alaska Quality Schools Coalition, an organization of districts in Alaska working toward reform using the Chugach Model. Through a Gates grant, senior leaders set up a coalition fund as a way to provide money to those wishing to be active in reform. CSD further leads the coalition with staff development and information sharing.

Our senior leaders have a formal process for gathering input using the APQC survey given to staff and community members. Data is shown in Results 7.2 and 7.4. An informal process uses three input methods to review how leadership has been effective. Through monthly site visits, weekly district office meetings, and daily e-mail and teleconferencing, members of the leadership team safeguard the ethical practices of our organization. Feedback is assembled from faculty, staff, students and community through monthly site listening post visits. In this way, senior leaders are able to improve their system on a continual basis and keep ahead of possible problems before they arise.

The leadership team recently used staff feedback to determine needs, implement future funding, and celebrate successes. The district staff gives informal feedback monthly to the senior leaders regarding performance linked to the shared vision. Staff said that celebration of the successes in the reform effort would demonstrate value of stakeholders. Senior leaders immediately created a celebration component of the Voyage to Excellence Inservice to which all stakeholders were invited in February 2001. This included a review of the tremendous impact the reform effort has had on organizational learning and student success. Students presented their success stories. During the Voyage to Excellence, members of our communities representing all stakeholders were trained in the Baldridge Criteria for Performance Excellence to elevate and clarify roles as well as give meaningful feedback to leadership. From Chenega Bay, Tatitlek, Whittier, and Extension schools, came elders, students, parents, school board members, site certified and classified staff. We also included ABEC Board Members and guests, other educators, members of ASDN, and members of the state legislature. It was a major accomplishment to assemble a diverse audience such as this in one place with a shared vision and common goals.

"Someday the children will have control of the state and country", Elder from Chenega Bay during OTE 1995.

1.2 Public Responsibility and Citizenship

1.2a(1) Our schools are the lifeblood of our communities. CSD is a public service organization, which strives to responsibly impact and lead society toward improved citizenship. Student and stakeholder success and empowerment through visionary leadership and the Continuous Improvement Model is one way CSD works to promote citizenship skills in society. Chugach is leading other Alaskan school districts to this positive reform through our formation of the Alaska Quality Schools Coalition. The Coalition is a group of seven Alaskan districts demonstrating systemic reform working in partnership with ASDN and the Bill and Melinda Gates Foundation. The system's replication model is the only comprehensive reform model

"I believe it is crucial for everyone from Board Members to teachers to receptionists like me, to have the same attitude in our work as we expect from our leaders. I know our teachers teach their students how to be leaders."
Regina Cleary, Business Manager

in the U.S. supported by the Gates Foundation. Chugach has also supported districts in their efforts with financial assistance through the Gates Foundation and work with the Alaska Legislature to set up state funding for improvement. Senior leaders mentor many districts, often traveling and sharing information and tools free of charge for the continual improvement of education.

Leaders learn by following this learning process:

- **Read current works** such as Blanchard's "Situational Leadership"
- **Network with benchmarking organizations** in government, the private sector, education and foundations,
- **Self-reflection** and metacognition,
- **Outside evaluators** such as Harvard, Business, Baldrige, Gates, and loop back to educational research.

The Chugach organization makes sure that targets of key measures for public responsibility are proactive in issues of public concern. Refer to Figure 1.2-1. Continual communication and empowerment have helped the organization to avert problems. The key target for safety is to protect the safety of all students and stakeholders in terms of physical and emotional status. Whittier Community School was accredited in 2000. Regulation for school accreditation only requires reporting how many schools are in a district, and are not accredited in the annual "Report Card to the Public". CSD has determined the Baldrige application process is more in line with district continuous improvement efforts and goals and, therefore, will use it to ensure quality organizational performance. The nondiscrimination of students and stakeholders is the key goal for legal requirements.

In lieu of external risks, we have implemented training and standards for tsunami, bear attacks, severe weather conditions, boat safety, orienteering, and earthquake preparedness. Most of our students live an Alaskan Native subsistence lifestyle, spending time on the sea and in the mountains. CSD targets urban and rural skills that make our students better prepared to be successful in the environment

Safety	OSHA Emergency Disaster Preparedness Plan Crisis Plan EPCRA Asbestos Management Plan Material Safety Data Sheets
Regulatory	Alaska State Standards
Legal Requirements	CSD Title IX Compliance Officer
Risk Management	Weather, Logistics, Cultural Diversity

Figure 1.2-1 Measures for Public Responsibility

in which they live now and may live in the future.

Chugach recognizes an environmental impact on society and has backed major efforts to restore our surroundings. Some of the restoration projects in our communities include work with Exxon, stream and pond restoration, fish hatcheries, bridge building, trail maintenance, and water testing. These real-life projects are led by students and tied to standards.

In another barrier-bashing effort, CSD is seeking a Benchmark Exam waiver from the State. Because our students are not placed in specific grade levels, this presents a problem. Because of our belief in being a future-focused organization, our accurate data collecting rather than age reflects when students are ready. Support for student accountability is embedded in the system, and we do not believe our students should be exempt from state benchmark testing. Rather we request our students be tested when their performance levels align with the benchmark standards. Because we know how our standards align with standards covered on the test, we can tell which students are ready to take the test. This can only build the integrity of Chugach's instructional model and the state testing methods. Recently Richard DeLorenzo met with the Secretary of Education and his staff to discuss accountability for student achievement so that no student is left behind. Our leaders are also involving State and U.S. Senators to keep abreast and proactive of changes ahead.

1.2a(2) Chugach collaborates with its communities and cooperates statewide and nationally to gather information on both current and potential concerns. This information is shared with stakeholders and aligned to the strategic planning. Stakeholders know the leadership team supports proactive solutions and are empowered to take responsibility (Figure 1.2-2).

1.2a(3) From the OTE process, students and stakeholders identified character development (Personal/Social/Health Development) and service learning as priority areas for learning in the district. CSD success in developing these areas addresses a key organizational challenge. Community dysfunction has improved dramatically. Service learning is one of the ten content standards and a graduation requirement as a result of Chugach's shared vision. The key elements of service learning state that students will prepare for making a difference through actions of caring for others, personal contact, indirect service, or advocacy in the school and in the community. Students must demonstrate moral development by acting ethically in service settings. These standards are clearly understood by students as well as stakeholders through teacher-parent meetings, community meetings, and distributed copies of the DRC. It is the responsibility of stakeholders to aid students. Chugach has found that a common objective, which is clear to all, holds all accountable. Senior leaders also model and lead by

Predicted Public Concern	Proactive Solution	Result
Stakeholder dissatisfaction with Education	Stakeholder input and empowerment	Standards-based System& DRC
Waiver of Carnegie Units	Community meetings, newsletters parent/student/teacher conferences,	Stakeholder Accountability
Replacement of A,B,C,D,F With *Advanced, +Proficient, ✓Developing, -Emerging	Community meetings, newsletters, parent/student/teacher conferences,	Stakeholder Accountability and clear student objectives
Students with learning disabilities who may not have the ability to achieve CSD diploma	Develop a standards-based diploma for learning disabled students	DRC

Figure 1.2-2 Concerns and Solutions

example and build leadership capability in areas that empower students and stakeholders to lead ethical behavior throughout the organization. The Code of Ethics is in the CSD Policy Manual.

1.2b Youth Area Watch (YAW) is one model example of Chugach's involvement in strengthening key communities. Picture students on ships in scenic Prince William Sound completing field samples with scientists. When students' families hunt seals in the village, their kids measure and take samples to include in the database. YAW is a project designed to involve students from nine communities around Prince William Sound and lower Cook Inlet in Exxon Valdez Offshore Spill funded research activities. Each year students are trained by scientists in protocol and procedures of data collection. Students then collect data on a regular basis depending on the needs of the scientists. Youth Area Watch is designed to encourage students to become more aware of the science happening in their "backyard." Parents and community members also participate and are employed for support, sometimes captaining vessels. Through their meaningful contributions to local research projects, students realize that science can be an important factor in their lives. Communities gain an understanding of how responsible citizens can be stewards of local resources. Initiating local projects instills a sense of responsibility for the well being of the community. The project encourages rural young people to take on leadership roles and to educate themselves about the environmental issues facing them.

Cultural Heritage Week is an annual celebration of culture held in Tatitlek. Faculty and community founded the event six years ago in an effort to celebrate the Alutiq culture of the village and bring real-life learning to students. Elders teach beadwork, carving, hunting skills, storytelling and more. Cultural Awareness and Expression Standards are integrated with other standards in the weeklong event. Students will understand and appreciate Alaskan native languages as well as other languages and cultures. The expression of self and others and art appreciation are also taught throughout the standards. This event continues to grow; this year over 100 people will attend, doubling Tatitlek's population of 90. Native groups from all over the state arrive to share their crafts and skills and celebrate culture. It encompasses all Native Alaskan cultures as Athabascan, Eskimo and Tlingit people now make this an annual tradition. Potlucks feature braided seal gut, sea lion meat and many traditional foods. Where faculty used to plan all activities, the community is now empowered to run the event. Community members have become comfortable organizing classes, transportation, meals and programs.

CSD knows that programs for parent and community training are needed to help our communities become more functional, productive, and positive places to live. The Assets Framework is one program we use to build assets in all our communities through meetings and training. The Framework is a model that describes how community members can individually help kids to succeed. The entire CSD Faculty received a week of Skill Streaming Training aligned to the Assets process.

Service Learning Standards help students demonstrate social and civic responsibility. Students create plans for fulfilling personal responsibilities to society and community through self-directed service activities. Participation in state or nation-wide service projects, such as the Governor's Student Health Conference, are followed by analysis of the organizational structure of a national/global service agency at all levels, tracing its impact to the community. These activities are directly linked to performance standards required of Chugach students to pass through levels of the Service Learning Standards.

Students participating in Youth Area Watch
(Pristane Mussel Study)

Natural resource management expedition
in Prince William Sound

CSD Student and Whittier Teacher model a science lesson for the school.

Chenega Bay Student working on Stream Resortation Project

STRATEGIC PLANNING

Ivan has just completed one ILP and is designing another. The service project is successful and other students have asked to join him, bringing new ideas. Now they filet the fish before delivery and provide a fish fry every month. Ivan's service project seems to be helping the whole village master the Service Learning Standards.

Ivan's frustration with reading continues; his cousin is working on the same level and is 4 years younger. He sees that everyone works at different speeds in this new system and realizes that he can read charts and recipes. Ivan is empowered to push his reading ability by the success of reaching previous ILP goals. His new goal is to complete level four reading this semester. He has designed his steps for success, documented the evaluation method he will use, and met with his teacher and father to sign the ILP. Ivan knows he has support for this goal.

2 Strategic Planning

2.1 Strategy Development

2.1a(1) Establishing a shared vision is a crucial component of Chugach's strategic planning. In addition, it must be the first step so that all planning focuses around student and stakeholder needs. It is the shared vision component that allows CSD to be innovative in its mission to meet the needs of all students and enhance the quality of the communities it serves. Strategy development began in 1994 to achieve the goals set forth by the OTE. Again, the performance goals to come out of the OTE are Basic Skills, Individual Needs of Students, Transition Skills, Character Development, and Technology. The Strategic Planning Process (Figure 2.1-1) encompasses the creation of a shared vision after which, the PDER Process (Figure P.2-5) is implemented. Specific processes are utilized which will be described hereafter. The PDER process is implemented at all stakeholder levels; students, community (including parents), business, and staff.

Students utilize the PDER process through Individualized Learning Plans. Students set goals from the Developmental Report Card (DRC), ***P**lan how to reach them, ***D**o the steps for success, and ***E**valuate and ***R**efine what they have done. As goals are met the process begins again.

Community and Business utilize the PDER process within the OTE process. At the February Inservice 2001 community members and business partners were present and the PDER Process was implemented. All stakeholders created a **P**lan for a town meeting at each of their villages to refine the shared vision. The **D**o step during the Inservice entailed a simulation of how the town meeting should be run. All Inservice participants evaluated the simulations to give feedback for the **E**valuation step. Evaluation comments were used to **R**efine town meeting plans. This provided community members with training in the PDER process and empowerment to utilize this process for continuous improvement in their community.

Faculty and Staff spend the most time using the PDER process. Accountability is embedded in the OPG of the shared vision. The staff has created assessments aligned to CSD standards (**P**lan), attended summer workshops used to create assessments (**D**o), participated in feedback received from all stakeholders on success of implementation and what assessments communicate, (**E**valuate), and attended additional summer workshops to make refinements based on stakeholder feedback. (**R**efine).

Initial planning teams consists of teachers, key students and administrators including the superintendent. A Gap Analysis (Figure 2.2-1) is used to accomplish the first steps in planning. Action plans (Figure 2.2-2) are developed from the Gap Analysis, and people are assigned specific responsibilities to carry out the plans in which products and processes are developed, (Do component). Part of these responsibilities may include gathering stakeholder input, delegating tasks, deploying, evaluating, and refining products and processes.

Senior leadership designs planning sessions including all stakeholders to utilize the strengths of planning members. Members are strategically placed to work in areas of their expertise and interest (Plan Component). At quarterly inservices, members bring ideas and information concerning the areas established in the shared vision. Upon leaving a planning session, all members accept specific responsibilities that are laid out in the action plans in which products and processes will be developed. Senior leadership next compiles all action plans and publishes the shared vision (Figure 2.2-3).

As products and processes (Do component) are developed, implementation occurs. As implementation occurs, evaluation begins. The Evaluation component is ongoing; formal and informal. An important evaluation component is that all stakeholder input is gathered on the product or process at hand before refinement begins. In this way, refinement reflects the shared vision.

Evaluation, refinement and short- and longer-term planning occur on two levels. The first level is evaluation and refinement of the shared vision, which includes all stakeholders utilizing the OTE process. This long-term planning occurs every two years. Level two consists of the evaluation and refinement of the products and processes developed from action plans and includes teachers, resource personnel, and administration. Short-term planning happens quarterly and is compiled yearly. Examples of each can be seen in

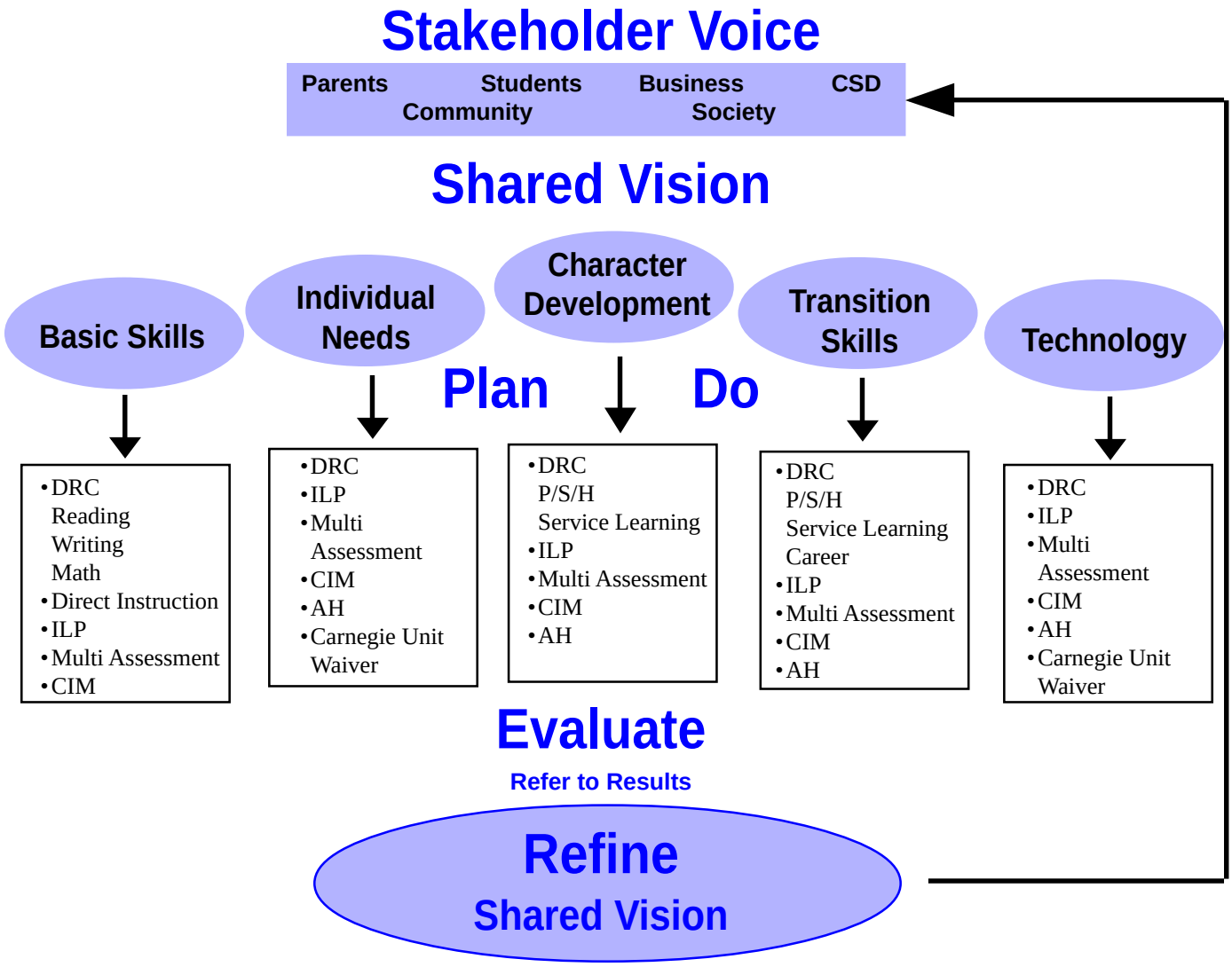


Figure 2.1-1 CSD Strategic Planning

Figure 2.2-3. Looking toward the horizon, CSD sees trends in increasing technology and the need to become more web-based. Trends and stakeholder input tell us that character development, basic skills, and FAS will be our future focus.

2.1a(2) Addressing the key factors in Strategic Planning, student/stakeholder/market needs and expectations are gathered in the OTE process and analyzed through gap analysis and action plans. Senior leadership addresses opportunities at all stakeholder levels. In Figure 2.1-2, note Chugach's response to the needs and expectations of stakeholders and how these align to the OPG. These needs, expectations, and responses stem from the challenges CSD faces as referred to in P.2.

One of the many student service opportunities Chugach has provided is a transition program not only for CSD students, but also for Anchorage youth who drop out of the Anchorage schools. These at risk students attend AH to gain knowledge and skills. Pupils with learning disabilities can perform in the CSD developmental levels and report card. Achievement rather than failure measures all students.

Strategic planning addresses key factors in relation to the CSD shared vision, which gives direction for opportunities to occur. Goals lead to a gap analysis, then an action plan (Figures 2.2-1&2). After identifying what is already being done in each of the five areas of the OPG in the Chugach School District, stakeholders state what the desired or preferred Chugach would look like. The analysis provides an examination of the gaps between what is being done and what is desired. These gaps are then described in clear language, and the possible causes determined. Through this process, senior leadership identifies opportunities for

Stakeholder Group	Listening Method & Frequency	Needs/Expectations Learned	Chugach Response
Current, Past and Potential Students Levels	•OTE process •Structured interviews•AH•Annual APQC •Annual Stakeholder Inservices •Mentorship Link Longitudinal Study •OJT opportunities •CIM •Student Involvement in learning process •Extra Curricular Activities	Current Needs Future Needs Requirements Level of Satisfaction Comparative Data	Transition Skills Meet Individual Student Needs Benchmark for State/National Achievement
Community	•OTE process•Structured interviews•AH•Annual APQC • Annual Stakeholder Inservices •Surveys•EAC•Town Meetings•Monthly CSD Board •Regularly Parent/Student/Teacher meetings •Monthly School event calendar televised •School/community newsletter •Local gatherings held in school gym •Parent volunteer program •Community School courses offered •Night Gym open to community •Hiring Community members •Parenting workshops for pre-school parents •Annual Community Health Fairs held at school •Local scout troops meeting in the school •City Council annually donates money for school trips •Local tourism business annually takes students on a day "26 Glacier Cruise" to study our local environment	Current Needs Future Needs Requirements Level of Satisfaction Comparative Data	OPG Accountability
Anchorage Businesses	•OTE process•Structured interviews•AH•Annual APQC •ABEC Meetings(quarterly evaluate change) •Biweekly Senior leaders teleconference with ASDN •Annual Stakeholder Inservices •Monthly CSD Board	Requirements Comparative Data Future Skills	Transition Skills Character Dev. Basic Skills Accountability
Chugach Staff	•OTE process•Structured interviews•AH•Annual APQC •Quarterly Staff Inservices •EAC •Annual Stakeholder Inservices •Communication Plan •Thirty days Faculty Inservices •Monthly School/community newsletter •Senior leaders weekly teleconference with Faculty/Staff •Electronic Mail and calendar	Current Needs Future Needs Requirements Level of Satisfaction Comparative Data	OPG Performance Based Pay Flexible Job Opportunities Communication Tools Benchmarks

Figure 2.1-2 Chugach Response to Needs

planning members that support the shared vision. Professional development opportunities were employed to meet gaps in staff/faculty knowledge of best teaching practices, which was a hole in Chugach's basic skills goal. The opportunity to benchmark best practices continues to be a key strategy in achieving academic excellence. All teachers in the CSD received intensive instruction in multi-sensory teaching in order to improve student's reading skills.

All strategic planning is related to student achievement, as are all components of the shared vision. Information for benchmarking is gathered from a multitude of sources: the HSGQ&BE, mandated CSD assessments, ILPs, progress in the DRC, graduate follow-up surveys, CAT, SLP, and work-based learning. This information is analyzed and strategically addressed through gap analysis and action plans. Performance results are compared to other schools, districts, and organizations. We select comparisons through measures and indicators discussed in Category 4. These comparisons give the planning team and stakeholders information that is analyzed to increase CSD's overall performance.

Key external factors and technological and other changes considered are demonstrated in Figures P.1-4 & 1.1-3. We prepare for key external factors by looking at needs and asking ourselves, where is education going in the future?

Our partnerships are created on the basis of philosophical alignment to our vision, mutual support, and quality personnel. Suppliers or vendors are selected based on cost, philosophy, technological support/quality service, and safety. Market needs and trends are examined. By learning the strengths of our suppliers and partners, we can help each other develop. Our suppliers and partners provide key input as to new technology, trends, and applications which could enable district success or close gaps within our OPG. Apple has linked us to Oracle, a project that will enable CSD to supply data to anyone, anywhere through a web server.

Organizational strengths and weaknesses are addressed through the Strategic Planning Process. A gap analysis of the basic skills and accountability components of the shared vision demonstrated a need for an aligned instructional model. Information gathering and analysis led to the creation of the CIM. The CIM and assessment tools are cutting edge education and have produced phenomenal success with our students. The ASDN Quality Schools Institute has adopted our instructional model and our staff travels to share the process with districts around the nation. We developed multiple district-wide assessments for each developmental level in every content area. Each content area has skills-based, analytical, and contextual or "real-life" assessments. As students master standard skills, they complete district assessments to prove mastery and then move to the next level. No student is taught something they are unprepared to learn; likewise no students are held back if they are ready to move forward. It is simple; it makes sense, and our students are thriving. The SLP is another assessment tool and provides a comprehensive profile of student learning style and ability. The SLP will be further discussed in Item 3.1a(1).

New avenues were needed for students to succeed in the OPG focus areas, which necessitated funding and new CSD board regulations. As the old board policy would not allow for field trips to Anchorage, this policy was changed to accommodate transition skills and trips to Anchorage House. The Chugach Board approved changes to policy to support their goals, demonstrating flexibility and alignment in their leadership. The budget was realigned to support the needed changes; the textbook budget being transferred to technology. Even after relocating fiscal resources, Chugach did not have the money needed to meet all goals toward change. The federal and state departments of education mandate that school districts pay for standardized testing and reporting the results back to them. Sources of funding are continually sought as they align to the shared vision. In keeping its promise to the business sector to not ask for money when seeking their input, Chugach made sure businesses knew we valued their ideas and support without the financial strings. Aggressively competing for grants has helped fuel the fire to break through the barriers that educational systems face.

2.1b(1) Please refer to Figure 2.2-3 for examples of key short- and longer-term strategic objectives. In setting targets, we benchmark the Alaska Benchmark Exams. It is through this comparative analysis that we know we are among the leaders in Alaska in student achievement, for more data refer to Results 7.1.

2.1b(2) The Chugach Strategic Planning Model in Figure 2.1-1 demonstrates how specific organizational challenges are met. Organizational goals address the obstacles to high achievement discussed in P.2. The plan and deployment of the focus areas led to design of the DRC, CIM, and standards-based system, which motivates student learning, curtails apathy, and provides meaningful curriculum. Individual needs of students have been met through transition skills plans and ILPs, AH, and multi-type assessments. The SLP was also designed to further meet student needs. Deployment of character development plans make healthy lifestyles as well as personal and social development a standard for graduation in the CSD system. Professional development is aligned to give staff the necessary skills to make the system successful, which is one of the many ways teacher burnout is addressed. Site plans are clear and supported. Funding is focused to support these areas and grants are sought and won due to the clear alignment of the reform. The OTE process dramatically improved our previous lack of parental involvement. Numerous community projects are supported, such as Assets building, to help our communities become healthy environments. Additional programs have been implemented to support personnel and stakeholders. Categories 3 and 5 discuss this further.

Key Partners	Key Suppliers
Gates Coalition	Alaska Airlines
ASDN	Alaska Air Transit
ABEC	ERA Aviation
Apple	Apple
Job Corp	Sam's Club
UAA	COSTCO
Alaska Department of Education	Bush Services
Anchorage Youth Court	Kenai Supply
Brother Francis Shelter	Mac Warehouse
Center for Human Development	Northwest Textbooks
Atlantic Richfield Corporation	School Specialty
Aurora Fine Arts	
Chugach Alaska Corporation	
Federal Express	
Leadership Experiences International	
PWS Science Center	
Educational Talent Search	

Figure 2.1-4 CSD Partners/Suppliers

To ensure strategic objectives balance the needs of all stakeholders, our organizational goals equalize student learning and achievement, valuing faculty and staff, and managing processes. Input through OTE, surveys and constant communications, as well as program results drive action plans and deployment. CSD continually reassess needs and aligns all objectives to the organizational shared vision. In this way, planning and reform is directly aligned to needs. Distance delivery classes are designed and aligned with ASDN, a strategic partner, to meet needs in training. Since our reinvention we have had a long-term focus on building strong partnerships with key businesses and alliances (reference Figure 2.1-4).

2.2 Strategy Deployment

2.2a(1,2) Action plans are developed after a gap analysis has been completed. A gap analysis (Figure 2.2-1) is formulated through the gathering of knowledge and input outlined in Figure 2.1-3. These formats were created through the OTE process and partnership with the Alaska Quality Schools Network. Resource allocation is clearly delineated in the action plan. Action plans (Figure 2.2-2) are deployed in direct alignment to organizational goal needs.

2.2a(3) The Teacher Assessment System (TAS) is a scoring guide evaluation, which is aligned to the OPG to enable teachers a clear roadmap to becoming a master teacher. This provides consistency in our human resource plans and aligns to core competencies. The most recent core competencies to come out of the Voyage to Excellence are the need for further character development strategies. The SLP was developed in answer to human resource needs and the action plan example in Figure 2.2-2 illustrates the need for staff training in the SLP. Longer-term human resource plans as alluded to in Figure 2.2-3, include increased web-based technology training and CSD system training so that staff may continue to be empowered to refine our organization. The Human Resource System provides comprehensive processes to enable personnel to do their jobs. These processes support all plans derived from action plans. See Item 6.3a(4) to review these processes.

2.2a(4) One of our strengths is ensuring key performance measures have been defined for students, stakeholders, faculty, and staff. Our stakeholders know the OPG and that all progress must align to these goals. Please reference the action plan matrix in Figure 2.2-3. The key performance indicators (KPIs) are directly linked to performance results and can be found in 7.1-7.5.

Goals →	What Is →	The Desired State →	The Gap:
Character Development	Standards Based System, PSH Standards, Service Learning Standards, AH, Asset Building Travel, YAW, Sports, authentic assessments, and goal set for continuous improvement.	Student ability to interact in a positive manner with others and **understand and appreciate own**, **strengths and weaknesses.** Will be able to function in any situation they find themselves.	Lack of common goal between home and school, **lack of instructional structure,** schools being forced to assume responsibility of home.

Figure 2.2-1 Gap Analysis and Goals 2000

STRATEGIC PLANNING WITH STUDENT & STAKEHOLDER FOCUS						
Leadership	Process Management Faculty & Staff Focus			Information Analysis	Results	
PLAN	DO			EVALUATE	REFINE	
Goal Statement	Timeline	Person/Entity Responsible	Resources/ Materials	Assessment/ Evaluation	Refinement	Impact on Student Achievement
Develop a Student Learning Profile	9/1999-9/2000	Sharon and Myron Severson, Special Education Consultants	Research Benchmark Staff Training	SLP Implementation Scoring Guide, Balanced Perspectives	Administration of SLP	Student Potential Refer to 7.1-2
Related efforts within CSD: P/S/H standards, Individual Learning Plans, AH.						
Related efforts from other entities: None found, CSD has benchmarked the SLP.						

Figure 2.2-2 Creating Quality Schools in Alaska Action Planning

2.2b Chugach key stretchgoals and targets are based upon competitive comparisons, state standards and Baldrige Winners best practices. Our indicators show key measure projections aligned to strategic objectives in 2.1, as referred to in Figure 2.2-3. Because we are leading and innovating in many areas it is sometimes hard to find other organizations to compare. Changes resulting from CIM delivery, standards-based reporting, Carnegie waiver, SLP, and other innovations have proven resoundingly successful for our students. CSD's KPI's are at times established by CSD alone, therefore we have nobody to compare it with.

	2001	2002	2003	2004	2005	KPI
Longer-Term Goal:	•Benchmark Continuous Improvement System	•PDER overlay Shared Action Plan Consistent Deployment Accurate Evaluation Proactive Refinement				7.1-5
Basic Skills	•Increase reading comprehension •Math training	•Refine reading & math •Refine writing targets	•Refine targets & assessments •Peer mentoring	•Web Format for data collecting •Refine reporting documents	•Evaluate web format student performance	7.1
Transition Skills	•Refine transition program •Communication plan	•Mentor other districts in transition •Refine AH phases	•Create business certification for students	•Secure additional resources •Increase partnerships	•Follow-up longitudinal study •Communications system	7.2
Character Development	•Support local plans •Refine P/S/H	•Refine Plans Community meetings	•Provide teacher training •Update P/S/H	•Community/parent training	•Refine P/S/H standards & assessments	7.4
Individual Needs	•SLP Training •Database tracking	•Refine SLP & Diploma	•Benchmark testing waiver	•Refine ILP process	•Independent opportunities	7.1
Technology	•Wireless •Internet access	•Increase bandwidth •Implement CASTS	•Web CASTS •Video conferencing	•Online training	•Web based learning tools implemented	7.5

Figure 2.2-3 Short- and Longer-Term Action Plans

STUDENT, STAKEHOLDER, AND MARKET FOCUS

"I transferred to Chugach because I felt their student-centered, standards-based system would be more beneficial to me than a traditional system, and have found that I was correct. I love the multiple assessments that are required to pass though levels because when I have to prove proficiency in something more than once and in various contexts I feel that I truly know the information. I learn much better when I can see how the information I am learning is tied to the real world and how it can/will effect my life.

We are constantly working on personal/social skills. I feel that being able to function in a group and stay mentally healthy is increasingly important, regardless of the career field someone wishes to pursue.

Every staff member I have worked with treats each student as an individual, I don't feel like I am just a number as I did when I was in a traditional system. They are truly committed to helping their students, and they all share a vision of what the perfect system and the perfect product (student) should look like when they graduate. Because of these qualities in the staff, I feel much more comfortable asking for help, I feel like I have a strong support system, and I know that I am surrounded by people who would like to see me succeed in life. This sounds like it's just an "ego boost" or something, but I feel that having a supportive environment is just as important as having a good academic system."
September Martin, CSD Senior

3 Student, Stakeholder, and Market Focus

3.1 Knowledge of Student, Stakeholder, and Market Needs and Expectations

3.1a(1). Through the shared vision the P-14 developmental report card has set the expectations in the ten standard areas. CSD remains aware of student needs and expectations by gathering input to revise the report card as the need for improvement becomes evident. We have a potential market for students with learning disabilities as we can provide a potential achievement record versus the failure of traditional grade records. The Chugach School District standards-based educational system accommodates all students. Regardless of the identification a student may have, that individual's needs will be met. CSD actively develops and implements tactics to determine and meet individual student needs in order to ensure student success. Figure 3.1-1 describes our primary student segments and their deployment. Because all educational programs are aligned to support the success of our shared vision for students, programs are offered to all students. Students become familiar with their own SLP and participate with the teacher in directing their own learning. For SLP results, refer to Figure 7.1-10.

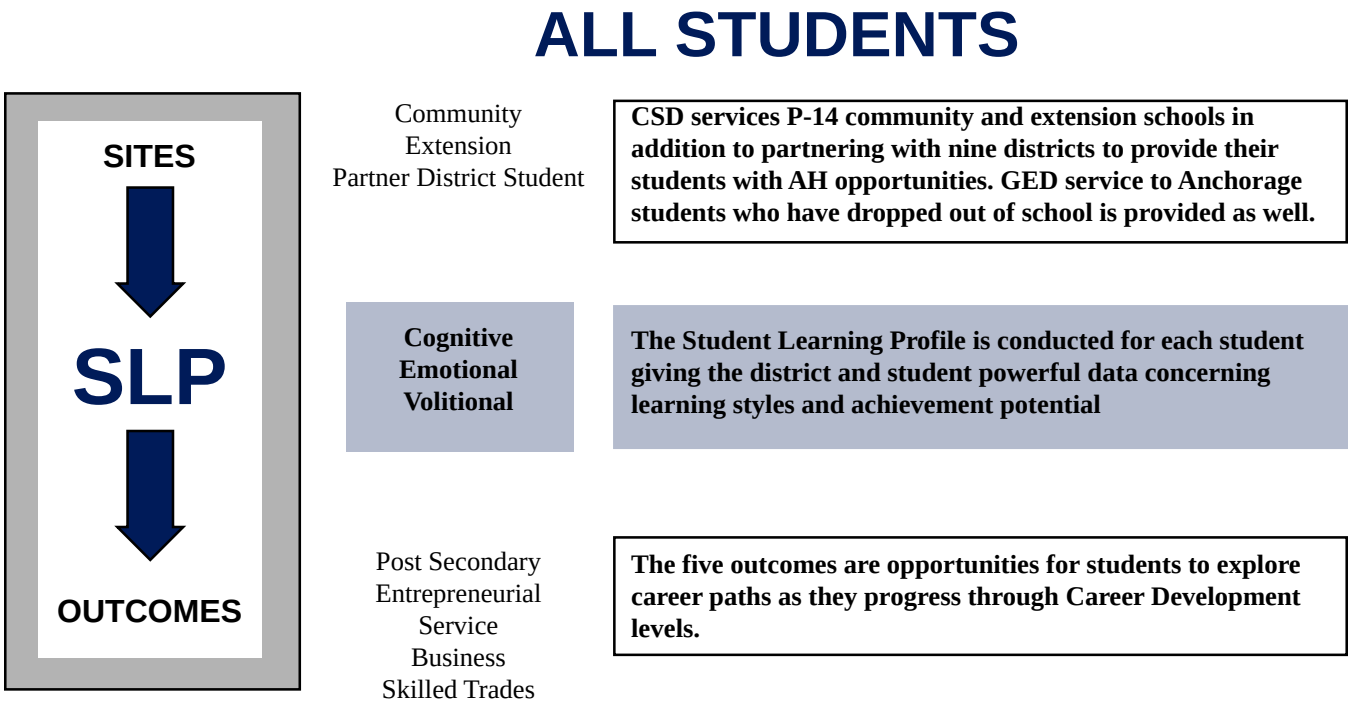


Figure 3.1-1 Student Segments

3.1a(2). Our students and stakeholders know that we value their input because together we have dismantled the barriers to Excellence in Education. Through the OTE and strategic planning processes, face-to-face discussions, town meetings, and numerous surveys, CSD listens, learns, develops, and implements successful programs to support the needs and expectations of all stakeholders. The "Captain's Wheel" (Figure 3.2-1) steers the organization and demonstrates our stakeholder needs, input, and relationship-building methods.

Demographic data and trends greatly influence our communities. Whittier is wedged into magestic snow-capped peaks that rise from PWS; 75 miles east of Anchorage, 1-1/2 hours by air. This community receives an average 29 feet of snowfall yearly.

Chenega Bay is located on Evans Island. Average annual precipitation includes 66 inches of rain and 80 inches of snowfall. The village was destroyed and over half of all residents perished by tsunamis in PWS after the 1964 earthquake. The village was reestablished twenty years later on Evans Island. Chenega Bay is a Native community practicing a subsistence and commercial fishing lifestyle. Commercial fishing, a small oyster farming operation, and subsistence activities occur in Chenega. Cash employment opportunities are very limited. In recent years, Chenega's population has fallen dramatically.

Tatitlek is a Native community located on the Alaska mainland coast in PWS. Fish processing and oyster farming provide some employment in Tatitlek. Subsistence activities provide a majority of food items.

Figure 3.1-2 illustrates how services are aligned. The organization uses the following relevant information to make sure we are providing students with the best possible education: state learning objectives/standards, student and community and AH surveys, SLP and ILP information, research through Northwest Laboratories, ABEC, and teacher interactions. Our private sector evaluation team evaluates our programs and helps us to develop programs, bringing pupils into their workplaces. To understand the needs and effectiveness of our learning and development methods, CSD employs the graduate follow-up survey program discussed in 7.2a(1).

CSD focuses on the following examples of relevant information as related to the OPG:

- **Students learn at their own pace**
- **ILP meets Individual Needs**
- **CIM assures real-life learning**
- **AH provides transition**

The power of this system is that students are given the flexibility to achieve levels at their own pace. All students must demonstrate proficiency at CSD graduate levels. Some students may achieve graduation levels at 14 years of age while others may reach them at 20 years of age. The individualizing allows all students throughout the entire spectrum to meet success, take ownership of their educational careers, and reach the graduation levels at a pace that is developmentally appropriate for them. Students working at their developmental level and meeting with success at that level has created a sense of confidence in all students that they can and will master the graduation level requirements.

All students have current ILP's. Every student will work with their teacher and parent(s) to establish their individual goals, develop action steps to attain them, and integrate formats to assess and demonstrate that they have achieved their goals. This process helps students to take ownership of their education, making it relevant and tied to goals that they have for their lives beyond high school. By aligning student goals with the developmental report card and CSD programs, student utilization of offerings, facilities, and services, are monitored to determine the success of student learning and satisfaction.

Depth of instruction is apparent over shallow coverage of all content. Training staff to use the CIM (refer to Figure 6.1-2) assures depth of instruction. Students receive this model

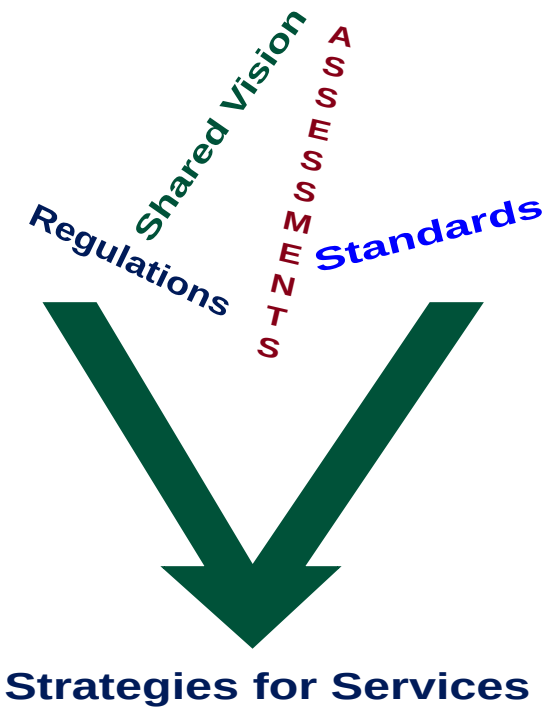


Figure 3.1-2

of instruction in all situations, ensuring not only deep learning but relevant learning. Teachers use the CIM in their many integrated, multiage, and thematic learning units. The planning, which starts a year earlier, begins with "Outrageous Thinking." Teachers list upcoming community, state, national, and global events. They then match these lists with student and community interests to build integrated thematic learning units. Research shows relevant, integrated instruction best motivates students. This system meets the needs of all students, exceptional or not. Some students and parents felt the previously identified programs, such as Special Education or Gifted and Talented, were potentially a stigma, since all CSD students have ILP's and SLP's. Each student's Intellectual Development Patterns, Emotional Development Patterns, and Volitional Development Patterns are identified and used to improve the focus of instruction. Everything from cognitive input, processing, and operations to emotional input, processing and operations, to values input, processing, and operations information are at the teachers' and students' fingertips.

> "I like our standards-system because it works at my pace. I am not rushed through things and I always know what I have to be able to do to get through my levels. It is a lot better than the old system with letter grades because they just let you go on and I don't even remember what I learned. In our system, I know and will remember what I have learned." Nathaniel, Whittier Junior High School Student

As described previously, CSD believes that in addition to the standards themselves, there are three essential components in an effective standards-based educational system. Multiple Assessments are one of those essential components. Instruction should mirror excellent assessment. No form of assessment should be a mystery to the student. Students should be well prepared and comfortable with the format and content of the assessment or they are not ready and should wait to take it. CSD has created a large bank of district mandated assessments that align with various levels of instruction. This bank of assessments is in a state of constant improvement. Our Director of Instruction and Assessment oversees this library. Interested schools across the nation have been given our Assessment Binders and are adapting sections. The contents of our Assessment Binders include skills- based or traditional assessments, Analytical (Scoring Guide) Assessments, Student (self) assessments, district assessments, and Contextual Assessments (real-life). These assessments cover content areas at all levels. Furthermore, these assessment types are aligned to the developmental levels so that no unnecessary assessments are required. Students must demonstrate that they not only know the knowledge and skills, but that they can apply them. Students, thus, prove proficient on standards within a level before advancing to the next level within the developmental report card. Accountability is built into the organization.

Students and teachers use a Student Assessment Binder (SAB). The binder keeps a running record of assessments completed in all standard areas. There is a SAB for every student in our system. These act as portfolio tools for conferencing, and each student will leave our system with their SAB to be used as their private portfolio providing proof of mastery of skills. In addition, an electronic version (CASTS) is used. This system allows teacher and student access to assessments, report cards and student information, which is tabulated electronically.

Graduation requirements exceed state requirements in several ways. Chugach addressed statewide benchmarks and developed standards four years before the state mandate. The quality that students must demonstrate in all areas is clear. This is a leading- edge innovation and differs greatly from state requirements, which only defines how long the students must be enrolled in certain classes. CSD students are allowed to take the time necessary to achieve each level, but they must meet the rigor of the graduation level to graduate. While the Alaska State HSQE assesses students with criterion-based Reading, Writing, Math exams; the Chugach assessment system gives criterion exams in ten content areas. Students are assessed in the traditional areas of Reading, Writing, Math, Social Sciences, and Science, and they are assessed in other non-traditional areas. All students must successfully apply knowledge and skills in these other content areas as well: Service Learning, Career Development, Personal / Social / Health Development, Technology, and Cultural Awareness and Expression. Because they are not tracked, students receive direct instruction in content areas and are given opportunities to practically apply skills and knowledge in unpredictable real-life situations.

Prior to restructuring, the Chugach School District had a traditional curriculum whose primary, elementary, middle school, and high schools were disconnected from one another. Teachers taught textbook-driven courses whether the information in textbooks was relevant or not. Since that time, CSD has created very clear continuums. Standards continuums are a working document to channel and plan instruction. Italicized targets have Alaska State Standard Codes stated as well. In this way, the state standards are embedded within Chugach standards and the two are aligned. Valuable information from research such as the Secretary's Commission on Achieving Necessary Skills report is fundamental in the standards continuums. The study was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Life Skills Portfolio is created through Anchorage House and serves as an powerful tool for students' future employment searches. It is a "Showcase" of student's

best work and evidence they have the skills that business requires. Having this to back up skills, character, and experience will set our students far ahead of the average applicant.

Students get extra support from a variety of adults. All daily teacher contacts in the Chugach School District are less than ten students per teacher, with eight being the average. These very small classes are made up of multi-age students who receive individual help from all teachers, other students, parent/community volunteers, itinerant specialists, and on-line resources. This leads to very individualized instruction during the school day and beyond. One hundred percent of staff are involved in extra-duty contractual work to assist students beyond the regular school day. Some examples of programs that make up this network of student support include; cultural heritage, reading club, technology club, Bonus Time, Travel Club, school newspaper, multiple sports, study hall. In addition, the district pays for many itinerant specialists to visit schools on a regular basis and give individual assessment and support to students. Some of these itinerant specialists include; a speech pathologist, a reading specialist, a psychologist, a special education coordinator, and various content specialists who teach for a period of time at various locations as well as provide individual student help. A number of community members and parents volunteer to work with individuals who need special one-on-one help both during and beyond classroom hours.

The work-based learning experiences offered at Chugach through the Anchorage House Program and Career Standard requirements create positive impacts on our society. The essence of the experience is that students will take responsibility for their choices. The lifeskills team evaluates at the end of every session and is presently in the third program revision. A student assessment comment period is built into the program. Professionals from our partnerships evaluate students in the workplace. Adjustments to AH are made each session to meet the needs of individual students. Because there is complete control over the environment, facilitators adapt to meet the individual needs of each student.

Students leave their village to attend and live in one of the Boarding Homes in Anchorage. They also come from remote islands where they are home-schooled, and CSD provides most of their socialization outside their family life. Further description of the AH program is in 6.2a(1).

Students who reach level IV in all content areas earn laptop computers for web-based interactive instruction, which supports teaching to multiple intelligences. The 1,000-year-old culture of villages is considered in the determining instructional methods so that procedures are consistent with the culture on a site-by-site basis. Fulfilling local requirements involves seeking endorsement from Elders and Chiefs for activities or programs.

3.1a(3) In an ever-changing society where skills and knowledge are constantly evolving, CSD has redesigned public education to align services with stakeholder needs in a dynamic and flexible system. We keep listening and learning current methods through communication and research (Figure 2.1-3). A personal relationship with stakeholders assures them we are listening. Research involves learning from benchmark organizations. To view CSD's benchmarking of other districts, see Item 7.1&5. The business community interviews our students and evaluates their skill levels in their workplaces, giving Chugach feedback. Outside evaluations update the current business needs.

At inservices, teachers evaluate district assessments, student ILP's, and SLP's, letting the organization know what students need. At stakeholder inservices, everyone redefines the vision according to current needs. Student and community surveys, town meetings, and parent-teacher-student meetings work to keep us up-to-date and directed. National conferences, higher education alliances, strategic relationships with Apple and the Gates Foundation aid us in finding out about new methods. In September, 1999, senior leaders brought the entire Chugach faculty and support staff to a National Conference, The Millennium, which focused on the latest and best teaching practices. This year CSD was able to get Internet access to every site, which has enabled us to gather program and student data and communicate more efficiently

3.1b(1) The contrast in our stakeholders from "honey-bucket" to high tech, demonstrates CSD's commitment and success in anticipating changing needs and expectations. In order to continually evaluate the program, Chugach remains in contact with graduated students. A senior survey is kept with current contact information in a database, and we follow-up with contact indefinitely. Graduates are contacted to mentor students and other districts who wish to learn from our organization. They participate in conference calls and travel to give presentations throughout Alaska. Key relevant information is gathered from current stakeholders through surveys and assessments. To predict change, we research and look at patterns in employment, market opportunities, and technology development. Our partnerships with ABEC, Apple, and Gates provide us with the latest developments, along with former and future stakeholder information.

Before CSD's revolution, teachers resigned in the middle of the school year due to the isolation and harsh realities of village life. This prompted us to restructure hiring processes and to support those hired. Inappropriate village

behavior in schools including alcoholism and violence prompted the redesign of School Handbooks and Board Policy Protocol to provide sites with a formula for dealing with sticky situations. Due to the rugged environment, we have a high rate of severe accidents and untimely deaths in our remote villages. Therefore, we track mortality rates. This has been a key area of input for making AH plans. We also use the following relevant data to anticipate needs; teacher negotiated contract, board policy protocol, Special Education Handbook, and Goals 2000, which keeps us updated on national requirements.

3.1b(2) Six years ago some CSD sites existed with only one unreliable community telephone. As this was not a private line, anything said into the receiver was community news. Confidential stakeholder information had to wait for a mail plane. Today, our newest listening and communicating devices include satellite, airport hubs, and email. The CASTS was designed as a result of key stakeholders not being able to track student information. We have added additional information such as aligning information to the OPG and creating the SLP. We use web-based databases to gather benchmarking information such as Goals 2000, Educationtrust.com, and nsb.com.

> "I moved my family to Whittier because I learned about the fantastic things Chugach was doing in education. I think about moving to a larger community where my girls and I would have more social interaction, but I know I will not find a school such as this one. I challenge you to find another system that offers the kinds of real-life programs I have found here."
> Dean Rand, Whittier Parent

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a(1) Our parents and community members are strong advocates for our organization primarily because they are members in our family. Figure 2.1-3 demonstrates the wide range of programs, which promote the relationships we enjoy with our stakeholders. To build relationships with students, their input must be gathered and expressed in our shared vision. Creating the shared vision is a process of building trust, inclusion, and empowerment with our communities. By respecting all cultures, we give a vision of hope to our communities. Our long-term and personal interactions with students even after graduation promote solid relationships. Instruction, which builds on achievement and success, also builds meaningful relationships. AH fosters new and continuing student relationships. Real-life learning is a major factor in the success we find in student retention. We create a network of interaction among teachers, students, and community. Students are comfortable approaching business and legislative leaders as well as their teachers, realizing they have the power to influence their future. We monitor drop-out rates, absenteeism, conflict data, and complaints to continue positive referrals.

3.2a(2) The district vision statement, sums up the value CSD places on active alliances with parents, employers, community members, and policy makers to promote student learning and ensure accountability for results. Find the Chugach Shared Vision in P.1. Stakeholder needs and expectations (Figure 2.1-3) determined their requirements from our organization, and we honor these needs by aligning all programs around the OPG. Key relationships also include other schools, places of work, transportation services, and social services, in effect, the entire community. Face-to-face meetings with Elders and community, electronic meetings, teleconferencing, and email comprise contact requirements. We note satisfaction at meetings by evaluating attendance and surveys.

The key indicators used to monitor the progress of relationships are formal and informal evaluations and surveys. CSD relies on stakeholder relationships and has created a system where its stakeholders are an integral part of the organization. To accomplish this, the CSD has institutionalized a number of programs, some of which are included in Figure 2.1-3. These programs support the Chugach organization's drive to maintain and build new stakeholder relationships, which keeps CSD apprised of stakeholder needs and aids in delivery of services.

CSD always maintains an open-door policy with stakeholders and employees. We are always available and ready to share information and help solve complaints. Stakeholders are kept informed through the CSD web-site, CD, and numerous videotapes with Chugach data. The CASTS enables parents and students to monitor student progress.

3.2a(3) While we do not maintain a 1-800 number, all stakeholders can and do contact Richard and Bob twenty-four hours a day, seven days a week. A Tribal Elder might call asking for advice relating to school or a personal issue. Such is the personal connection we have with community members. Complaints are dealt with immediately; solving problems at the point of first contact is encouraged. When this does not work, this hierarchy for contact is followed: 1. listen, 2. site administrator, 3. director, and 4. superintendent. Informally, the item is placed on the beginning of the next inservice agenda where we find out what is not working and what is. Annual community surveys allow us to aggregate trends which feeds back into our action plans. Our key goal for stakeholder complaints is to solve them at the informal stage. Our organization fosters problem solving and leadership skills as well as positive and appropriate behavior with all stakeholders. As members in the organization, everyone works to make the process better. If parents

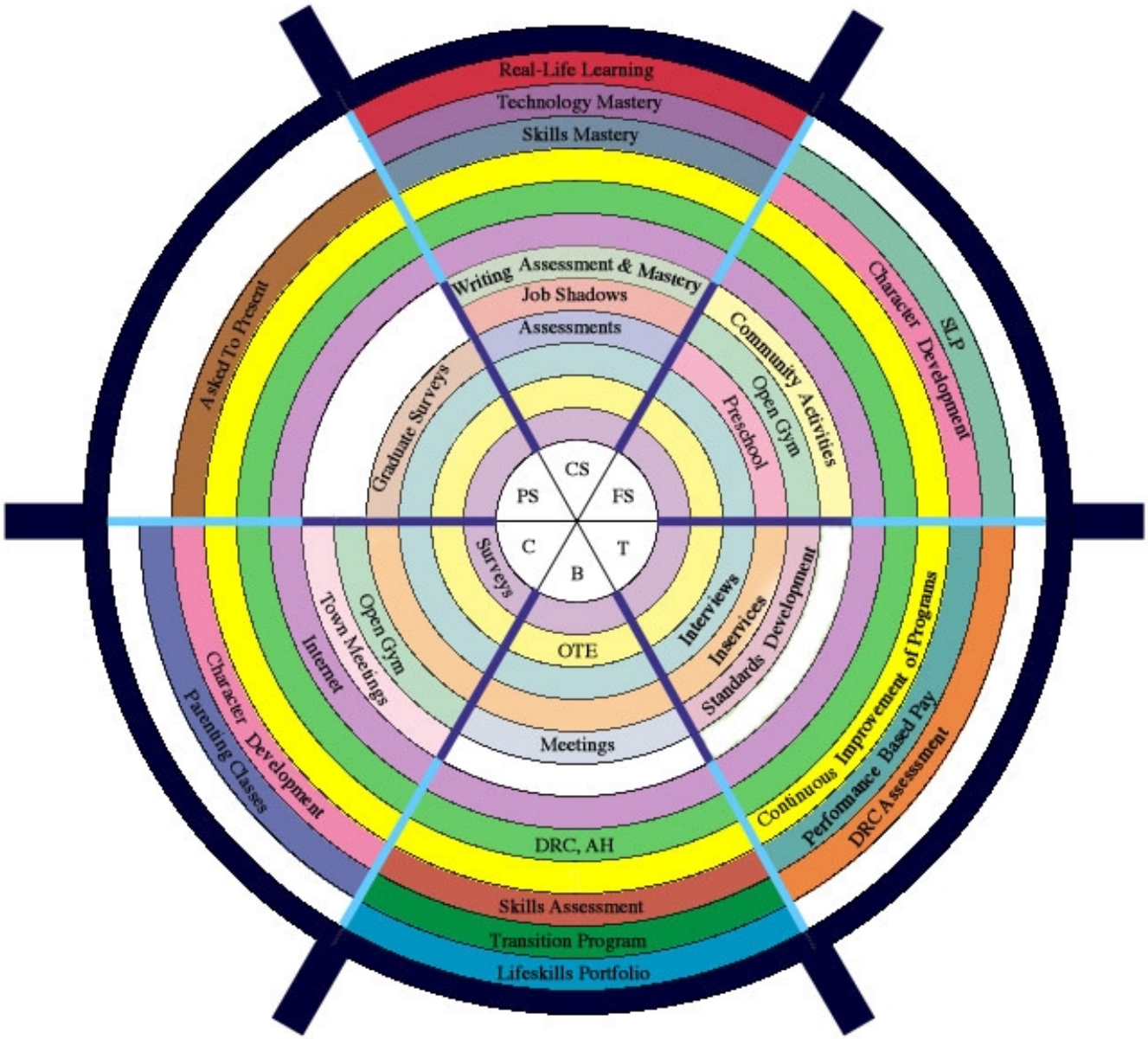
call administration, they are directed back to the site if it has not already gone through those channels to work out issues where they originated. When complaints move to the formal level, the consistent and systematic complaint management process is set up in the Board Protocol Manual.

3.2a(4) The uniqueness of the environment in which we serve works to bring us together as much as it creates barriers to relationships. The more than 22,000 square miles in which CSD operates involves a need for relationships on a very basic survival level. Stakeholder isolation involves months of little or no contact with other people or communities. Sites are separated by a vast landscape peppered by glaciers the size of Rhode Island. Mt. Logan rises 19,000' in the Chugach Range and the Pacific Ocean surrounds our communities adding further challenges to human contact. New email, fax, satellites and phone lines give access now to every teacher, school and community for support. Extension school students and their families email teachers throughout the summer as they work on their own schedules, and teachers make themselves accessible. Chugach relationships go beyond the classroom and the school year. We keep current through our listening and learning methods, and annual evaluation of relationships. Evaluations include monitoring data and feedback from partners, suppliers, and all stakeholders.

3.2b(1,2) CSD and its stakeholders embarked on a reform effort in 1994 to improve the Chugach organization, knowing the widespread effect of such reform. Student performance, community performance and societal performance as well as student and stakeholder satisfaction were the goals. An important outcome of Chugach's restructuring plans has been increased student and stakeholder satisfaction, see Item 7.2. Observation, conferences, and presentations provide CSD with further information. Informal feedback from students and stakeholders is based on open, honest communication through daily schoolwork and the many partnerships and programs outlined previously. Key measures and actionable data will be discussed further in 4.1&2. As feedback is received from stakeholder groups it is organized into data which drives the decision-making for development opportunities and action plans. CSD also employs the APQC District Check-Up distributed to staff, faculty and community members annually. The Captain's Wheel, Figure 3.2-1, shows stakeholder input translated into district programs.

3.2b(3) Strategies for services in Figure 3.1-2 summarizes information used to determine alignment and satisfaction of students and stakeholders. The Quality Schools Initiative (QSI) and state standards data help us decide what is needed. The Captain's Wheel, Figure 3.2-1, demonstrates determination methods for satisfaction and the actions by CSD which reflect stakeholder input.

3.2b(4) We have an effective performance review to ascertain achievement levels. Chugach regularly revisits the shared vision and realigns focus as the vision is updated. Refer to Strategic Planning 2.1-1. Staff members are empowered to make decisions that are best for the student, which is best for the district and all stakeholders. Surveys are realigned as needed. Approaches are current, as we have institutionalized a culture of continuous improvement. Internal and external consultants complete research as well as other duties. The research involves understanding best practices as well as analyzing survey data from stakeholders and comparing that data with other organizations.



Key:

Center Cirele = Stakeholders
PS = Past Students
CS = Current Students
FS = Future Students
T= Teachers
B = Businesses
C = Community

Determination Method

Resulting Action

Strategic Planning (everything in the wheel)

Figure 3.2-2 Captain's Wheel

Figure 3.2-1 The Captain's Wheel

Whittier students developing personal web pages

Youth Area Watch Scoter tagging project to determine
Exxon Valdez Oil Spill impact

INFORMATION AND ANALYSIS

Ivan, along with most students in the district, was a significantly low reader. An hour a day for two years Ivan participated in an MTA class. The data from his latest tests was presented to him and he created a bar graph to get a visual of his progress. Together, he, his dad, and his teacher reviewed the results (see Figure 7.1-2). They celebrated colossal gains in the targeted areas and made plans to deal with word and passage comprehension. He shared his inability to "see" what he was reading and was assured this is a problem district-wide. A program designed to meet this need will be in place by the following semester. Ivan is anticipating with confidence his next success in becoming a competent reader.

His Aunt Tanya came up to school yesterday and asked to see his Student Assessment Binder. Ivan likes to take his SAB out because it demonstrates his accomplishments and proves his mastery of the standards. He turns the pages to the reading levels and smiles at the evidence of his steady progression. Next he shows Aunt Tanya that he is working past the graduating level in Service Learning. He only has one standard left in career development and it is a hard one for him- he must demonstrate the ability to employ networking strategies. He is comfortable in the village where he knows everyone, but is shy around strangers. The staff at AH have helped and he is getting more confident. Ivan is at Graduation level in all other areas and this allows him more time to work on reading; he is sure he will graduate this year.

4 Information and Analysis

4.1 Measurement and Analysis of Organizational Performance

4.1a(1,2) Chugach is focused on student achievement as opposed to program periphery. Information and data are managed to support the District's shared vision. CSD uses all information in a focused manner and in alignment toward improving performance. In order to manage information and measure performance effectively, CSD operates a successful communication system between staff, students, parents and communities. Everyone has access to data needed to make decisions in their area of work. Stakeholders have a stake in the vision and know their responsibility and accountability to the organization; they also have the information needed, which empowers them to be innovative. Communication allows information collected at the individual level to be consistently and easily consolidated, shared, measured, and monitored for performance (Figure 2.1-2). Information is compiled as to what does and does not work. The major components of the performance measurement system include tracking daily operations and measures for monitoring overall organizational performance. Both align directly to the OPG. Find alignment of the daily operations and projected performance in 2.2b. The following measures of daily operations are collected and routinely used for management decisions:

- District Assessments
- Classified/Certified Evaluation
- ILP & SLP
- Student evaluations
- Work-based learning results
- Standards, instruction, assessments, & results alignment
- Average daily attendance & state funding
- Financial accounting
- State legislative changes
- Stakeholder requirements
- CASTS Figure 4.1-1 shows the Quarterly Report page

Organizational reviews used to track performance are shown in Figure 1.1-5. Additional measures and indicators used are post graduate surveys, APQC surveys, SLP, contextual education hours, and technology use to increase productivity.

The LAN for our sites helps streamline the paper shuffle for students, teachers, administrators, and parents. Now that all assessments and student reporting formats are electronic, sharing information is fast and reliable. Gaps in communication are alleviated.

Information is gathered in the form of test scores, assessments (informal and district), and teacher observation. District-wide scoring of district mandated assessments brings staff together at inservices twice a year. Information is gathered and analyzed in order to improve teaching and celebrate successes. Alaska benchmark testing information is analyzed in-house and against other districts. District staff use teleconference, e-mail and site visits to check often with schools for information needed.

Effective assessment at all organizational levels is a Chugach strength. AH uses evaluation tools, which give an objective analysis of the program and the way it is reaching students. Individual assessment is encouraged in the CSD model; this allows for analysis of the individual's work, and the ability to set new goals based on the analysis. Inservice training sessions and other training opportunities for teachers encourage self-assessment, with ongoing monitoring through the assessment process. Student and staff assessments allow us to create rapid improvements. Chugach has created an evaluation tool for District office staff aligned to the Baldridge evaluation. CSD is a research-based organization. A Professional Resource library is kept current. Senior leader's evaluations are being aligned to the Baldrige criteria. Staff is current on new innovations and discoveries because leadership has made this available. Ownership creates the desire to search out new ideas.

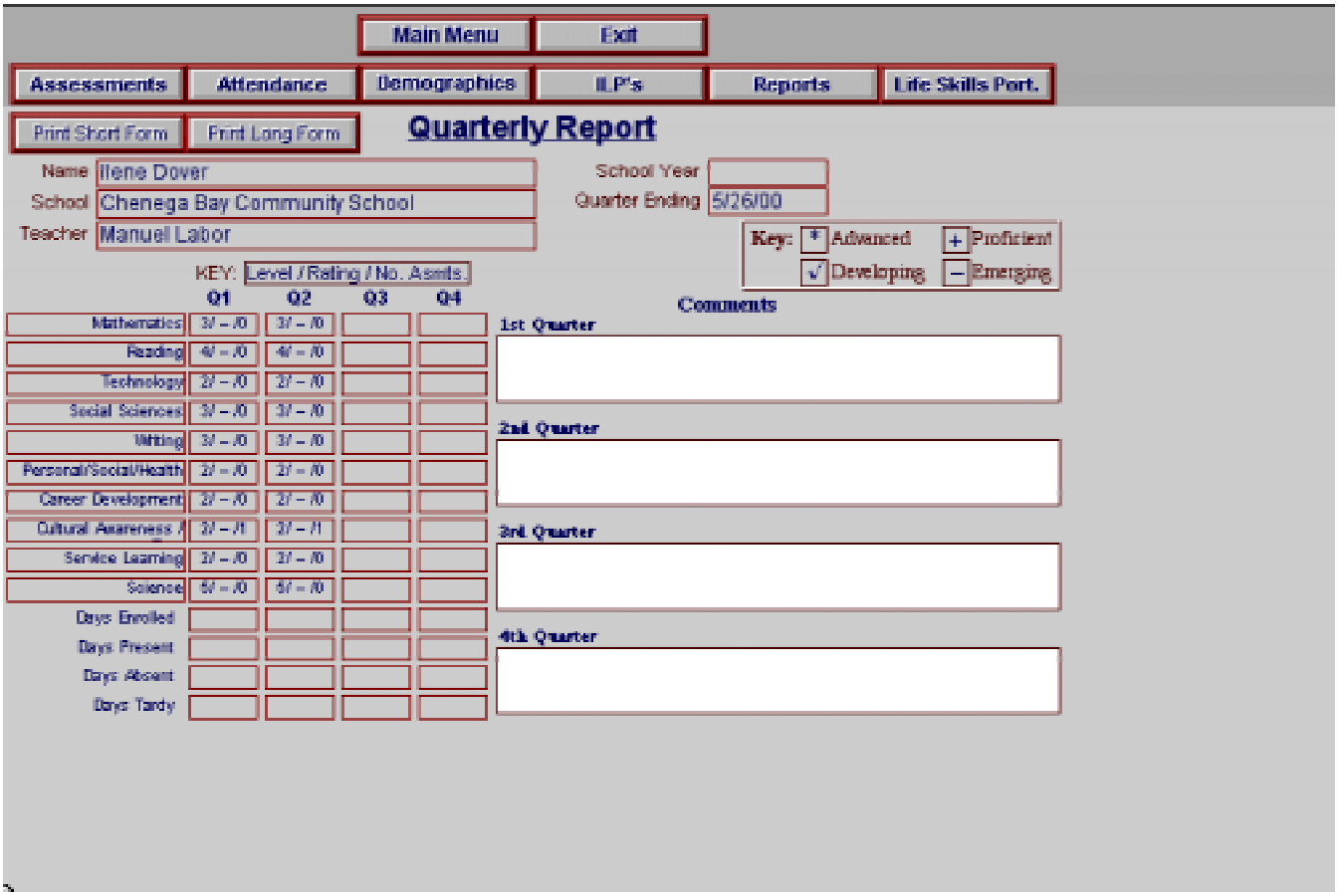


Figure 4.1-1 Chugach Automated Student Tracker System

4.1a(3) The small size of our district stipulates a selective use of benchmark data. Our data is gathered primarily through annual standardized exams, professional associations, State Report Card, Annual Accountability Study, partner/supplier information, and state and national Quality Award Winners. The data helps us to keep current and understand market trends. Within the academic community, we compare student achievement against all Alaska schools through use of benchmark scores. Chugach uses WRM, CAT, and district assessments to standardize between our sites. The CAT gives us a national percentile comparison. The WRM is used as a pre and post data-collecting device. Other comparative data we use to trend, set goals, and stay current are dropout rates, postgraduate tracking, staff satisfaction surveys, retention and development. Development is tracked through the performance-pay continuum.

4.1a(4) We employ two further methods for ensuring our performance measurement system is current. Formally, we revisit the shared vision annually gathering input from all stakeholders. This February stakeholders let us know they wanted to focus more on Character Development. Our performance measures supported this need. Informally, when we realize that we are no longer using a tool we identify and update the system through email and staff meetings. In illustration, CSD keeps current with safety regulations by monthly updates from Southeast Regional Resource Center who keep us informed through emails, fax, and phone.

4.1b(1) Performance reviews and strategic planning concern progress and success within the organization toward achieving the shared vision. Figure 1.1-5 in Leadership demonstrates specific reviews in place. Action plan achievement is analyzed as it supports the OPG. In order to support our focus areas, we complete analysis of student data at all levels, human resource data, district and state data, and financial data. Projected performance in 2.2b is also monitored. When we analyzed data from the WRM, an evaluation for reading, the comparison told us that our instructional process for reading had major gaps. Through action planning this data drove us to provide training for every teacher in the MultiSensory Teaching Approach (MTA). District-wide inservice training with a reading specialist, Nancy Norman, and the development of reading ability screening tools for teachers at all levels were produced. Data elements are tracked with relation to alignment with the OPG. We use the results of our analysis in many ways as demonstrated in Figures 4.1-2 & 3.2-1.

4.1b(2) We know that by asking our key stakeholders for input we have set expectations of doing something with the information we receive. To close the loop with all our measures and assessments, we communicate to key stakeholders the results and trends of our key performance areas. Through monthly EAC meetings, key leaders meet weekly and monthly to review results, which in turn is communicated back to students and staff through the district web page, quarterly newsletters, email, teleconference, DRC, CASTS, school meetings, and personal contact. Grants are aligned to the vision and have supported improved organizational communications with funding for Internet, see Item 7.3. Student communications of key information and data are also updated through teacher and staff daily interactions.

4.1b(3) We use organizational level aggregated results to track benchmarking and stretchgoals. Through this analysis, we derive where our gaps are and how to close them. An instance of our data-driven decision making is our analysis of data from benchmark exams to further the OPG. Although we scored above the state average, at the State of Alaska Education Summit in September 2000, we formulated a plan based on this data to drive advancement. The strategic plan aligns results. The PDER process referenced in P.2-2, is used in the following manner: CSD examined CAT scores and created a gap analysis which drove the action plan. The action plan was deployed and evaluated by benchmarking against other organization's scores. Using WRM as a pre and post reading evaluation in order to chart progress in detail, is one refinement.

4.2 Information Management

4.2a(1) Information is made available to stakeholders through the information management systems in Figure 4.2-1. Each system is responsible for making data and information available to the appropriate stakeholders. Most of our information is available daily through educational assessment tools and feedback, email, telecommunications, meetings, and newsletters. There has been extraordinary improvement in district information sharing by utilizing new technology in recent years. Four years ago, information might not get to some sites for weeks, now we know when an Elder's dog is sick. Due to unique needs, data must be flown to students; for instance, we rely on pilots to transport standardized tests and confidential files. Accessibility to data has strengthened the organization and we strive for continuing improvement in this area, such as increasing use of digital information. Databases are used for all aspects of the organization and stakeholders evaluate as to satisfaction and importance. CSD lives by the creed: Continuous Improvement. It is recognized that all operations must consistently be evaluated to assure their timely and effective accomplishment.

4.2a(2) Student data is confidential and the CASTS uses passwords to ensure privacy. There is a process for reliability of student data: SABs remain within each community school, but are accessible to students and parents. Integrity and reliability is easily cross-referenced with district achievement data. SABs are stored at the district office over the summer. Student achievement data is supported by proof of mastery of skills filed in the SAB. The data is accessible district-wide through the CASTS to appropriate people. Chugach district assessments have clearly stated rules formatted in the Assessment Binders for administering and scoring. The Chugach faculty biannually assesses reading, writing, and math district assessments. Scoring is completed at the same time, and by at least two scorers using clear guidelines to safeguard accuracy and inter-rater reliability.

4.2a(3) Relevant and accurate information is gathered through the Management System (Figure 4.2-1) to make decisions. CSD knows information needs to be available to all those who are responsible for using it. It is difficult to keep the information cycle going in a district that is as wide spread as ours, but we work to make it a top priority. The constant state of evaluating and synthesizing aids us in the development, evaluation, and redevelopment of standards and other outstanding services that exist in the district. Constant communication with our partnerships helps us to steadily upgrade. The CASTS and SAB also keep CSD current.

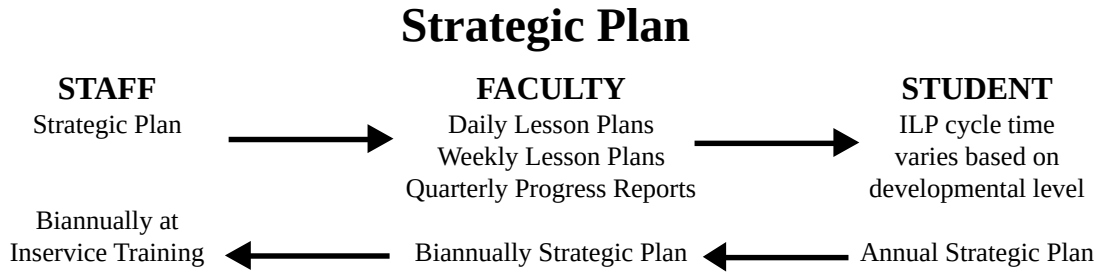


Figure 4.1-2 OPG Cycle Time

4.2b(1,2) Ensuring that hardware and software are reliable and user friendly has allowed Chugach to move ahead in its reform efforts impacting student success. A dedicated Technology Coordinator is responsible for troubleshooting systems to make sure everything works. We use Macintosh and PC operating systems because they offer a user friendly interface and we get great support on educational issues from the company. The company is committed to creating products that are both reliable and easy to use. There is a technology contact person at each site who is responsible for solving problems if they can and routing the problems to the Technology Coordinator if they need additional help. This keeps down time to a minimum when there are problems. A lot of effort is placed in making sure that both hardware and software across the district is standardized. If you can work at one school, you can work anywhere in the district. Providing individual laptops to students and teachers is a great example of meeting specific and individual needs. The Technology Coordinator provides specific hardware and software training, for teachers and students, on an as needed basis to ensure hardware and software are being used to maximum capacity. Recently, iMovie training happened at sites where students are creating movies concerning Career pathways to achieve levels in Career development, Science and P/S/H standards. Mark Standley from Apple and our own technology coordinator complete site visits quarterly. As we upgrade training is provided. Input through faculty and staff meetings and emails direct training and acquisitions. Partners and suppliers let us know about systems applications which align and support the OPG. The Technology Coordinator gathers this information. Through licensing agreements we maintain all the same programs throughout the district, including PowerPoint 4.0. This way we know that programs are used. Dedicated phone lines and intra-net are used to communicate within the district office this year. Technology productivity results are shared in 7.5.

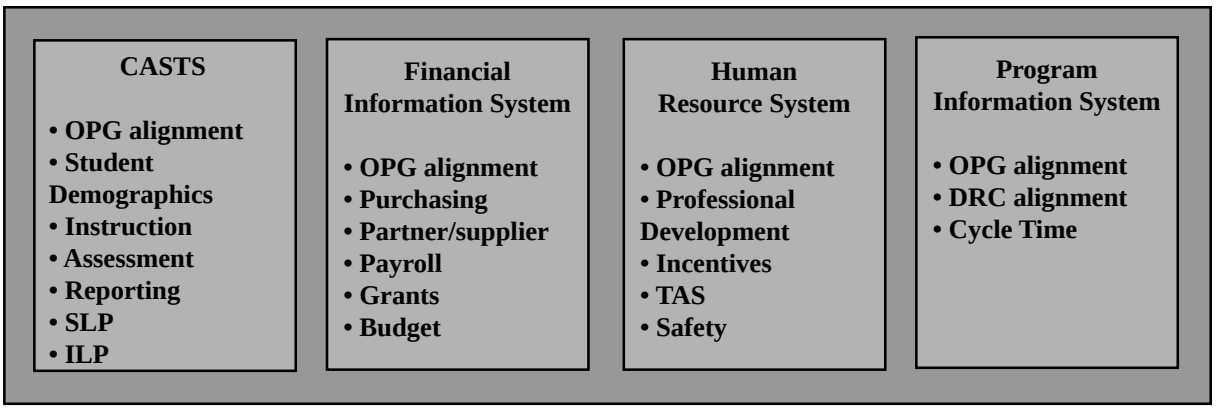


Figure 4.2-1 Information Management System

FACULTY AND STAFF FOCUS

A thousand applicants and 200 jobs. This was the standard in previous years at the Alaska Teacher Job Fair in Anchorage, Alaska. You might see people in tears after three days of waiting in lines, $1000 plane tickets in their pockets, and not a single interview. Educators with experience and good resumes waiting in lines twelve people deep for hours to compete for jobs often in remote Alaskan villages where honey buckets replace toilets.
April 2001 Job Fair, 750 openings, 250 applicants and it is a teacher's market. Some districts are offering hefty signing bonuses and teachers are walking around with three contracts in hand. The single-file lines at district booths leave room to see teams of administrators like carnival barkers imploring teachers to interview, extolling the amenities of their sites. Over in the west corner, teachers surround two lone administrators at the Chugach booth. At a time when every teacher can have the job of their choice, three teaching couples are willing to split contracts and work half-time to get into our system. Such is the reputation today of Chugach School District.

5 Faculty and Staff Focus

5.1 Work Systems

5.1a(1) The CSD work system can be described as a well oiled, integrated machine, which fosters independent satisfaction as well as a healthy team atmosphere. Cross training allows for movement in the system, although, there are job-specific descriptions. Every teacher, from elementary to high school, in our organization teaches more than two developmental levels and multiple subject matter. Chugach site enrollment ranges from 10 to 40 students (K-12). Teachers do not teach subjects in isolation. Our teachers teach all subjects to the same group of students all day. This quality time is a powerful tool in building a relationship that will positively impact each student's life. Team members must be effective teachers and be able to take care of the health, safety and welfare of each child. New team members complete a two-week orientation to learn our system, the CIM, and the cultural environment. In some sites, teachers run school facilities, cook breakfast, at times act as police, organize transportation by plane and boat, and maintain a well-rounded and positive aspect. Many teachers have become integral members and role models within their communities. Unique safety requirements include weather and travel issues. Student access to faculty is 24-7, even beyond the nine-month school year. Home school students do work on their own schedule due to subsistence activities. Also, CSD students know what is expected and so can work on their education during summer and after school. Therefore we provide year-round customer service.

The new Chugach culture of continuous improvement has garnered a staff of educators who declare, "Do what is best for the student", and then they do. CSD has high and clear expectations of staff and it is understood that members are philosophically aligned with the systems' logic. Employees believe in the system passionately. They consistently behave in a manner that is not only supportive, but teaches students and others to reach for increased leadership capacity. We know how to assess, instruct, reinforce, analyze, and continually improve which keeps the machine oiled. We are aligned to this model which is always an integrated system as seen in Figure 5.1-1.

The Chugach organizational culture is committed to employee satisfaction and well-being. While specific divisions in the workforce clarify roles and accountability, all employees are aligned to the shared vision and work together to share information. Research proves that most teachers do not stay beyond a second or third year teaching in Alaskan villages. CSD's average retention rate was one to two years before reform. In order to persevere over the challenges the district faces, CSD offers personnel flexible working conditions. The district supports job rotations and job share contracts. This enables married couples to support each other in the remote sites, although there may be only one job. Personal and district needs are met through adaptable work practices. Flexible calendars enable support

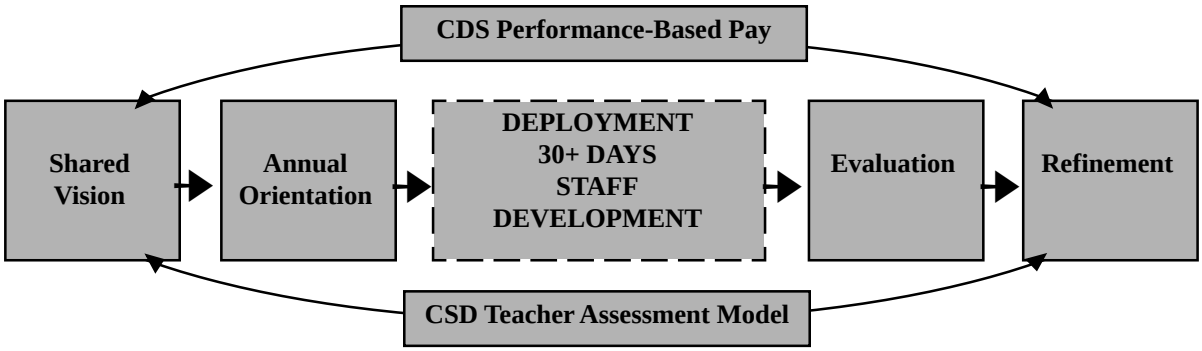


Figure 5.1-1 CSD Work System

staff and contractual employees to work from their homes outside the district region. In this way CSD is able to hire and keep good people.

We have two levels in this organization, the leadership team and team members. Agility is guaranteed through the continual improvement loop aligned with tools and training. Scheduled inservices, teleconferences, email, newsletters, and face-to-face contact aid staff in sharing information across thousands of miles. Recently acquired technology mentioned in Category 4 has greatly modernized our communication capabilities. CSD maintains digital calendars accessible by all sites to aid in the communication of events. One example of shared communications is the transportation schedules to sites. We strive to use planes wisely and knowledge of people movements in the sound can save a flight or double up a plane load. Our key communication processes are discussed in Categories 2,3,and 4. Knowledge is also shared through the TRM, which has been updated three times since its inception in 1996, and is now digitized on CD. The CSD method for knowledge sharing is the Continuum of Collegiality Figure 5.1-2. We collaborate and contribute. The new CSD organizational culture has generated a level of collegiality that is perched upon the higher levels of the continuum. Such a continuum establishes internal expectations for CSD employees. We have invited over seven districts to CSD inservices. Guest participants comment on the lack of employee conflicts and the positive and professional focus of our staff.

5.1a(2,3) While many districts across our nation yield to traditional standards, supported by tenure laws and unions, CSD plans to uphold standards of excellence, directing the long overdue recognition, status, and salaries that excellent teachers have earned. Faculty and staff developed the key tools of our performance pay program and are motivated and involved. The motivation stems from the empowerment to take immediate action by staff and faculty and in this way the CSD system is geared to expand the leadership capacity of each staff member. Performance-based pay is directly connected to faculty and staff goals and students objectives. The program is two-tiered providing for Individual and District-Wide Performance-based pay. From 1997 to 2000, this program has given $87,900 in recognition of teacher advancement in instruction and refinement of the CSD system. Refinement is at the upper end of the continuum and demonstrates one way CSD encourages and invites innovation. Through this process, teachers have changed and improved ILPs, CIM and district assessments. It is a voluntary CSD program whose intent is to provide a vehicle for:

- Clearly communicating expectations as well as a roadmap towards continuous professional improvement
- Recognizing and rewarding exceptional performance
- Creating a collaborative and cohesive team culture that will sustain and continually improve CSD
- Career Progression

Performance-based pay supports achievement by clearly defining and modeling high performance, providing incentives for that performance, and supporting performance with alignment to the Teacher Assessment System (TAS).

The faculty and staff performance management system is TAS. We help teachers become more effective instructors by using assessment tools that clearly identify research-based standards. Teachers can guide their own development. The goals of this system are as follows: Increased Student Success, Accountability and Compliance, Time Efficiency, and Professional Recognition and Career Progression. The goals are aligned to the OPG and strategic planning, Figure 2.1-1. Teachers who achieve the highest levels identified in this model can apply for national professional recognition in the National Board Certification. The State of Alaska and many professional organizations encourage participation in this new certification. It is projected by the year 2007 that National Board Certificates will be recognized and accepted in school districts across the nation.

TAS requires the following:

- Demonstration of performance that includes:
  - Observations by certified administrators
  - Comments from students, parents, fellow teachers and community members
  - Materials, documents and artifacts pertaining to standard
  - Self-reflection
- Involvement and training for staff on the assessment system, including revisions and improvements
- Assistance for teachers performing below district standards
- Opportunities for professional recognition

Our overall objectives for student and staff learning and development are clearly outlined in this system. Please see Figure 5.1-3, for an example of the model.

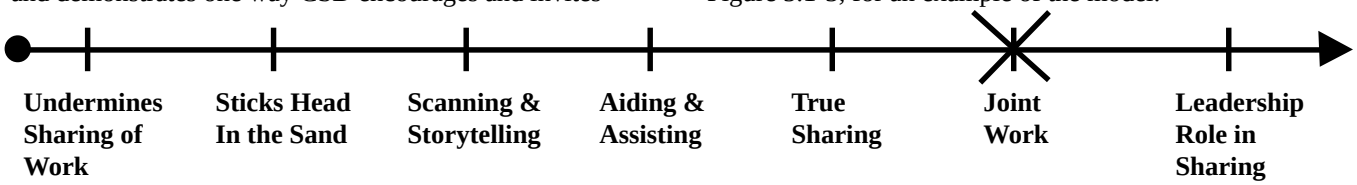


Figure 5.1-2 CSD Continuum of Collegiality

Teacher demonstrates ability to write instructional goals accommodating the diversity represented by the students.

Emerging	Developing	Advanced
Goals written generically and are not suitable for whole class. ILP's are not created, SLP data not reviewed.	Written goals include some accommodation for individual needs. Teacher rewrites as needed. Quality ILP's created & incorporated into regular instruction. SLP data rarely used to positively impact goals and outcomes.	Teacher shares goal writing strategies to meet the varying needs of students formally and informally with colleagues. Shares successful ILP and SLP strategies throughout the district and/or beyond.

Figure 5.1-3 Chugach TAS Example

CSD knows faculty and staff help "steer the boat" as we continue the Voyage to Excellence. Value is reinforced through numerous opportunities for recognition and celebration. District, school, and individual awards distinguish staff achievement. Recognition also occurs at inservices. Nearly the entire district participated in Team building and MTA training in Montana in 1998. In 1999 the district traveled to Washington State for Assets and Skill Streaming training and celebration of accomplishments. These events were linked directly to accomplishing goals in action plans aligned to the shared vision. In the early years of the reform process, Richard DeLorenzo used to tell staff they would one day be sought after by many districts in the state. The staff smiled wistfully, it was hard to see beyond the late hours and monumental struggles that happen when in the midst of revolution. The only important truth at that time was to do the right thing for students. Six years later, career development opportunities, such as being a consultant with other districts, are a very real option for all CSD personnel. Chugach staff are known statewide and often asked to present at inservices and conferences. Organizations all over the nation come to the tiny villages of Prince William Sound to observe their teachers in action. Two ex-Chugach teachers have become consultants for over 12 districts on converting to a standards-based system. These two also continue to work for Chugach on the TCT. Once a part of the Chugach family, it is hard to leave.

5.1a(4) We are small which enables us to do things differently. The superintendent holds annual career counseling and career pathing development talks with every staff and faculty member. In this way he knows where to support each employee. Faculty and staff know goals and objectives to achieve career goals. Professional standards are translated into development plans. The previous superintendent mentored our current Superintendent and both continue to foster mentorships so as to grow potential superintendents and administration. Our career planning is beginning to reach the student level. For instance, several students have shown interest in the education field. CSD has supported these students with scholarship funding and job opportunities with our schools. This can enable us to provide future teachers to the village who grew up in the village and know the culture. To cultivate leaders within our communities will only strengthen the stakeholders and the organization. Most village staff are native to their communities, which provides a strong school-society link.

5.1a(5) CSD has identified key characteristics needed to be successful in our system with consideration given to the environmental challenges of the district. They are 1. Flexible Learner. 2. Compassion for Kids. 3. Systems-Thinker. When we recruit, hire and retain we have aligned incentives and evaluation tools to reinforce the core competencies and skills. The OTE process enables us to know what to look for in future staff and faculty hires and where we will need new skills. The organization can develop and then support those skills being learned and used. Every team member is involved and we reinforce diverse ideas, culture and thinking. CSD recruits personnel primarily through Alaskan Job Fairs. Partnerships with other districts also provide recommendations on good personnel. There are fewer educators looking for work which has made locating people with the above mentioned attributes more competitive. The numerous benefits Chugach offers are drawing excellent people to the organization. Figure 5.1-4 shows some of the ways CSD work environment reforms its challenges. In view of geographic isolation, the CSD Communication Process involves a strong support network for faculty and staff through email, newsletters, web-site, and numerous site visits by various district staff. Richard DeLorenzo and Bob Crumley's open-door policy extends to phone calls day or night and site visits on demand.

Challenge	Answers
Dysfunctional Community	OTE, Assets Building, Skill Streaming Program, mentorships
Student Apathy	Meet individual Needs, Real-life learning Experiences, AH, CIM
Geographic Isolation	Communication Process, TCT, Inservices, Professional Development,Teambuilding
Teacher Burnout	Communication Process, TCT, job rotation, flexible calendars

Figure 5.1-4 CSD Answers to Work System Challenges

Our varied staff includes Aleut people and educators from all over the United States. CSD teaching experience ranges from 1-20 years. Personnel are from 20 - 50 years of age. Our retention rate since this reform process began is a clear measure of staff and faculty success, as documented in 7.4. CSD capitalizes on community meetings and the involvement of locals in key positions in schools. Our native staff acts as an important communication tool between the village and district office. Chugach taps into community thoughts by applying the words of our elders in the standards and shared vision. The standards-curriculum design team is made up of multi-faceted people who are all self-managed and empowered.

Diversity plans for leadership development are embedded in standards, assessments, and AH which ensures focus on respect for diversity. We want students to have economic feasibility when they return to their villages so entrepreneurship is one of the outcomes. The OTE process honors diversity, native groups come together at AH to share personal values and build self-esteem and pride in one's culture. We support and help train counselors at the Birchwood summer camp, designed to aid Native Alaskans, through partnership with the Chugachmiut Corporation.

Five years ago a teaching couple was willing to split a contract as new teachers to work in Chenega Bay. The following year, both Doug and Laurie taught full-time. Four years later, Doug Penn became a Milken award winner and has been the lead teacher at Whittier for two years. Another teaching couple began their teaching careers at CSD half-time and are now national consultants, continuing to work for Chugach. Organizational flexibility has paid off.

5.2 Faculty and Staff Education, Training, and Development

5.2a(1) CSD believes that teachers are essential in creating a quality, standards-based program for students. In order to uphold the shared vision, CSD nurtures professional and personal development through the Professional Development Fund, performance-based pay, TAS, incentives, and recognition. Staff training contributes directly to the fulfillment of district action plans by alignment to the OPG, which drive training and development. This is demonstrated by thirty days of inservice. This staff development doubles most staff development opportunities in the United States. In Figure 2.2-2, the focus area of example is character development and the resources noted call for training in the SLP. As a result, CSD provided two days of training and have earmarked time during new teacher orientations to fully cover the SLP. Referenced in 5.1, the TAS and career counseling development talks assist each individual to achieve short- and longer-term career goals.

Within the hiring and selection process, we work with teachers who need temporary certification until they take the proper classes as happens when out of state teachers need to complete Alaska certification regulations. New employee orientation includes cultural orientation aligning diverse needs of stakeholders. Staff development opportunities are determined by results. Data drives CSD to research the best development opportunities. MTA Training was mandated for the entire faculty who traveled to Montana with the superintendent and director of instruction. This also became an opportunity for building relationships within the organization. Results in Figure 7.1-1 demonstrate the effectiveness of the MTA Training.

5.2a(2) Input from faculty and staff is collected through inservice surveys, training evaluations, online communications, informal communications, and team meetings on data results. Chugach organized the Professional Development Fund in 2000 in order to grant faculty and staff further opportunity to seek training in their individual area of interest and need. The district covers release time, registration, lodging and transportation up to $1,000.00 per individual per calendar year. An application with clear guidelines has been established to ensure equal opportunity for all staff. Staff members agree to share skills and knowledge gained from the opportunity in a previously approved format.

Surveys also serve to give the organization input on training needs. Faculty, staff, and administrative input include delivery methods. The information from surveys is translated into alignment with the OPG. The senior leaders then research the best training and delivery options, looking for benchmark education. The best training opportunities are shared with staff and faculty who select from a compiled list. For district-wide training opportunities, the training is chosen by consensus and is data-driven. This process happens throughout the year and consistently every fall and spring.

A Professional Library resides at every site. The library is compiled and updated as faculty and staff share needs for learning. Resources for instruction in core subjects and support for teachers to help students move through standards are provided. The texts are gathered from the latest, brain-based research and best teaching practices. Because the standards-based curriculum sets clear continuums, it allows for flexibility in teaching. CSD teachers are generalists instructing muti-age and subject which requires agility in instruction. Teachers often ask for teaching strategies that align to the OPG so they may adjust the best techniques to help students achieve levels. Staff evaluates the Library through surveys and recommendations.

5.2a(3) Key suppliers and partners give Chugach input on

emerging trends as they relate to the shared vision. New technologies have allowed us to have simultaneous multiple input from sites. The key organizational needs stem from the shared vision and connect to the OPG. In this way, all faculty and staff development supports key organizational needs. The example in Figure 5.2-1 demonstrates a portion of the CSD professional development calendar. Key needs come directly from the shared vision and PDER process in support of the OPG. This table highlights some of CSD's innovations.

5.2a(4) CSD strives to meet the needs of each employee as well as every student, engaging multiple delivery methods for faculty and staff training. Methods for delivery allow for individual or group learning and learning from people both outside and inside the organization. Educational options are provided through distance delivery courses, web-based classes, CD tutorials, on-the-job instruction, modeling of best practices, workshops, institutes, conferences, mentorships, and inservices. The Professional Development Fund allows staff to choose delivery methods. The TCT often travels to sites to work with teachers. All training, whether individual or district-wide, is shared throughout the organization which builds collegiality and team focus.

CSD personnel have benchmarked techniques to improve the system and present at inservices and workshops. The Superintendent, Director of Instruction, and any staff member with expertise share skills by mentoring individually and traveling to sites. The OTE process trained staff and stakeholders together. The technology lab at the district office is used for staff technology training.

Whatever the delivery method, CSD seeks training which models the CIM. It is proven that the most effective learning happens during simulation or application of skills. By determining the best way to teach students, we know the best way to teach people. The ARCTIC Program is an excellent example of real-life learning. ARCTIC provides teacher training in computer technology. The instruction is application based so that when teachers leave the 4-week training they can prove mastery in teaching the skills to students because they have applied that knowledge. ARCTIC training is above and beyond CSD's thirty days of inservice. Chugach has a strong future orientation and commitment to uphold the system through staff education. A "Matters of Education" course is offered through the Alaska Pacific University and is based on our system to reach and produce teachers in the future who are aligned with the success of our standards-based system. The District Office has a two-step method for effectively evaluating training. Same-day surveys are turned in to and compiled at the District Office. A one-month check-up determines how the training has been used and shared. The data collected from evaluations is incorporated into the design of future training (Figure 5.2-1).

5.2a(5) Organizational and personal learning are core values in CSD's shared vision to reinvent education. Continuous Improvement and adaptation to change are supported by our continuum of collegiality. Learning is reinforced through the TAS, performance pay, and a clear responsibility to create success. CSD personnel are celebrated statewide and nationally for their contributions to education. The district places great value on its staff and provides flexibility in jobs, offering job rotation opportunities.

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a CSD employees have different needs than most school district employees. One must be self-motivated, a jack-of-all-trades, and self-reliant. Our teachers instruct multiple levels and subjects in remote areas. They also are responsible for the basic needs of others and may need to: cook, act as janitors and nurses, police, and perform maintenance—troubleshooting as they go. They must have a love of students and learning. Hiding behind anonymity in the village is not an option. We know that for people to be happy and satisfied in our surroundings they must have the key characteristics outlined in 5.1a (5). In order to offer faculty and staff a safe and healthy work environment, under difficult conditions, the district conducts inspections, listens to needs, and provides faculty and staff with the means to improve conditions as they can. Faculty and staff drive improvements by providing solutions to problems related to the OPG and meeting basic needs. Suggestions made showing innovations and agility are supported such as building a deck to access daylight. Environmental health is conducted beyond state and federal requirements through real-life connections with students. Examples include toxicity sampling and restoration of a local pond in Tatitlek, bridge building and salmon stream restoration in Icy Bay, bird population surveys in the Whittier region, and an investigation of indoor air pollution in Chenega Bay. To assist in meeting basic needs, lead staff conduct inventories

June 6 - 22	August 6 - 17	September 27 - 29	November 22 - 24	February 7 - 10	April 10 - 12
Leadership Systems Training Systems Refinement	Teacher Orientation/ Supervisor Development	Action Planning Progress Refine OPG	Analytical Assessment Reading,Writing,Math Technology Training (4 weeks)	Action Planning Refine OPG Technology Training (4 weeks)	Yearly Thematic Planning for following year

Figure 5.2-1 Thirty+ Days Yearly Staff Development Schedule

of buildings, equipment, and materials initially and as responsibilities and transfers occur. All amenities in buildings have been steadily improved including housing. The experience of senior leaders living and teaching in these conditions has ramped up improvements.

Due to active participation in the Effective Change Process, well-being and satisfaction are continuously improved upon. The elements of the Effective Change Process: Shared Vision, Skills, Incentives, Resources, and Action Plan (refer to Figure P.2-6) are essential in providing a positive environment in which to work and reside.

Due to the unique work environment, senior leaders are responsible for the lives of its personnel beyond the workday. The main difference in CSD work environments is isolation. Village staff live in sparsely populated remote areas with difficult access. The remainder of CSD staff lives in larger metropolitan areas with stores, banks and road access. Isolation has been a key hurdle to staff satisfaction in the past. Despite extraordinary distances and cost, CSD has made a priority for travel in order to support resources and skills in the village sites as training and development opportunities help well-being. All staff rely on district provision of safe transportation because everyone travels in order to support village staff. A teacher who is threatened can depend on immediate response by the superintendent who will fly out or charter a plane for the teacher. The importance of health in mind, body and spirit is emphasized in the district and monitored by all.

5.3b(1,2) To improve the well-being of our staff, key factors are determined through surveys, daily communications with leadership, e-mail, telephone, and face-to-face conversations. Satisfaction survey results, turnover, absenteeism, and health and safety data are closely monitored for satisfaction results (see Results 7.4). Factors of satisfaction are dependent on location as previously discussed. Key factors are Health, Safety and a good Work Environment (Figure 5.3-1). The key factors are supported at CSD with services, policies and benefits.

Diverse services are provided to support the needs of staff. TCT visits support teachers with skills and offer release time and breaks from isolation. Job rotation, sharing jobs, flexible work hours, and release time offer staff the ability to create a healthy work environment tapered to their needs. Senior leaders ensure staff can do their job by means of policies. Board Policy is altered to support faculty and staff, who are the first point of contact for customer response. Numerous benefits include performance-based pay, professional development fund, thirty days training, and inservices for personal interface and teambuilding to counteract isolation. CSD personnel cite the altruistic nature of working toward excellence in education as a benefit.

5.3b(3) The APQC Baldrige Survey and TAS are formal evaluation methods used annually to determine the well-being of staff. Informal evaluation occurs through daily communications, emails, and design projects. Engagement and involvement in creating the model allows leaders and staff to tailor to needs. We continue to improve methods until it works for the diverse workforce. Root cause analysis notifies us of gaps resulting in problems solved at their source by empowered employees.

Dramatic improvement in the retention rate of staff demonstrates the success of evaluation methods aligned to action plans. There has been no grievances or legal actions since the reform process began in 1994. We believe this is due to involvement of team members. Productivity is evidenced by student achievement. For documentation see Results 7.4. We promote well-being with provision of good insurance benefits, which offer counseling as well as dental, optic, maternity, and primary health overage. A thorough benchmark analysis was completed to find the best provider for our staff and faculty insurance.

5.3b(4) Organizational performance results are monitored and become key inputs into OTE. We analyze survey results to find the lowest dissatisfier to drive improvements. Data Analysis drives priorities. CSD knew that to make an effective reform effort staff and faculty satisfaction had to excel over previous years. By making this a priority, conditions affecting morale and motivation have been addressed and continue to improve. Staff rates CSD as a master organization in this year's survey, which, can be found in Results 7.4.

Factor	Measure	Target	Faculty/Staff Input
Health	Percent sick days Provided health care	Less than 1% 100% Satisfaction	PWSTA, Interviews, Surveys, Informal Communication, Spring Consultations
Safety	Worker's Comp Claims Safety Inspection, Travel Index	Less than 5% 100% compliance	PWSTA, Inventories, Inspections, Surveys, Informal Communication Evaluations, Spring Consultations
Work Climate	Basic needs & resources Ergonomic Issues & Grievances	100% Satisfaction 100% Satisfaction	PWSTA, Inventories, Inspections, Surveys, Spring Consultations Informal Communication Evaluation

Figure 5.3-1 Key Measures and Targets with Faculty/Staff Input for Work Environment Factors

PROCESS MANAGEMENT

A year has passed since Ivan graduated. He is attending the University of Alaska Fairbanks and studying business. Even though he was never one for talking much and especially not in front of a crowd, Ivan presents at the Voyage to Excellence Inservice. He openly shares his insecurities and successes, helping the staff realize the power of the system and the need for continual improvement. Ivan has gained a deep pride in his Aleut culture and is confident his subsistence skills are valuable knowledge. His tie to the district is still strong as he communicates monthly with staff members. CSD has helped him financially through the CSD scholarship fund.

6 Process Management

6.1 Education Design and Delivery Processes

6.1a (1) The success of CSD's educational programs and services lies in our design and delivery processes as seen in Figure 6.1-1. The processes maintain a focus on students with student input garnered from beginning to end. The design process integrates customer requirements from all stakeholders to secure a powerful shared vision, which can be supported by all. Action plans drove the design of this process. The process is simple, efficient, effective and includes evaluation and refinement segments to continually improve each step of the process, as well as the process itself.

Within the design and delivery processes, the CIM has been continuously improved and now encompasses clear and effective teaching methods. The overview in Figure 6.1-2 illustrates CSD's instructional methodology that aims to create real-life learning situations in all content areas. Chugach has developed a process for creating thematic units, which allow teachers to design contextual units relevant to students. The Chugach staff participates in this process every April to plan for the following year. Thematic units directly support the purpose of the CIM, which is to help teachers make a connection with students' performance levels and the theme being developed. Thematic units teach relationships among disciplines. By its nature and definition it is expansive, respecting no walls with names like math, science, social studies, and art. Thematic units, put simply, take and nurture the natural propensity of humans to make connections between disciplines.

Performance tasks are learning activities that are driven by CSD targets and CIM then assessed by specific criteria. The targets vary in number and type (content knowledge, process skills, and personal/social/career/service development) depending on the task. The tasks may range from brief activities to long-term complex projects. The tasks are active. They are delivered through the practical application, interactive/simulation, and real-life connection strands of the CIM; therefore, no content is taught in isolation.

6.1a (2) The systematic process shown in Figure 6.1-1 employs methods to validate quality and results in order to improve learning processes and programs. Educational needs have been determined through the shared vision and translated into the high academic standards. The standards are designed developmentally for student learning. Active learning is guaranteed through the CIM, which stipulates hands-on activities to prove mastery of skills, and is used in all areas of development. Student well-being is assured through the P/S/H standards, ILPs, SLPs, AH, and various extra-curricular activities available in the district.

6.1a (3) The SLP has been developed to help teachers anticipate the whole child and facilitate learning, not just the intellectual system. It helps students to understand them-

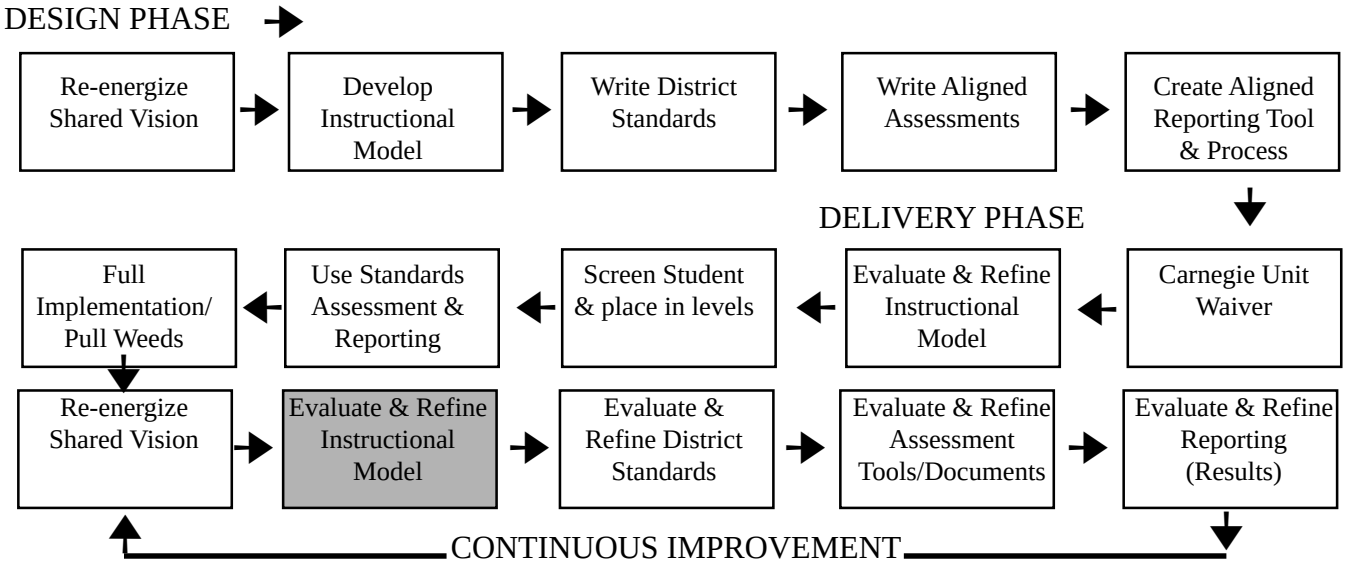


Figure 6.1-1 Design and Delivery Processes

selves as learners with unique patterns. CSD anticipated this revolutionary approach as a need by CSD after years of trial and error and stakeholder input. Each student's intellectual, emotional, and volitional development patterns are identified and used to better focus instruction for each student. Cognitive, emotional, and values information gained through testing is at the teachers' and students' fingertips to focus instruction and learning.

There are no grade levels in our system. One student may work in level V Math for a year while another student the same age masters the same level in four months and moves on to level VI. Developmental levels are the levels at which students are working, based on what is known about how children and youth develop, learn, and demonstrate their learning at various ages. The students' performance levels coincide with the developmental levels of the Chugach developmental report card. The levels permit students to work at their own rate continually.

An ILP is a custom-designed document written and used by students, teachers, and parents to meet the educational needs of the individual student. Goals are identified and tied to standards focusing on student-driven performance, implementation, and accountability. The ILP anticipates individual differences and allows every child in the system to design their education by setting goals. Students create and achieve ILP goals throughout the year.

6.1a (4) Engaging every student in active learning is embedded in the Chugach organization. Students are involved in charting their course through information provided from the SLP and many delivery methods. The key process to engage all students in active learning is our CIM. Because we are a flexible organization, in which all are empowered to make changes as needed, the continuous improvement loop is built into the system. Two years ago, we knew we would have a large population of students with FAS and would ask for a waiver allowing us to administer benchmark tests when students are ready. The ARCTIC Program, along with learning labs, offers the latest training. Students who achieve level IV in all content areas earn laptops. These link the supplier loop back and ABEC lets us know how to adjust standards, revise assessments, and seek out business partners to provide students with current job shadows.

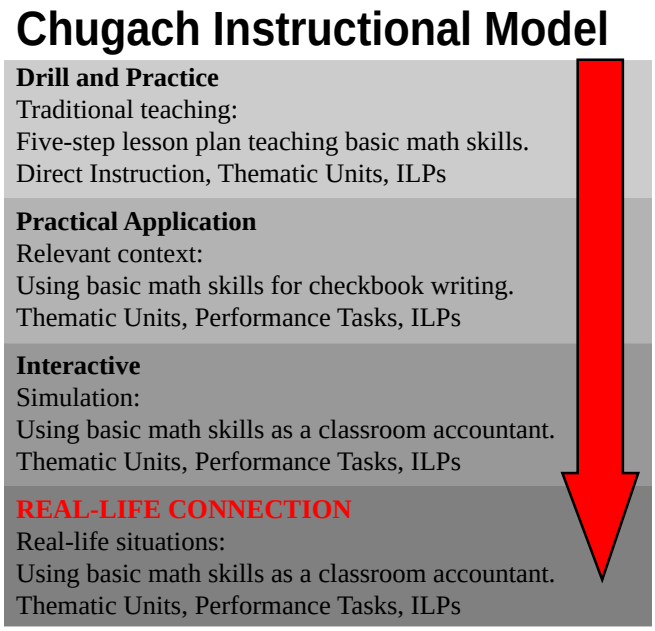


Figure 6.1-2 CIM

6.1a (5) One of the ten content areas of learning standards is technology and CSD graduates must show proficiency at the graduate level in technology standards. These standards have been revised four times in the past six years as new needs arise and provide for new technology. One CSD graduate technology standard reads: **Level VIII: Explores and reports on uses of technology in workplace and examines careers that require use of technology.** Technology is taught through the CIM. Support from the ARCTIC grant, Gates grant, and our partnership with Apple, allow us to incorporate new technology into the classroom. Use of Internet, CDs, and software applications teach all content standards. Students create web-pages, giving them career development skills which are, in turn, creating electronic cottage industries.

6.1a (6) Flowchart 6.1-1 links back to long-term focus for lifetime success and learning. CSD is able to learn from past design processes, because the closed loop and evaluation steers our next level of improvement. Before restructuring, the Chugach School District had a traditional curriculum that was from one grade to another. Now, there are very clear continuums for all stakeholders to see. Sequencing is based in the design and delivery of the organization. New software applications improve cycle time. An example of new access created for efficiency is CASTS, a File Maker Pro System. Through this system, students and teachers enroll, assess, archive, and create data that supports the standards-based system. CDs can now be burned at each site and electronic input has increased productivity. During creation of the design process, CSD worked on one aspect at a time to ensure linkage to the OPG. Work is concurrent in the improvement of assessments, programs and reporting.

6.1a (7) The Chugach measurement plan takes into account scores from CATs, AK Benchmark and Qualifying Exams, DRC, district collaborative scoring of district assessments, and the CSD snapshot. The Assessment Binder is a collection of mandated district-wide tests used to show proof of student mastery at a content standard level with protocol and

procedures. The SAB is a collection of assessments used to demonstrate and evaluate student progress. The SAB establishes accountability of student learning to the public. CSD assessment tools and scoring guides are used to obtain information about student learning and align to the CIM.

6.1a (8) As stakeholders, all personnel are involved in the development and continuous improvement of programs. Ongoing training occurs with the Chugach CD, videos, new orientation, TRM, Assessment Binders, TCT, and thirty days of inservice yearly. The TAS and frequent visits to sites keep senior leaders apprised of preparation needs. Item 5.1a (1-2) further explains Chugach accountability to prepare employees to be successful and innovative educators.

6.1b (1,2) Since 1995, all programs and their delivery processes are tied to the performance requirements made in the DRC. Figure 6.1-3 illustrates the efficiency of alignment to one tool. To verify that design and delivery requirements are met, the DRC closes the loop. Program alignments with requirements are checked through surveys, training support, and results.

6.1b (3) Faculty collaborate to score district writing assessments and measure whether the writing program is meeting performance requirements. This is an in-process measure, which gives us real-time input from students and staff. Stakeholder input is gathered real-time through parent/teacher/student conferences. Business input is shared during job shadows when professionals assess student writing "on the job".

Educational Programs	Delivery Processes	Performance Requirement Alignment
Standards Based System 10 content areas	CIM Thematic units	DRC CAT HSGQ&BE WRM
Developmental Levels	Report Card, CIM	
AH	Report Card, CIM	
ILP	Report Card	
SLP	Cognitive, Volitional, Emotional Assessment	
CIM	CIM	
Thematic units & Performance tasks	CIM	
Traveling Schools	Standards, CIM	
Contextual Learning	CIM, Thematic units	

Figure 6.1-3 Program Process and Requirement Alignment

Retention, enrollment and participation rates of faculty, staff, and students in programs are monitored. Recently CSD increased real-time communications to meet staff challenges and organizational needs. Student and stakeholder feedback are now efficiently disaggregated to drive improvements. Refer to 6.1b (1 &2). Students claim ownership and interest because they know their real-time input drives management of programs. Student and stakeholder frustrations are informally witnessed and are used to make improvements on a daily basis.

6.1b (4) Because everything must fit into the OPG, there is a clear idea of whether offerings will work before they are implemented. The DRC gives the organization a clear map for direction and design. AH surveys, in- process evaluations, and teleconferencing throughout the process enable flexibility. In the first years of restructuring, a Chugach catch phrase was, "We are building the plane as we fly.". While this sounds dangerous, it did enable us to efficiently redesign our district.

6.1b (5) Formal and informal assessments, referred to earlier, and informal improvement suggestions by users help develop CSD programs. Figure 6.1-1 describes the evaluation and refinement process fundamental to delivery of these programs. CSD uses prodigious research to design and enhance all programs. These are samples of research used: Curriculum Designers Incorporated, Connecticut Region 15 School District, Glatthorn, Marzano and Kendall. In the third improvement cycle of the CIM, staff realized that to excel beyond present levels of performance we needed to know how every individual student could best learn. Intensive research revealed no sources for this information, which led Chugach to create and benchmark the SLP.

Research in technology taught instructors to use digital cameras in the making of video projects to develop skill and self-esteem in students. Level III students in Whittier recently gathered data on careers and used word documents to capture that data. Students then applied the new knowledge in a creative thematic project using PowerPoint, inserting video, incorporating teamwork, and recording audio-visual. This contextual application of skills culminated in student videos which were presented to the community. As a result of these projects, students can verbalize exactly what standards they are working on and why. Also refer to 7.1 and 7.5.

Improving the shared vision is a standard agenda item at inservices. Item 5.2 reinforces staff training and alignment to continuous improvement. Updates to the TRM, Assessment Binder, inservices, e-mail and collegiality facilitate the sharing of program improvements.

6.2 Student Services

6.2a (1) Key student services include the four phases of the AH program, counseling, technology, extra-curricular activities, breakfast programs, health, transportation, and traveling schools. In the past six years, CSD students have traveled to Montana, Wyoming, Arizona, California, Europe three times and within Alaska. A trip is planned to Hawaii next year. All travel and services are tied to the design and delivery process and provide students an opportunity to use skills and knowledge in real-life situations. Figure 6.2-1 details key services and requirements, demonstrating the strength of alignment in all Chugach operations.

The goal of the Anchorage House experience is to provide students with opportunities to apply lessons learned in school to real-life situations. Also, students gain experience in various areas including lifeskills, personal development, social development, service training, urban familiarization, and career development. CSD provides our youth with the skills and knowledge necessary to make a successful transition from school to life. These challenges are implemented in progressive stages. **Phase NB. "New Beginnings"** This is an optional, introductory phase lasting approximately three days. **Phase 1. "Search Week"** For many program participants, this is the first phase of the Anchorage House continuum and lasts approximately five days. **Phase 2. "Earn to Return"** This phase is offered to successful graduates of Phase 1 and lasts approximately ten days. **Phase 3. "Pathways"** This phase lasts three to four weeks and can be completed in separate blocks of time. **Phase 4. "Create Your Own Future"** This is an independent, self-directed learning/living experience lasting three weeks to ten months.

6.2a (2,3) Key student services are determined through their input into the shared vision and OPG. Requirements are determined by alignment to standards, district assessments and the DRC. Design and delivery of services are linked to the OPG. Key team members are solicited and assigned to develop and deploy services. Figure 6.2-1 outlines service alignment.

6.2a (4) The measures used to monitor improvement in item 6.1b(3) also apply to services. The DRC and assessments, participation and satisfaction surveys assure alignment to organizational goals and student achievement. AH

Input	Student Service	Key Requirements
OTE, ABEC	AH	DRC alignment, Transition Skills, Real-life Learning
OTE	Counseling	Timely
Surveys	Breakfast Program	Healthy, consistent
OTE, EAC	Extra-curricular Activities	Safe, Real Life Learning
OTE	Health	Legal
Inservice/Survey	Transportation	Safe
Inservice/Survey	Traveling schools	Safe, DRC alignment
Inservice/Survey	Library & Computer Labs	DRC alignment

Figure 6.2-1 Student Service Requirements

in-process measures built into the program occur on a daily basis. Student feedback in the midst of a session this year prompted staff to conduct one-on-one interviews with students earlier in the week to predict needs ahead of time. Stakeholders are traveling toward the same clear goal and can step in and give notice if programs or services are not as they should be, which backs up in-house assessments.

6.2a (5) Formal and informal assessments, referred to earlier, and informal improvement suggestions from users help develop CSD services. All services and programs undergo the evaluation and refinement process of continuous improvement (Figure P.2-1). To control costly plane trips for our mobile family at CSD, an e-calendar has been implemented. In this way, all staff can monitor movement in the Sound and tap into already scheduled trips rather than mistakenly scheduling new ones. We continue the endeavor to improve scheduling. Improvements are communicated within the CSD community of stakeholders through email, newsletters, the Assessment Binder and the TRM.

6.3 Support Processes

6.3a (1,2) CSD has built a systematic process to maintain quality in daily operations. The PDER Process applies to support processes as well as all other areas in the organization. By aligning even our key support processes to the OPG, uphold the future focus. Step-by-step processes have

Support Processes	Key Customer Requirements	Performance Requirements
Financial Accounting & Purchasing	Responsiveness, Accuracy Quality	Cycle Time, % Errors, Satisfaction
Transportation	Safety, Timely	Safety Record, Cost Efficiency
Information Technology	Reliable, Current, User Friendly	Staff/Student Satisfaction, % Up Time
HR Management	Safety, timely, agile, innovative	Staff/Student Satisfaction

Figure 6.3-1 Key Support Processes

been developed for the support areas cataloged in Figure 6.3-1. In financial accounting, all paperwork such as payroll, check requests, and travel disbursements follow a clear protocol documented for all personnel. Community involvement/partnership processes are embedded within support processes.

Customer and performance requirements are also outlined in Figure 6.3-1. Stakeholder input, district vision, and student achievement drive the requirements of support processes. Input is gathered during OTE, at quarterly inservices, satisfaction surveys, and daily communications with stakeholders. Performance requirements are driven by performance results.

6.3a (3) Processes for support are designed as the written policy to aid and align with the OPG. To ensure processes meet requirements Chugach redesigned some processes at the start of the district's reform. The redesign and continual improvement has included the elimination of redundant steps in processing, a streamlining of paperwork, and clear communication of process to all staff.

FINANCIAL ACCOUNTING	INFORMATION TECHNOLOGY
Resource Acquisition **Performance Pay** **Grants** **Check Requests** **Purchasing**	**Teacher Orientation** **Evaluation & Measurement** **District Reporting** **Districk Assessments** **CASTS**
HUMAN RESOURCES	**TRANSPORTATION**
Incentive **TAS, ILP, TCT, CIM** **Training FAS/Abuse** **Staff Development** **Lesson Planning** **Student Enrollment**	**Safety Training** **Supplier Reviews** **Certification**

Figure 6.3-2 Support Process Procedures

6.3a (4) Key performance requirements in Figure 6.3-1 are secured daily through regular evaluations and staff meetings to discuss how to improve processes for site and staff support. CSD has created procedures to provide efficient paperwork processing of all key support processes. Figure 6.3-2 displays procedures in place under support processes.

6.3a (5) All services are continually reviewed for causes of problems, adherence to budget and evaluations and improvement in performance. For example, accounting and purchasing processes are monitored and improved by e-mail, conferences, and assessments collaborated by faculty and district office personnel.

6.3a (6) CSD administrative staff meets regularly to review our efficiency in dealing with audits, inspections, and reports due to various agencies. A district-wide calendar of these events has been implemented to help coordinate such activities. Staff members duties often overlap in these areas. In such situations, staff members will work as a team to effectively complete the activity while learning from the results and making recommendations for improvement.

6.3a (7) CSD uses the approaches in Figure 6.3-3 to evaluate and improve support processes. Grants are also sought to refine all processes. Email, teamwork, and regular staff meetings communicate progress. There is an evaluation component in every CSD process to verify that improvements produce the desired results. Refer to results in 7.5.

Approaches to Improvement	Examples
Process Analysis & Research	•Staff Action Plans with PDER •Staff self, peer, & formal evaluations
Benchmarking	Performance Pay •CASTS
Technology	•CASTS •Web-Based
Customer Input	•OTE •Surveys •Interviews

Figure 6.3-3 Support Process Improvement

CSD Student digitally captured these whales at play from the bow of the Youth Area Watch vessel in Prince William Sound

ORGANIZATIONAL PERFORMANCE RESULTS

7 Organizational Performance Results

7.1 Student Learning Results

Chugach uses assessment results to understand and improve instruction and student performance. CSD segments data by test, student populations, comparable organizations, and grade level. Data gathered from CAT scores was aggregated to determine that, as a district, reading was our weakest content area. Students were scoring in the bottom quartile nationally. We tested students K-12 with the WRM to determine student grade levels. We found that our students were reading 3.3 grades below national grade level. Staff agreed the district was in crisis and unanimously committed to two weeks of staff development the following summer, training all teachers and administrators how to teach reading using MTA. Within two years, our students gained 4.3 grade levels using the WRM. Within five years, our average reading CAT scores rose from 28% to 71%. The CAT was also used to trend student achievement in math and language arts. The scores, reported in Figure 7.1-1, shows the success of Chugach's reform efforts on student achievement. Current levels and trends tell us CSD students are improving at a higher rate than those in competitive districts.

CAT comparison	Total Reading	Total Language	Total Math	Total Spelling
1994/1995	28.44	26.45	53.6	22
1995/1996	43.5	44.2	54.3	32
1996/1997	56	50	58	35
1997/1998	62.5	59.55	65.81	46
1998/1999	71.1	71.9	78.1	65
** All scores are National Percentile*				

Figure 7.1-1 CSD Student CAT Results

WRM Tests enable CSD to segment student populations by Learning Disabled (LD) and English as a second language (ESL). Segmentation of these groups demonstrates adequate growth in all areas and monumental growth in word attack skills which align to OPG under basic skills. The WRM is also given to students annually as a post-test and results are tabulated. Figure 7.1-2 gives a clear picture of student progress. The students not only achieved above expected results, student growth in the other areas was at least on or above the gain normally expected in two years of schooling. CSD continues to administer the WRM at the end of each school year. This will indicate the ability of students to maintain acquired skills.

2000 is the first year Alaska has implemented the High School Qualifying and Benchmark Exams. Seventy-five to eighty-five percent of CSD students in all grades performed better than the Alaska State average in these exams. CSD

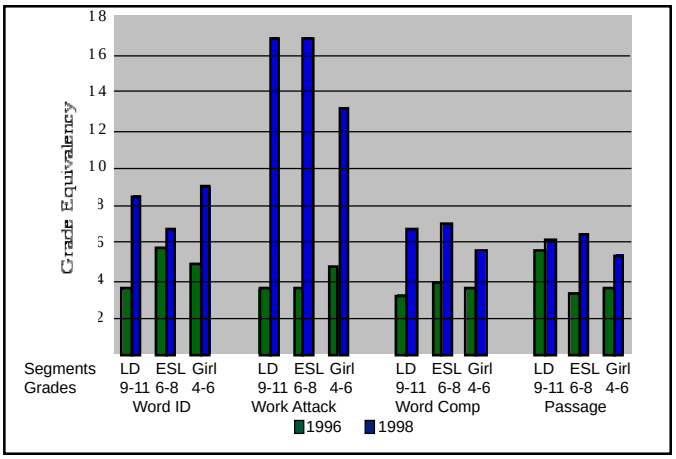


Figure 7.1-2 WRM Results

benchmarked our student results against comparable school districts. Haines and Wrangell have a socio-economic advantage over Chugach, yet we still outperform these districts. The Yupit and Lower Yukon districts, like us, have a high Alaska native population and compare similarly to CSD geographically and demographically (Figure 7.1-3). All school districts noted in Figure 7.1-4, except Chugach, are located in the highest per capita towns in Alaska. Although these competitors are not comparable districts, we come out on top. Figure 7.1-5 demonstrates that CSD students are achieving 8% higher than the state in reading, 35% higher in writing, and 17% higher in math.

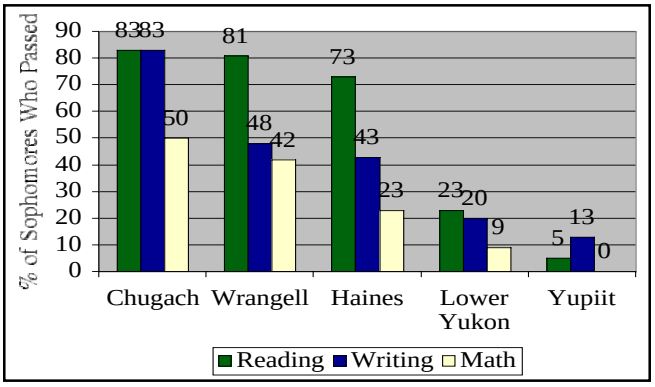


Figure 7.1-3 HSGQ Results Comparable Districts

Figures 7.1-6-8 demonstrate further segmentation of data by student grade level. When compared against all 54 districts in the state of Alaska, CSD 10th graders ranked 1st in Writing, 12th in reading, and 3rd in Math. This information confirms Chugach's success in our OPG and offers benchmarking data to drive further achievement.

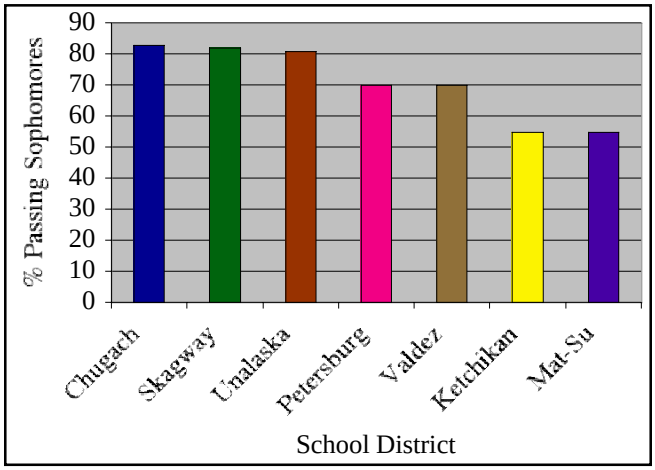


Figure 7.1-4 HSGQE Comparison

CSD has not traditionally kept records of student results on ACT or SAT (college entrance) exams because our students did not traditionally take such exams. It is now becoming common practice and we are beginning to include the data in our ever-expanding database. The percentage of students participating in college entrance exams has risen from 0% to over 70% since 1998.

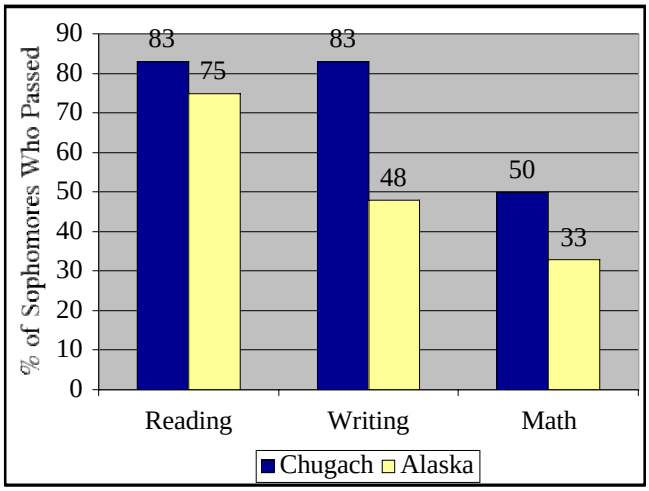


Figure 7.1-5 HSGQE CSD vs Alaska

Because CSD has recreated its educational system to meet the needs of all students, we trend CSD students in each of our ten content areas as to advancement through the levels. This data trends student satisfaction within levels; developing students are challenged as they work toward proficiency demonstrating accurate placement of our students within developmental levels.

In partnership with ASDN, CSD created the Quality Schools Continuum to gauge progress. The continuum measures district advancement in Standards, Assessment, Instruction, Reporting, and Sustainability. This tool is now used around the nation to chart progress toward organizational goals.

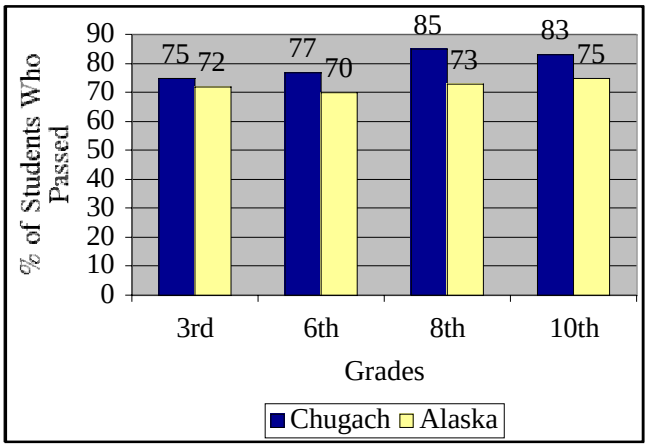


Figure 7.1-6 HSGQ&BE Reading CSD vs Alaska

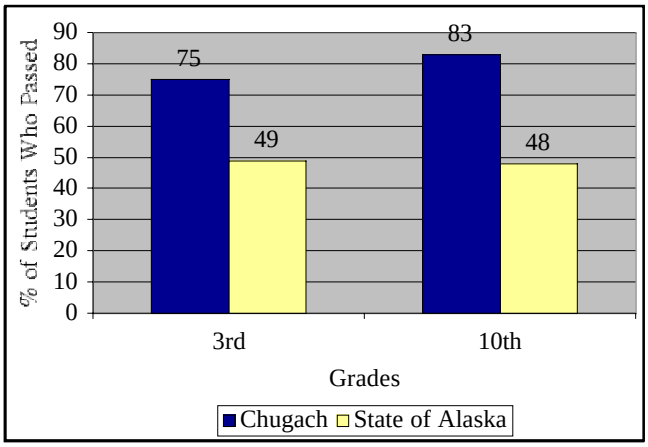


Figure 7.1-7 HSGQ&BE Writing CSD vs Alaska

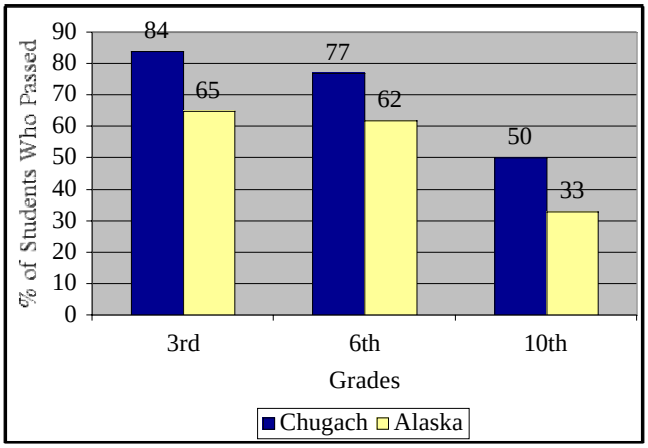


Figure 7.1-8 HSGQ&BE Math CSD vs Alaska

This district self-assessment tool correlates to student development. Figure 7.1-9 demonstrates that as the organization advances on the Quality Schools Continuum, our student achievement improves. Student scores are compiled from the CAT.

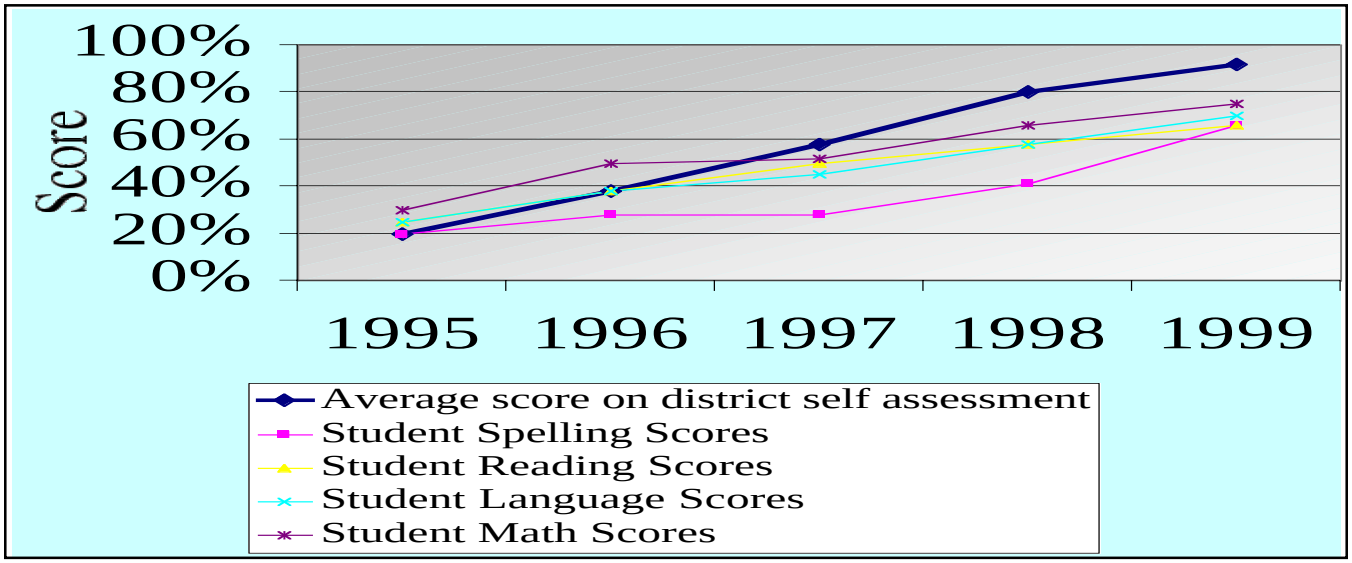


Figure 7.1-9 Organization Results = Student Results

Chugach recently created a revolutionary new tool to help teachers, students, and parents be prepared to anticipate the learning needs of each child. The Student Learning Profile (SLP) supports academic achievement compared to intellectual ability and goes further to know that each child is establishing a firm course for life; physically, emotionally, and volitionally. The SLP encompasses a series of individual tests that help define unique characteristics related to "whole child education."

Figure 7.1-10 shows the power of this assessment tool. The SLP documents that students are achieving above their potential. The average ability of CSD students is 98, while the average student achievement is 102.

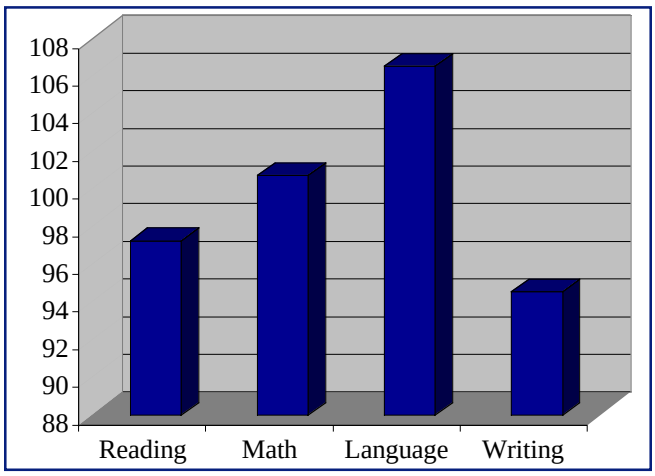


Figure 7.1-10 SLP Results

The SLP also tells us that:
® 36% of the students learn best visually
® 30% of the students learn best auditorily
® 33% of the students learn best kinesthetically

Comprehensive testing occurs once every three years to check the educational progress of each student to observe any changes in the profile. New students are evaluated upon enrollment in the district.

7.2 Student- and Stakeholder-Focused Results

7.2a(1) Overall stakeholder satisfaction results shown in Figure 7.2-1 demonstrate that parents, students and community members are more than satisfied with CSD according to the Baldrige 7 Categories. We use the APQC Survey to determine stakeholder satisfaction. Prior to this, various surveys were used annually and data was collected and analyzed at each site. We are currently trending the Baldrige model survey district-wide.

Upon gathering information to benchmark satisfaction from other districts, we found Wrangell, Haines, Lower Yukon, and Yuptit districts (benchmarked in Figure 7.1-3) have no measures in place to trend student, community, or staff satisfaction. Chugach also conducts TCT evaluations twice monthly to garner student, community and staff satisfaction with the program. The survey monitors timeliness, modeling best practices, communication, instruction, and materials. The TCT has received 100% Proficient and Advanced ratings from stakeholders in these areas. The State Report Card to the Public is published every spring and includes anecdotal comments from staff, students and community members surveyed. All remarks made concerning CSD in the past five years boast of the shared vision in our standards-based system and the success of students in real-life learning situations provided by the district. Our community members have stated that CSD respects their culture and has helped youth to build confidence and pride in their heritage.

CSD continues to support students after they leave our system. Contact with graduates exists through email,

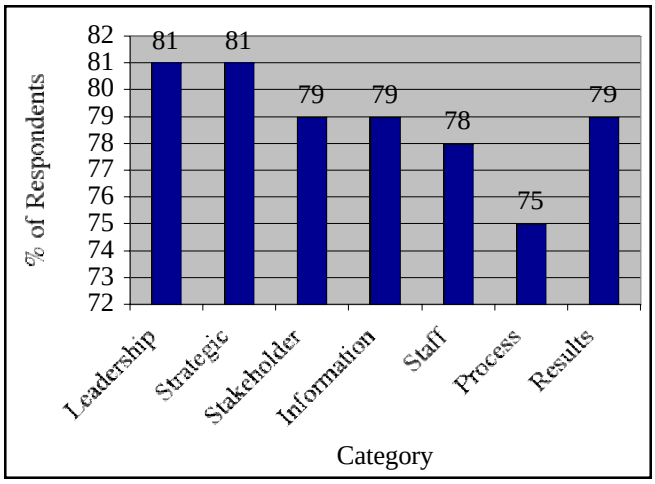


Figure 7.2-1 District as Satisfactory/Excellent on AQPC

telephone and face-to-face interactions for as many years as contact is available. Graduates from the class of 1998 continue to visit the district and we call upon them to present at conferences around the state. Our School to Life Longitudinal study began in 1998 in conjunction with Mentor Transition Link (MTL). To support our graduates and to respond to requirements for OPG, we initiate and track graduates through written contact on a semi-annual basis. A graduate survey is completed by all program graduates to establish baseline data. Upon receipt and verification of responses, students are sent a stipend to assist them with professional needs, ensure a high percentage of response, and validate our survey. Results in 7.2-2 show satisfaction with CSD programs and instruction.

Students from nine different districts have transferred to CSD for our student-focused educational programs. At the same time, (*1998) Chugach lost two schools and twenty plus students. One site, Two Moon Bay Community School closed when the logging camp moved. Yakutat annexed Icy Bay Community School. CSD prepared for the foreseen drop in enrollment by seeking and enrolling students who had dropped out of Anchorage schools. Figure 7.2-3 records our average daily attendance (ADM).

Organizational Performance Goals	Preparation Rating
Basic Skills	Very prepared
Individual Needs	Very prepared
Character Development	Very prepared
Transition Skills	Very prepared
Technology	Very prepared
Scale: not well prepared, adequately prepared, very prepared	

Figure 7.2-2 Graduate Satisfaction Survey 1998-2000

Year	ADM	Gains &Losses
1992-1993	132	
1993-1994	123	-9
1994-1995	133	+10
1995-1996	144	+11
1996-1997	157	+13
1997-1998	167	+10
1998-1999	161	-6*
1999-2000	157	-4*

Figure 7.2-3 Average daily Membership

7.2a(2) The history and culture of all ethnic groups is validated by CSD. Stakeholders know their diversity is valued. Alutiq dancing, language classes, Native Youth Olympics, survival classes, and Cultural Heritage Week is a few of the ways CSD supports the culture of our communities. Native skills and ways of learning are part of the organization through the SLP and community inspired standards. Chugach strongly believes that pride in one's culture strengthens communities and organizations. Anchorage House also helps to build personal pride and appreciation for diversity.

AH evaluations are anecdotal comments used to improve each phase. Comments are immediately put into action by the next session. One hundred percent of students have returned for following phases. Student evaluations consistently list AH as their best experience in school. A positive part of the AH program is the work-based learning opportunities outlined in Figure 7.2-4. These opportunities include interviews, job shadows, mentorships, internships, community service projects, and lifeskills training all aligned to the OPG.

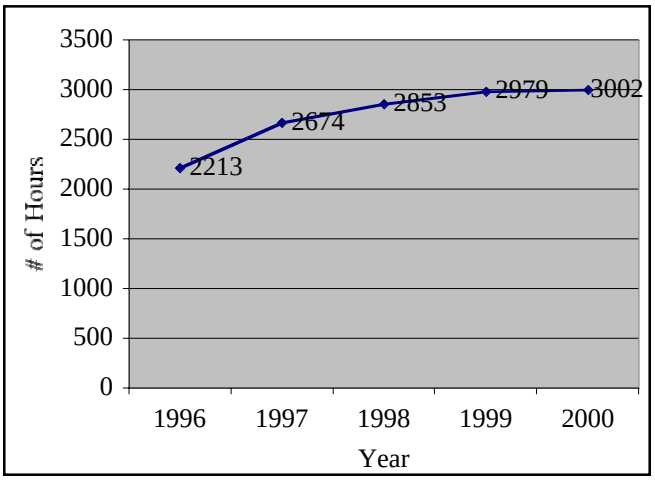


Figure 7.2-4 # of Student Work-Based Learning Hours at Anchorage House

Because of tremendous success there has been high interest in AH by other districts. CSD strives to provide these unique opportunities to students everywhere. Indeed, students from all over Alaska and from schools in the Lower 48 have been attending AH in increasing numbers since 1996 (Figure 7.2-5). The reward is three-fold. We believe this program meets needs for all students, and we want this opportunity available for every student. By inviting students outside our region, we are giving our students more exposure, helping to fund the program, and helping it grow. Currently, three AH replications exist in the state, run by school districts which we mentor.

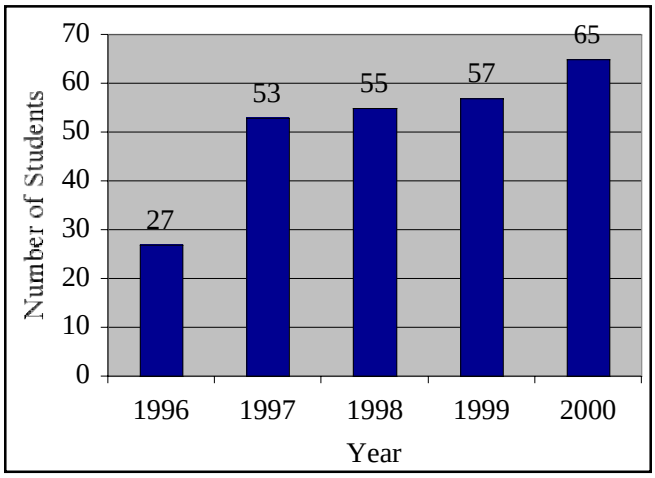


Figure 7.2-5 # of Other District Students Participating in Anchorage House

7.3 Budgetary, Financial, and Market Results

7.3a(1) Chugach has doubled revenue without increasing student enrollment. We now have soft money equaling the amount of funding we get from the state and federal governments. Seven years ago, 25% of our operating costs went to district administrative and support services. Today, 10% of our state and federal funding is used by administration. This change took place because CSD scaled five district directors down to two. Funds were reallocated so that more is spent on student success and teacher development. We spend less on textbooks. We make the budget align in a coordinated effort toward our vision. Figure 7.3-1 shows CSD overall revenue.

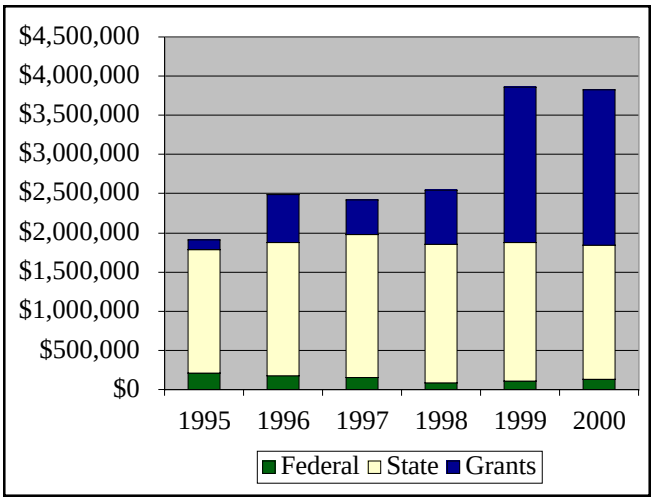


Figure 7.3-1 Chugach School District Revenue

Prior to 1995, 45% of funds were allocated to instruction. Since 1995, increased funding goes to instruction (Figure 7.3-2). CSD is years ahead of a recent state mandate requiring 70% of funding go to instruction by 2001. CSD competitively seeks funding to ensure student success through our stakeholder shared vision.

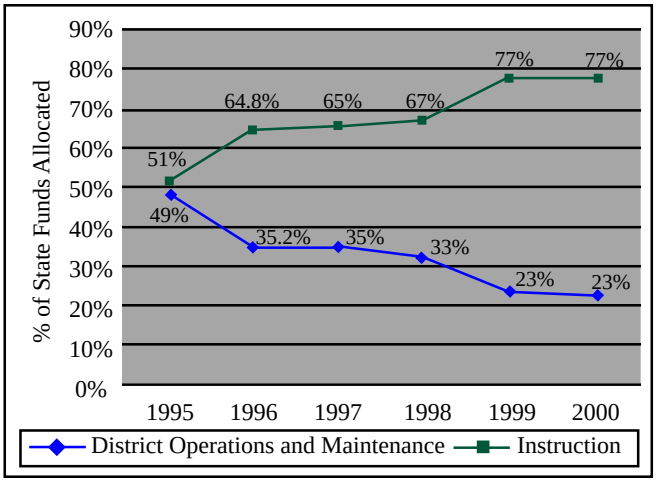


Figure 7.3-2 State Funds Allocated for District Operations Versus Instruction

Grants awarded are spent on needs that have been clarified by all stakeholder groups and support the OPG as seen in Figure 7.3-3. This table outlines allotment for 2000/2001.

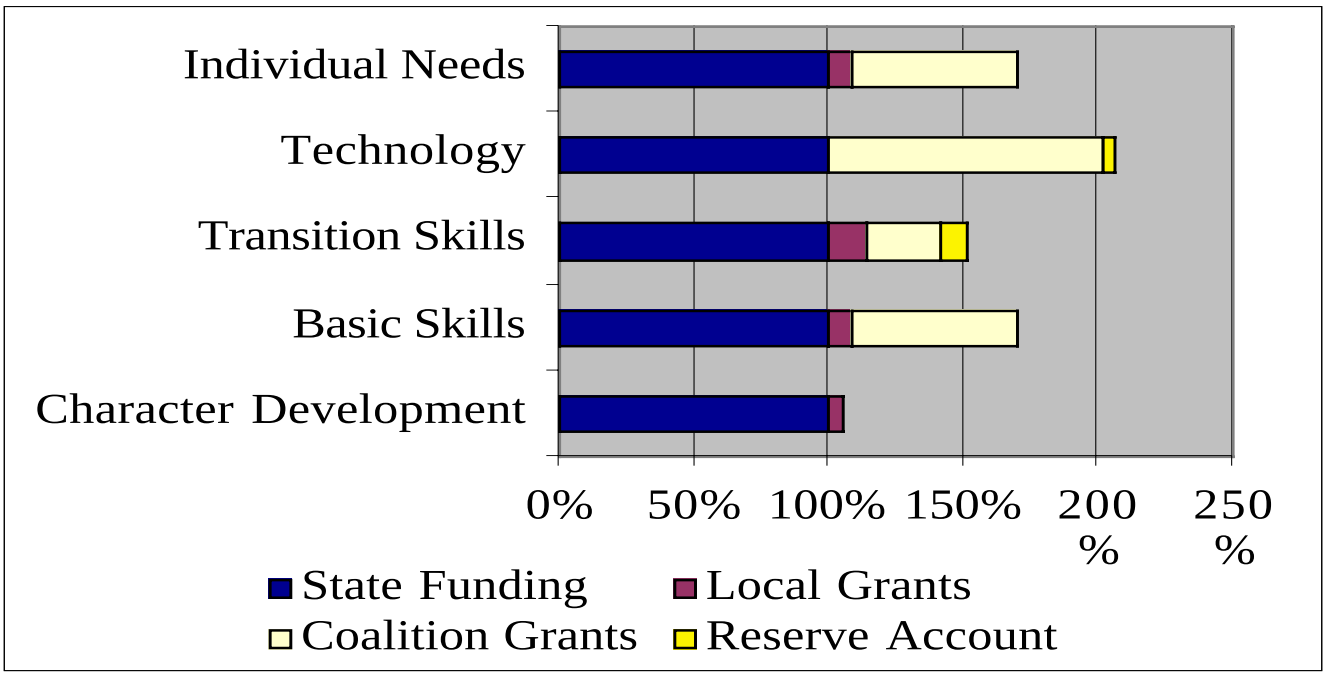


Figure 7.3-3 Percent of Dollars allotted to OPG

Figure 7.3-4 displays CSD's continuous gains in funding for student success. Per pupil spending is used for funding innovation and best practices.

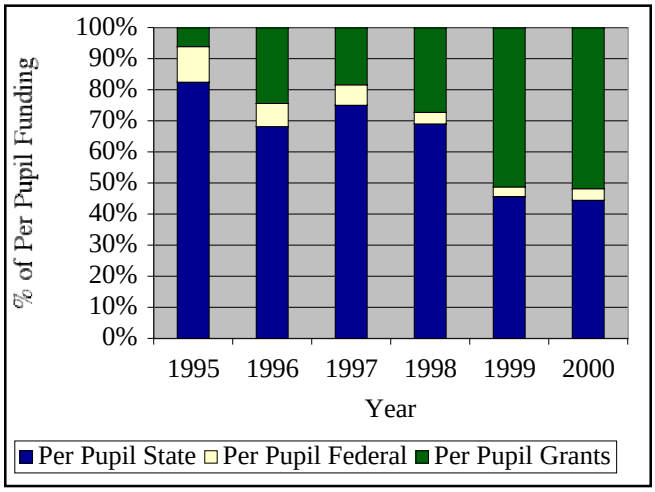


Figure 7.3-4 Per Pupil Spending

7.3(2) Watching market trends in technology have led CSD to increased technology use. CSD is moving from Hardcopy ➔CASTS ➔Web-based. The CASTS is used to manage data, and we are in the initial stages of web-based management through partnership with Apple and Oracle. CSD wants to be able to provide access for all stakeholders anytime, anywhere. Other new markets include New American Schools and National Schools Conference Institutes who have both recently approached CSD.

Chugach consultants travel nationally to help districts reform their systems. ARCTIC, a CSD partner, now controls a state-wide grant to increase the technology buying power of school districts. Chugach is supporting students bringing work to their own limited communities by creating markets through the electronic cottage industries.

7.4 Faculty and Staff Results

7.4 a(1) This year's staff survey tool aligns to our stake-holder survey tool and the Baldrige Criteria. CSD personnel have rated CSD as a Master organization (Figure 7.4-1). A needs list is developed from this tool as well as from surveys for training and inservice offerings. A need identified in the Information and Analysis Category is for accessible databases, which directly align to student achievement in the OPG. Toward this end, CSD has created CASTS and is working toward increased web-based capability.

A low pupil-to-teacher ratio is important to address the needs of all students. This statement comes from CSD's values and beliefs, which support the OPG. The state average pupil-teacher ratio is 15:1; CSD has worked hard to achieve its current 10:1.

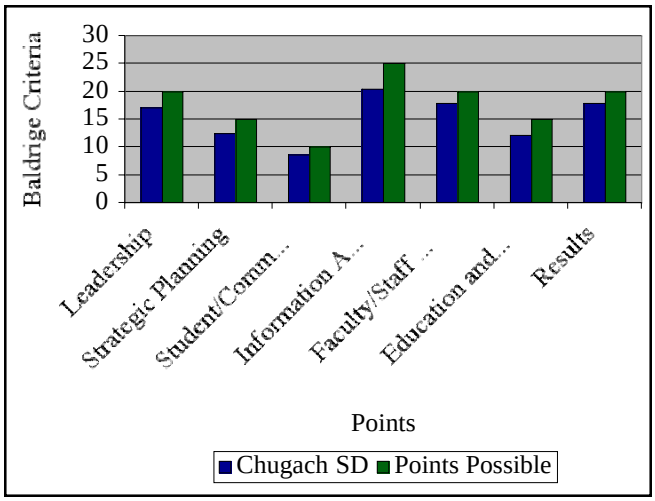


Figure 7.4-1 CSD Comprehensive Staff Evaluation 2000

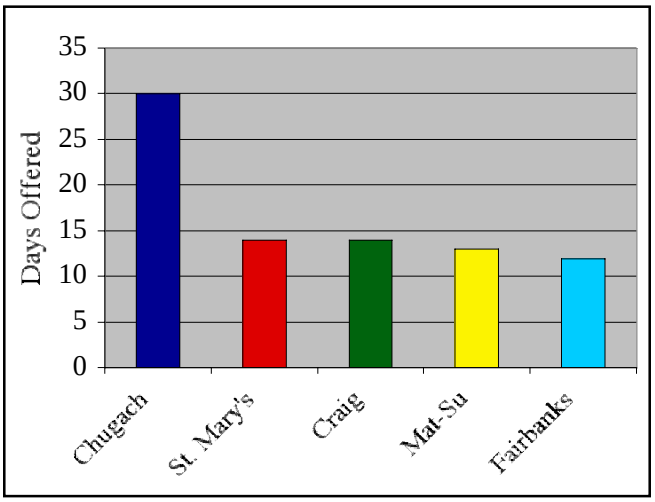


Figure 7.4-2 Highest # of District Inservice Days Offered in Alaska

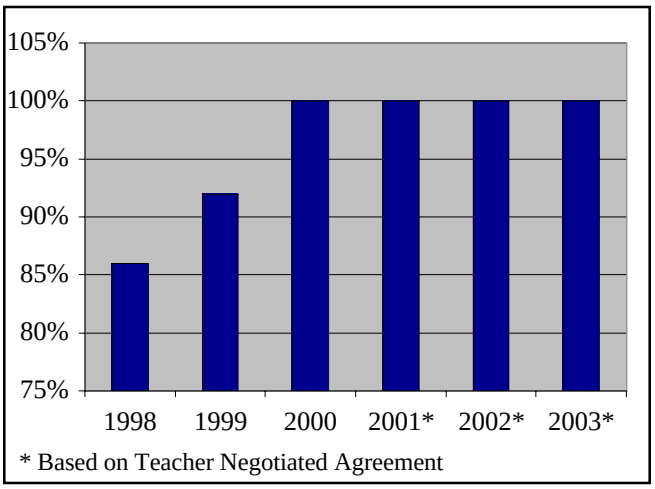


Figure 7.4-3 % of CSD Staff that Received Performance Based Pay

Teacher and administrative turnover in Alaska's rural communities is very high. Community dysfunction and isolation in remote sites particularly challenge Chugach. Due to Alaska native land allotments surrounding villages, teachers are unable to buy land or houses. However, Chugach offers staff numerous incentives including flexible scheduling and job rotation, both mentioned in Category 5. Due to our agility and determination, staff longevity has increased. CSD has built a loyal family and improved community and work situations for all stakeholders. From 1975-1994, CSD teacher turnover was 55% yearly. Results since then demonstrate our success: CSD Teacher Turnover 1995-2000 only 12%.

In Figure 7.4-2, benchmarking inservice days in Alaska, Chugach more than doubles all districts in the state. These training days maintain an effective work system, which continually improves its performance. Twenty of the thirty days are volunteer days, some occurring during summer months. CSD boasts a 95% participation rate for all inservices. Transportation, housing and per diem are provided. While inservices serve to strengthen best practices, organizational goal alignment, and system refinement, there is always a teambuilding and celebrating component. Performance-based pay (Figure 7.4-3) is another way for the district to celebrate and encourage refinements made and individual growth of staff members.

7.4a(2) Chugach is proud of its safety records. From 1995-2001, with 808 hours of airtime, we have held a perfect flight safety record. Our main transportation provider Alaska Air Transit maintains a perfect record. Chugach also upholds all measures for public responsibility with 100% compliance, please refer to Figure 1.2-1 for our measures for public responsibility.

CSD has proven innovative in caring for employees. By moving to self-insurance and negotiating an excellent rate in 1995, CSD was able to improve coverage for staff because the district could control what was being provided. Staff asked for more dental check-ups per year than usually provided; this was agreed upon and managed as preventative health care. Stop loss insurance was set up as a safety net. The new insurance system enabled the district to lower expenses for insurance from $217,000 to $177,000.

The graph in Figure 7.4-4 shows increased productivity for staff made possible through alignment of resources to needs and OPG.

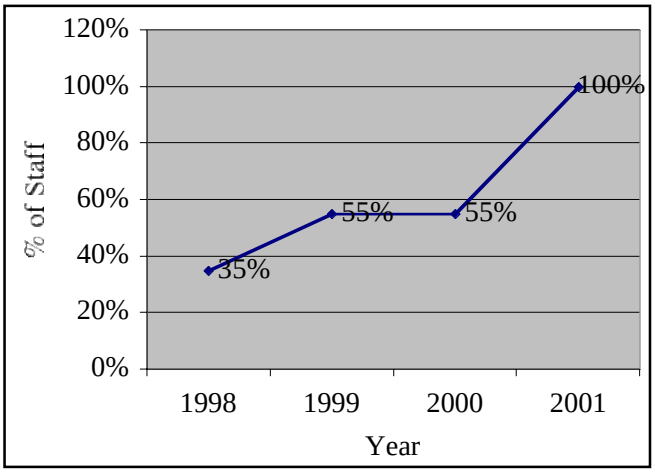


Figure 7.4-4 Percent of Staff Using E-mail to Improve Productivity

"In my visits to three schools, I had a first-hand opportunity to assess the impact on both students and parents of this revolutionary education system. A high degree of trust and respect between the villagers and the teachers has developed as the district delivered on its promise of creating a curriculum based on what adults in the village (and elsewhere) had agreed were the prerequisites of adult success. Parents also said that, for the first time, they really knew their children's academic strengths and weaknesses and how they could help them improve." Tony Wagner, Harvard School of Education.

7.5 Organizational Effectiveness Results

7.5a(1,2) Figure 7.5-1, the Chugach High School Diploma, shows students must prove proficient in all content areas. Core academic areas have graduation requirements and non-traditional areas such as career development, personal/social/health development, service learning, and cultural

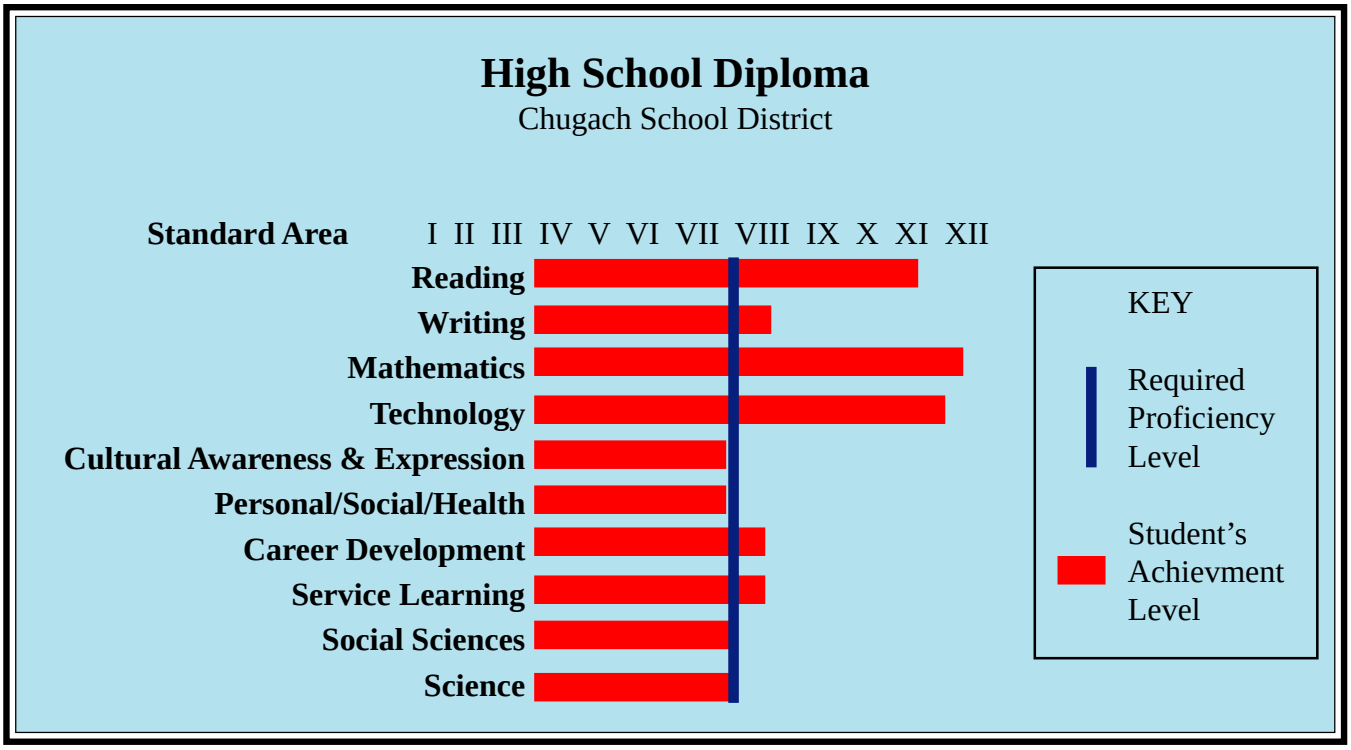


Figure 7.5-1 CSD High School Diploma

awareness also have minimum requirements. Now, CSD students, parents, teachers and schools are accountable for the whole child's educational experience. As seen in this figure, students go beyond minimum graduation expectations in many areas. As students identify areas of interest and/or strength, they become experts in those areas, surpassing requirements. Thus far, Chugach graduates have exceeded graduation requirements in reading, writing, mathematics, technology, service learning, and career development. CSD graduates exceed Alaska State Graduation requirements in all content areas except math, which is directly aligned. The state has not established requirements for service learning or personal/social development.

In traditional public school systems, students do not receive credit until the ninth grade. CSD sixth grade students earn credit. Although Chugach does not operate on the credit system, we have an effective conversion method for post secondary institutions and transferring students. Figure 7.5-2 shows accountability for student learning.

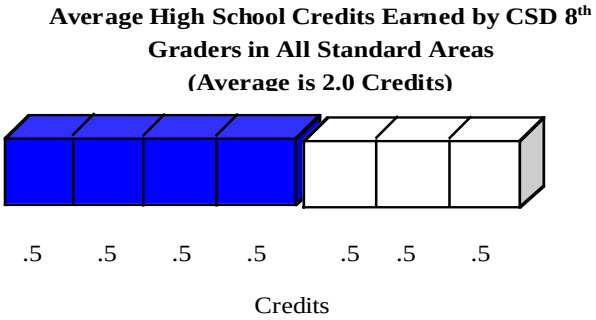


Figure 7.5-2 Credits Earned by CSD 8th Graders

*25% of 8th Grade students qualify for special education

Contextual hours shown in Figure 7.5-3 refers to traveling schools, YAW, AH, and classroom experiences. The learning hours document students using skills and knowledge in real-life situations. This figure charts increasing trends in offering real-life learning, which supports our values & beliefs; To foster student potential, instruction must be meaningful and motivating.

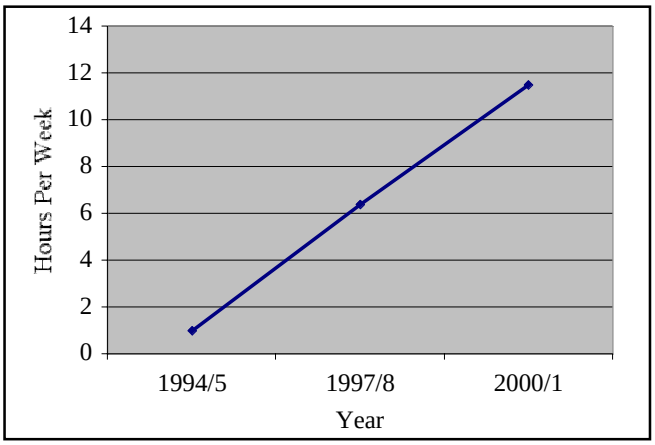


Figure 7.5.3 Average Contextual Education Hours Offered Per Student Per Week

September Martin, a Chugach senior, has been an invaluable assistant in the formatting of this application. She chose this project to complete Phase IV at AH. September is interested in education and says this learning opportunity has provided her with, "a priceless opportunity to learn about the criteria of a quality organization, how to assess those criteria, and the importance of each individual as a member of an organizational team".

Because data shows AH succeeds in motivating students and impacting their achievement, CSD Figure 7.5-4 demonstrates the success which trends increasing attendance.

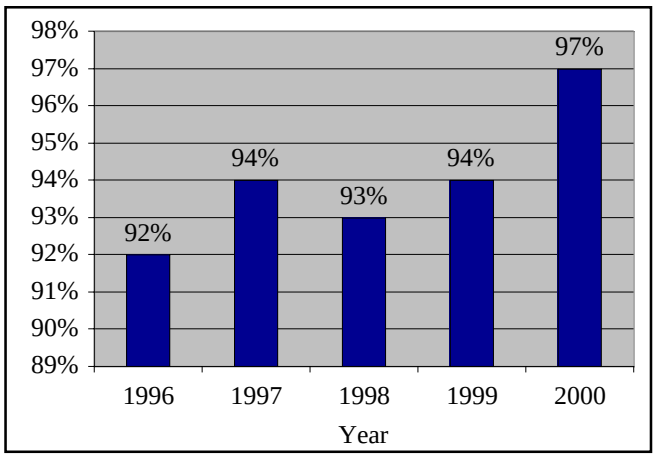


Figure 7.5-4 % of Eligible CSD Students that Participated in Anchorage House

Through grants and our Apple partnership we have supplied every student and staff member access to computers. Additionally, there are laptops for all staff and level 4 achieving students. The increased accessibility to the larger world through Internet access has opened many doors for our students and helped organizational communications. Site bandwidth has increased efficiency, speed, and capability (Figures 7.5-5 & 6). CSD has increased computers per school dramatically; from 3 computers per 27 students in 1994, to 21 computers per 27 students today.

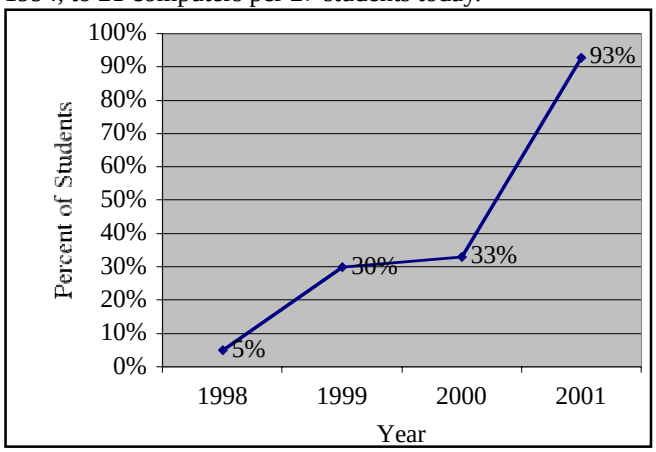


Figure 7.5-5 % of Student Body Who Access the Internet for Increased Productivity

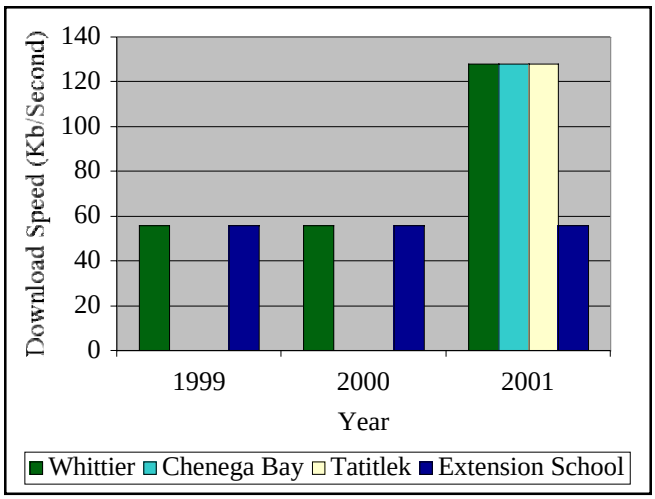


Figure 7.5-6 School Site Bandwidth

Chugach has benchmarked programs in order to meet and exceed our organizational performance goals. Examples of benchmarking aligned to goals follows.

Basic Skills
• First Steps reading program
• Northwest Regional Education Laboratories Traits of Writing, Math
• Nancy Norman reading and writing
Character Development
• SLP
• Personal/Social/Health Standards
Transition Skills
• RAHI fine arts program
• Career Pathways
Technology
• CASTS
Accountability
• Connecticut Region 15 assessment/instruction system
• Stanford Research Institute measurement for success
• Gates organization

7.5b Please refer to 7.4a(2) for CSD's outstanding safety and compliance records.

CSD has received national recognition. A Chugach teacher was awarded the Milken Award for Excellence in Education this year. Chugach School District was awarded The 2001 New American High School Award, the first time a school district, rather than an individual school, has received the award. Our superintendent has been a keynote speaker in a variety of settings, last summer speaking of reform at Oxford.

The Voyage to Excellence Inservice brought many key communities together to give all stakeholders leadership skills in guiding, directing and energizing communities to work together to create high achieving schools. Further examples of Chugach's commitment to community improvement include breakfast programs, community training, State Legislative and business partnerships, shared vision input, local native language and dance teachers, school aides hired from the community, and village council participation.

CSD staff has given a total of 300 volunteer hours to districts around the state and nation wishing to learn from us (Figure 7.5-7). Due to the unprecedented success of Chugach, we have helped four school districts in Alaska to apply for and earn waivers for the Carnegie unit, paving the way for success for all students. Four more districts are set to apply in 2001.

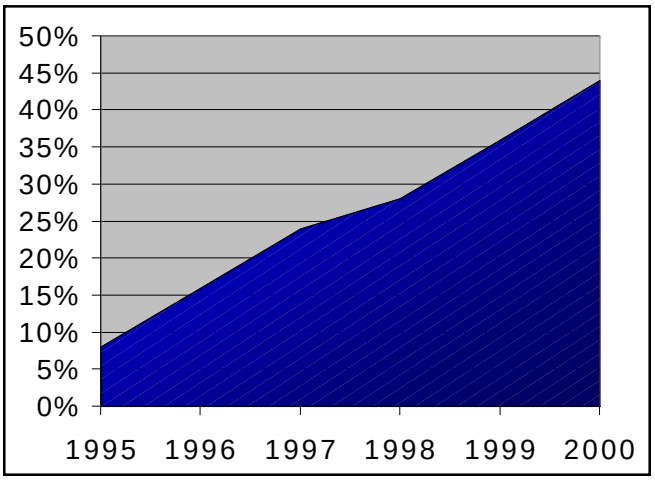


Figure 7.5-7 Percent of CSD Staff Assisting Other Districts

The Chugach School District exemplifies agility, innovation and focus on the future in the way they conduct the ongoing business of the district. They constantly collect data on student performance and use data to drive all decisions. This focus makes them proactive in their daily operations and change quickly when needed rather than just reacting to crises as most districts do. Continuous improvement is a norm that permeates all levels of the organization.

What impresses me the most about Chugach School District is their willingness to provide training and technical assistance to districts throughout Alaska in moving toward a data driven performance-based system, designed to help all students meet world class standards. I have never seen a district that is so committed to continuous improvement for all kids not only in their district, but in the entire state of Alaska.

J. Kelly Tonsmeire
Director
Alaska Staff Development Network