

**2014**

# Buckeye City Schools Feedback Report



# Baldrige Performance Excellence Program

National Institute of Standards and Technology (NIST) • United States Department of Commerce

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## Baldrige Performance Excellence Program

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The *Buckeye City Schools Feedback Report* is a fictional Baldrige Award feedback report developed by a team of experienced Baldrige examiners who evaluated the *Buckeye City Schools Case Study* against the 2013–2014 Baldrige Education Criteria for Performance Excellence, conducting an Independent Review and a Consensus Review. The *Buckeye City Schools Case Study* describes a fictional preschool and K–12 public education system. There is no connection between the fictitious Buckeye City Schools and any other organization, named either Buckeye City Schools or otherwise. Except for several national and government organizations, the other organizations cited in the case study are fictitious.

Buckeye City Schools scored in band 4 for both process items and results items. An organization in band 4 for process items typically demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with organizational needs. For an organization that scores in band 4 for results items, results typically address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.

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## Baldrige Performance Excellence Program

November 1, 2014

Mrs. Sheila Mortenson  
Director of Operations  
Buckeye City Schools  
1000 Maycliff Street  
Cironassi, OH 45201

Dear Mrs. Mortenson:

Congratulations for taking the Baldrige challenge this year! We commend you for your commitment to performance excellence.

The enclosed feedback report, which was prepared for your organization by members of the volunteer Board of Examiners in response to your application, describes areas identified as strengths and opportunities for possible improvement and shows the scoring for your organization. The report contains the examiners' observations about your organization, although it is not intended to prescribe a specific course of action. In some cases, the feedback report comments do not cover all areas to address within a Criteria item. This is due to the examiner team's intentionally identifying your most significant strengths and your most important opportunities for improvement, in the team's collective opinion. Please refer to the "Preparing to Read Your Feedback Report" introductory section for suggestions about how to use the information contained in your feedback report.

We are eager to ensure that the comments in the report are clear to you so that you can incorporate the feedback into your planning process to continue to improve your organization. As direct communication between examiners and applicants is not permitted, please contact me at (301) 975-2361 if you wish to clarify the meaning of any comment in your report. We will contact the examiners for clarification and convey their intentions to you.

The feedback report is not your only source of ideas about ongoing organizational improvement. Current and previous Baldrige Award recipients can be potential resources on your continuing journey to performance excellence. Information on contacting award recipients is enclosed. We look forward to your sharing of your category best practice(s)—along with the recipient organizations of the Baldrige Award—at our annual Quest for Excellence<sup>®</sup> Conference, April 13–15, 2015. Information about Baldrige Program activities and offerings—such as [Baldrige Collaborative Assessments](#), our new evaluation/feedback service—can be found on our Web site at [www.nist.gov/baldrige](http://www.nist.gov/baldrige).

In approximately 30 days, you will receive a customer satisfaction survey from the Panel of Judges. As an applicant, you are uniquely qualified to provide an effective evaluation of the materials and processes that we use in administering the Baldrige Program. Please help us continue to improve the program by completing this survey.

Again, our best wishes for continued success with your performance excellence journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Fangmeyer', with a long horizontal flourish extending to the right.

Robert G. Fangmeyer, Director  
Baldrige Performance Excellence Program

*We have dedicated ourselves to being systematic in the use of the Baldrige continuous improvement process, and ... we've seen student achievement go up in ways that we never thought imaginable. We've become more efficient and more effective. And these successes aren't just figures and statistics; they do change lives. And in the process, we've become an innovative force in education.*

*JoAnn Sternke, Superintendent  
Pewaukee (WI) School District  
2013 Baldrige Award Recipient*

Your feedback report contains Baldrige examiners' observations based on their understanding of your organization. The examiner team has provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. The feedback is not intended to be comprehensive or prescriptive. It will tell you where examiners think you have important strengths to celebrate and where they think key improvement opportunities exist. The feedback will not necessarily cover every requirement of the Criteria, nor will it say specifically how you should address these opportunities. You will decide what is most important to your organization and how best to address the opportunities.

If your organization has not applied in the recent past, you may notice a change in the way feedback comments are now structured in the report. In response to applicant feedback, the Baldrige Program now asks examiners to express the main point of the comment in the first sentence, followed by relevant examples, resulting in more concise, focused comments. In addition, the program has included Criteria item references with each comment to assist you in understanding the source of the feedback. Each 2014 feedback report also includes a graph in Appendix A that shows your organization's scoring profile compared to the median scores for all 2014 applicants at Consensus Review.

Applicant organizations understand and respond to feedback comments in different ways. To make the feedback most useful to you, we've gathered the following tips and practices from prior applicants for you to consider.

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Before reading each comment, review the Criteria requirements that correspond to each of the Criteria item references (which now precede each comment); doing this may help you understand the basis of the examiners' evaluation. The Education Criteria for Performance Excellence can be purchased at [http://www.nist.gov/baldrige/publications/education\\_criteria.cfm](http://www.nist.gov/baldrige/publications/education_criteria.cfm).

- Especially note comments in **boldface type**. These comments indicate observations that the examiner team found particularly important—strengths or opportunities for improvement that the team felt had substantial impact on your organization’s performance practices, capabilities, or results and, therefore, had more influence on the team’s scoring of that particular item.
- You know your organization better than the examiners know it. If the examiners have misread your application or misunderstood information contained in it, don’t discount the whole feedback report. Consider the other comments, and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You’ve worked hard and should congratulate yourselves.
- Use your strength comments as a foundation to improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can’t do everything at once. Think about what’s most important for your organization at this time, and decide which things to work on first.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

*If you get into Baldrige because of the award, it’ll be a short journey. But if you get into it for the right reasons, the feedback and continuous improvement, then it’s well worth the journey.*

*Dr. Terry Holliday, Former Superintendent  
Iredell-Statesville (NC) Schools  
2008 Baldrige Award Recipient*

## KEY THEMES

### Key Themes—Process Items

Buckeye City Schools (BCS) scored in band 4 for process items (1.1–6.2) in the Consensus Review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the process scoring bands, please refer to Figure 6a, Process Scoring Band Descriptors.

An organization in band 4 for process items typically demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.

**a. The most important strengths or outstanding practices (of potential value to other organizations) identified in BCS’s response to process items are as follows:**

- BCS continuously evaluates and improves many processes that are important to its success and sustainability. Examples are systematic improvement of leadership approaches that help the district create a sustainable organization and enhance leadership effectiveness, as well as senior leaders’ prioritization of suggested improvements entered in the Data Analysis, Statistics, and Heuristics System (DASH). In addition, the strategic planning process (SPP) is reviewed annually for improvement opportunities, with one review resulting in recognition of the need to identify, support, and strengthen BCS’s local communities. Other improvements include a prioritization step added to BCS’s approach to identifying and anticipating current and future student and customer groups and market segments, as well as a well-ordered, data-driven process for identifying best practices and opportunities for continuous improvement. By assessing and refining many approaches that are important to organizational success, BCS supports its desire to be the best.
- BCS’s senior leaders guide and sustain the district using several systematic methods. For example, senior leaders demonstrate their commitment to legal and ethical behavior through an annual ethics review and by providing ethics training for workforce members, suppliers, and partners. Executive Leadership Team (ELT) members also encourage frank, two-way communication with students and stakeholders using multiple methods of communication. In addition, the district’s leadership system ensures that leaders are responsible for their actions through systematic evaluation of their performance, and BCS’s well-deployed key governance processes ensure accountability, transparency, fiscal responsibility, and attention to stakeholders’ interests. And to create a focus on action, senior leaders define and refine district-level action plans and explore cause-and-effect relationships using DASH data and dashboards. These processes enable BCS’s leaders to run their schools like businesses, a philosophical principle (PhilP) of the district.

**b. The most significant opportunities, concerns, or vulnerabilities identified in BCS's response to process items are as follows:**

- It is not evident that BCS systematically determines and aligns its key performance measures and organizational goals. For example, BCS's four strategic objectives do not appear to align with the balanced scorecard measures used by the district, buildings, and departments to consider and balance key stakeholders' needs, address strategic advantages and challenges, and leverage core competencies. In addition, it is not clear how BCS's two key district-level performance indicators and balanced scorecard measures track the achievement, effectiveness, and alignment of action plans related to the four strategic objectives. Similarly, the district's key performance measures do not appear to align fully with those used in district-, building-, and department-level balanced scorecards to track the achievement and effectiveness of action plans, and the requirements of BCS's core work process and its derivatives do not appear to align with strategic objectives and related goals and measures. Furthermore, alignment and integration of data and information to support organizational decision making, continuous improvement, and innovation do not appear to be systematic. Aligning key performance measures and goals may allow BCS to invoke its PhilP of running its schools like businesses, cognizant of conserving limited resources and focusing on producing the best product—student learning.
- How BCS systematically enacts the PhilP that students, teachers, principals, parents, volunteers, and workforce members are all accountable for student achievement is not apparent. For example, it is not clear how BCS systematically transfers knowledge relevant to teaching and learning processes to parents and volunteers. BCS also does not appear to have a systematic process for deploying action plans to parents, who are co-educators of students. Furthermore, ELT members do not appear to collect, review, and analyze dissatisfaction feedback from parents to determine and resolve issues at their source. Systematic processes that demonstrate this PhilP and the related core competency of engaging parents as co-educators may help BCS fulfill its mission of inspiring others to learn and succeed.
- There is limited evidence of systematic approaches to innovation. For example, systematic processes are not evident to ensure that processes for updating BCS's data repository support the ability to disseminate and capitalize on accumulated knowledge. Systematic processes are also not evident for the selection of comparative measures to help identify opportunities for innovation. In addition, it is not clear how BCS improves its approach to managing organizational knowledge, information, and information technology or how it improves processes that build an effective environment to support a culture of innovation among its employees. Finally, it is unclear how BCS decides to discontinue pursuit of a strategic opportunity risk once it has begun. Systematic approaches may help BCS discover opportunities to support organizational learning and innovation that align with the PhilP of embracing innovation and change.



## **Key Themes—Results Items**

BCS scored in band 4 for results items (7.1–7.5). For an explanation of the results scoring bands, please refer to Figure 6b, Results Scoring Band Descriptors.

For an organization in band 4 for results items, results typically address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.

### **c. Considering BCS’s key business/organization factors, the most significant strengths found in response to results items are as follows:**

- Many of BCS’s results for workforce engagement demonstrate progress in leveraging the strategic advantage of an engaged workforce that is focused on student achievement and learning. For example, results for balanced scorecard measures of instructional staff members’ engagement—such as the ability to select useful benefits and services, improve skills, achieve a sense of personal accomplishment, contribute to decision making, and see the impact of their work on students’ learning—have steadily improved and are approaching the top-decile level. In addition, results for employee reward and recognition that acknowledge job performance and for staff turnover have improved and outperform the top decile.
- Some results support BCS’s PhilP of running its schools like businesses. For example, the performance index—a key district-level performance indicator—has improved over the period shown and compares favorably to the state top decile. Other examples are improved results for per-pupil expenditure (PPE), another key district-level performance indicator; student-to-teacher ratios; and satisfaction with the Shared Vision Development Process and the student performance monitoring and reporting system. Effective governance and regulation are evident in zero findings for internal/external audits and 100% compliance with Internal Revenue Service (IRS) audits and conflict-of-interest (COI) forms, improving scores on and compliance with key regulatory requirements, and compliance with policies and negotiated agreements.
- Some results support BCS’s values of desiring to be the best, to be courageous, and to demonstrate integrity. For example, results relating to the effectiveness of student learning and student-focused processes—including the percentage of 10th-grade students performing at and above proficiency levels on the Ohio Graduation Test (OGT) and graduation rates—have improved and outperform the comparisons given. In addition, results indicating workforce members’ and stakeholders’ perceptions of leaders’ integrity and their trust in leaders have improved and are approaching the top-decile level, and results for ethical behavior improved from 2009 to 2013 in areas important to the district’s values and principles.

**d. Considering BCS's key business/organization factors, the most significant opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in response to results items are as follows:**

- Results related to several key student requirements, other customer-focused indicators, and workforce-focused indicators are missing or limited. Examples are results for building relationships with students and their parents through the stages of their relationship with the district, effectiveness in addressing students' expectations that workforce members will stimulate creative thought and treat students fairly, and effectiveness in preparing students to be competitive in advancing their education. In addition, no results are reported for the strengthening of core competencies or for measures associated with intelligent risk taking. Results are also missing for important measures of workforce engagement and performance, including staff members' participation in professional and leadership development, watch-list observations related to the acquisition of new knowledge and skills, and findings from exit surveys and interviews. Tracking these results may reveal ways to retain families and attract them to district schools and to retain BCS's engaged staff in the face of competitors' attempts to hire them.
- Several customer-focused and workforce-focused results do not include competitive or comparative data. Customer-focused results lacking comparisons include those for student engagement based on exit surveys and those related to effective teaching methods, as well as some results for students' satisfaction and engagement. Other examples are results for the satisfaction and engagement of volunteers and key collaborators and for parent participation. In addition, comparative data are missing for some measures of workforce capability and workforce climate. Comparing these results against relevant results from other organizations may help BCS understand its market position and its effectiveness in addressing the elements of customer and workforce engagement.
- Several key results are not segmented by student group or by the workforce groups identified by BCS. Specifically, some results for student and parent satisfaction, as well as results for market share, are not segmented by student demographics or grade level. In addition, some workforce-focused results are not segmented by building, grade level, or workforce demographics. Results for workforce and student satisfaction with leadership also lack segmentation. Segmented results in these areas may help BCS identify improvement opportunities related to specific student and parent demographics and reinforce student achievement.

## DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

The numbers and letters preceding each comment indicate the Criteria item requirements to which the comment refers. Not every Criteria requirement will have a corresponding comment; rather, these comments were deemed the most significant by a team of examiners.

### Category 1 Leadership

#### 1.1 Senior Leadership

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- Aligned, well-deployed leadership approaches help senior leaders create a sustainable organization, achieve BCS's mission and strategic objectives, and create a focus on action. Senior leaders align and integrate approaches through the Leadership System, which includes steps for setting and communicating direction and objectives and for monitoring and reviewing performance. Action plan responsibilities cascade from the SPP into each Employee Performance Plan.
- By demonstrating their commitment to legal and ethical behavior, senior leaders fulfill BCS's Golden Rule. For example, they set clear expectations for legal and ethical behavior through the Code of Conduct, which also includes district policies; a Financial COI Form; and a criminal records questionnaire. Since 2010, leaders have also conducted an annual mandatory legal and ethical behavior refresher course for all employees, volunteers, and key partners and suppliers.
- a(1,3) ELT members encourage frank, two-way communication through methods (Figure 1.1-2) that include an online journal for each school and, for parents and other customers, the superintendent's district updates through various forms of social media. In 2010, through the Improvement and Innovation Engine (IIE) process, the ELT enhanced the Communication Plan to ensure more systematic leader communication and to engage the workforce, volunteers, students, key customers, and stakeholders.
- a(2) In support of the strategic advantage of a focused, engaged workforce, senior leaders create an environment for performance leadership and personal learning. Mechanisms include monthly ELT performance reviews, the sharing of monthly organizational performance with the workforce, and participation in succession planning. In addition, ELT and Building Leadership Team (BLT) members encourage staff members to pursue personal education and development through the Learning and Development System (LDS).

## OPPORTUNITIES FOR IMPROVEMENT

- b(2) It is not clear how senior leaders systematically create an environment for innovation and intelligent risk taking. For example, it is unclear how ideas submitted for Innovation Award consideration are reviewed, supported, and assessed for alignment with BCS's mission and strategies. Without a systematic approach in this area, senior leaders may be limited in their ability to demonstrate how the district embraces innovation and change, a PhilP.

## 1.2 Governance and Societal Responsibilities

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- a(1) Systematic, well-deployed governance processes help BCS achieve accountability, transparency, and fiscal accountability, as well as protect stakeholder interests. Examples of mechanisms include the dashboard (which is public); a system of internal and external audits; state audits and BCS's treasurer, who reports directly to the board; a publicly elected board; and inclusion of stakeholders in the SPP.
- c(2) Improved approaches for strengthening key communities support BCS's strategic advantage of community support and communication. In 2011, for example, BCS identified the need to better identify, support, and strengthen its local communities and thus established the Good Resident Program, which allows the district to determine which communities to serve and how best to serve them.
- b(2) To promote and ensure ethical behavior, ELT members use multiple methods (Figure 1.2-3), including ethics training for the workforce, suppliers, and partners during New Employee Orientation and the annual ethics review. In addition, ethics scenarios posted on the district's intranet provide advice on appropriate responses to typical situations. Labor and partner/supplier agreements indicate zero tolerance for Code of Conduct and ethical violations.
- a(2) To improve organizational leadership, BCS systematically includes an evaluation of the performance of senior leaders and the board in the Leadership System. In senior leaders' evaluation, they set five top goals, with measurements and associated leader bonus levels, and identify two skills to improve. The board's self-evaluation was recently refined to include how well it evaluates executive performance and enhances the board's effectiveness.

### OPPORTUNITIES FOR IMPROVEMENT

- **b(1) Beyond listening to feedback and including stakeholders in the SPP, it is not clear how BCS systematically anticipates public concerns, as opposed to addressing them after they occur. A systematic approach in this area may help BCS address the community requirement of being a good partner.**
- (a,b,c) It is unclear how BCS evaluates and improves many of its governance processes. For example, the program that engages senior leaders in annual legal and ethical refresher courses, as well as senior leaders' performance review process, does not appear to have been assessed. It is also unclear how BCS evaluates processes that ensure transparency and accountability.

## Category 2 Strategic Planning

### 2.1 Strategy Development

Your score in this Criteria item for the Consensus Review is in the 30–45% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- **a(1) Annual review of and subsequent improvements to BCS’s systematic SPP reflect the need for organizational agility and operational flexibility. Leaders review the plan before the academic year ends, allowing BCS to begin the next academic year with district-level plans in place. The planning time horizon was reduced to one year in recognition of ongoing changes in school funding, demographics, staffing, and state mandates that are issued multiple times during the year.**
- a(2) BCS creates an environment that supports innovation through regular environmental scans and analyses of strengths, weaknesses, opportunities, and threats (SWOT). These analyses encompass core questions (CQs) that certified instructional teachers use to assess students’ academic progress and that classified and administrative workforce members use to assess customer services. As appropriate, the results of the CQ Process are incorporated into pilot projects, and strategic opportunities are identified by aligning the results of the CQ Process with strategic challenges.

#### OPPORTUNITIES FOR IMPROVEMENT

- **(b) It is not clear how BCS’s four strategic objectives align with the balanced scorecards used by the district, buildings, and departments to consider and balance the needs of all key stakeholders. Systematic alignment may help the district run its schools like businesses, cognizant of conserving limited resources and focusing on producing the best student learning (a PhilP).**
- a(3) It is not evident how BCS collects data and analyzes district-, building-, and department-level balanced scorecards to review the appropriateness, meaningfulness, and alignment of data and information used in the SPP. Systematic processes in this area may help the district use balanced scorecards effectively to develop information on progress in executing its strategic plan and achieving its objectives.
- a(4) It is not evident how BCS decides which key processes will remain internal and which will be accomplished by external partners and suppliers. A process in this area—combined with BCS’s stated processes for choosing and evaluating vendors, once this decision is made—may help BCS manage costs while not harming student achievement.

## 2.2 Strategy Implementation

Your score in this Criteria item for the Consensus Review is in the 30–45% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- a(1) Reflecting an improvement in action planning to help ensure BLTs' understanding and support of the strategic plan, the ELT and Strategic Leadership Team members confirm the four strategic objective areas and define actions to promote BCS's mission, vision, values, and objectives. This step may enhance understanding of the plan and thus the development of action plans.
- a(4) To support its engaged workforce—a strategic advantage—BCS proactively ensures that its workforce plans support and address any needed changes. For example, through surveys and data and budget analysis, BCS takes a proactive approach to workforce capacity and uses a “vertical teamwork” approach to ensure that instructional staff can be allocated to areas of greatest need.

### OPPORTUNITIES FOR IMPROVEMENT

- a(3) It is unclear how BCS manages the financial and other risks associated with the plan to ensure financial viability, such as the zero-based budgeting process. A systematic approach in this area may help BCS manage the impact of the state funding formula and cost containment, both strategic challenges.
- a(5) BCS's two key district-level performance indicators and balanced scorecard measures do not appear to align with the district's four strategic objective areas (Figure 2.1-4). For example, the indicators and scorecard measures do not appear to track wellness action plans or measures related to creating a separate philanthropic budget to support financial objectives. Such alignment may help BCS run its schools like businesses, a PhilP.
- (b) BCS does not report performance projections for key district-level balanced scorecard performance measures and indicators. Because BCS reached its maximum allowable fund balance in FY2013 and higher balances in the future will result in reductions in state funding, these projections may reveal opportunities to address the strategic challenge of uncertain state funding.
- a(2) A systematic process to deploy action plans to parents—who are co-educators of students—and to suppliers and partners—who provide key processes and mechanisms—is not evident. For example, in the cascading of district-level plans to buildings, the relationship between Strategic Goal Cards and plans developed at the classroom level is unclear.

## Category 3 Customer Focus

### 3.1 Voice of the Customer

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- a(1) BCS regularly improves its systematic listening processes (Figure 3.1-1) in alignment with its desire to be the best. Data collected from the various stakeholders are entered into the DASH System for review and identification of potential improvements. Senior leaders prioritize suggested improvements; this recently led to the incorporation of social media into the Communication Plan.
- b(1) The core competency of engagement is reflected in BCS’s use of multiple monthly and annual electronic surveys to determine student and parent satisfaction, as well as in the monthly “How I Feel Today about Learning” and exit surveys. A key indicator for tracking the success of the engagement processes is school and event attendance.
- b(2) To determine satisfaction relative to competitors, BCS conducts focus groups with students and parents who toured the district but subsequently chose a different school. Annual student and parent satisfaction surveys administered at other districts around the country and across the state establish benchmarks for comparison. This approach may help BCS address its strategic challenge of students choosing other educational offerings.

#### OPPORTUNITIES FOR IMPROVEMENT

- b(3) It is unclear how BCS’s process to collect, consolidate, and review student and parent dissatisfaction feedback allows ELT members to determine the root causes of such dissatisfaction. This may limit the district’s ability to capture actionable information to use in meeting students’ and parents’ requirements.
- a,b It is unclear how voice-of-the-customer information aligns with short- and longer-term time frames for engagement action plans (Figure 2.1-4). Systematic processes to align such information with BCS’s vision, values, and four strategy areas may help ensure achievement of strategic goals and support continuous innovation.



## 3.2 Customer Engagement

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- a(2) Addressing the student and community requirement of communication, BCS improves support and communication mechanisms for students and other customers (Figures 3.2-1 and 3.2-2) annually in the SPP based on customer feedback. Improvements have included the differentiation of support requirements for students, parents, and the community based on whether the individual is paper-preferring or tech-savvy.
- a(3) BCS's systematic approach to identify current and anticipate future student and other customer groups and market segments may help the district increase its market share. For example, information collected throughout the year is analyzed during the SPP to identify current and potential student and other customer groups and market segments. In 2010, BCS added a prioritization step to this process.
- b(2) BCS's process for managing complaints (Figure 3.2-3) helps address the number of students choosing alternative educational offerings, a strategic challenge. Complaints are entered, aggregated, and redeployed to the appropriate party for resolution. In addition, all staff members are trained in the service interaction protocol. BCS uses findings from analyses at a variety of levels to improve processes, including the Complaint Management Process.
- a(1) A focus on data in designing student requirements beyond the "standard" aligns with students' requirement for a solid education to prepare them for next steps in their futures. Specifically, in 2009, BCS established educational program and service requirements—beyond state mandates—using the Shared Vision Development Process, including meetings to collect data from stakeholders on what students need to know in the 21st century.

### OPPORTUNITIES FOR IMPROVEMENT

- b(2) It is not apparent how the Complaint Management Process (Figure 3.2-3) enables interactions to recover the confidence of complainants other than students (Figure 3.1-3). A systematic process in this area may help engage parents, a customer requirement.
- b(1) It is unclear how BCS markets, builds, and manages relationships with students and other customers to meet their requirements and increase their engagement. Without systematic approaches in this area, BCS may miss opportunities to address the number of students choosing alternative educational offerings, a strategic challenge.

## Category 4 Measurement, Analysis, and Knowledge Management

### 4.1 Measurement, Analysis, and Improvement of Organizational Performance

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- **(b) Systematic, well-deployed processes for reviewing organizational performance and capabilities helps BCS run its schools like businesses, a PhilP. For example, the DASH system aggregates data from the various databases into dashboards that faculty and leaders throughout the district use to drill down into specific cause-and-effect relationships.**
- a(1) Systematic processes to select data and information to use in tracking daily operations and overall organizational performance help BCS identify factors leading to improved student learning outcomes. Key organizational performance measures (Figure 4.1-1) are identified and aligned with short- and longer-term plans.
- c(1,3) BCS's continued focus on sharing best practices and driving continuous improvement help keep the workforce focused on student achievement and learning. For example, blue performance levels on scorecards indicate best practices, and yellow/red results indicate a need for an improvement plan; each event is triggered after three consecutive cycles. Also, an annual Best Practice Workshop provides opportunities to recognize best practices.

#### OPPORTUNITIES FOR IMPROVEMENT

- **a(1) BCS's organizational performance measures (Figure 4.1-1) do not appear to align fully with the performance measures used in district-, building-, and department-level balanced scorecards (2.2a[5]). Alignment of these measures to support organizational decision making, continuous improvement, and innovation may help BCS build its culture of innovation.**
- a(2) In BCS's use of key comparative data from the education sector (P.2a[3]), a systematic process is not evident for selecting relevant measures, including national top-decile comparisons, to support decision making and innovation. Such a process may support BCS's vision to provide education that ranks in the top 10% in achievement nationally.
- a(4) It is unclear how BCS ensures that its performance measurement system can respond to rapid or unexpected changes, in alignment with its PhilP of embracing innovation and change. For example, limited IT resource availability to fully test the data management

system when data fields are added during the year, as well as the need for approval by the director of technology, may indicate a lack of agility.

## 4.2 Knowledge Management, Information, and Information Technology

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- **b(1) Systematic data accuracy and security measures, especially for student data, help BCS comply with privacy requirements. The Business Systems Network is available only to administrative personnel through specifically authorized on-campus workstations with fingerprint verification, and the School Network is available only to staff members, students, suppliers, and parents who have a “need to know.” Data are encrypted for privacy, and the IT department runs statistical analyses on data to ensure reliability.**
- a(1) BCS’s multiple, integrated approaches to transfer and share knowledge among internal stakeholders helps engage workforce members in collaborative planning and improve their daily instruction. For example, teachers share and acquire knowledge at grade- and school-level forums. In addition, classified workforce members participate in process review meetings within their building or operational groups.
- b(3) Continued review of hardware and software during the year, including alignment with the SPP, ensures the quality of these systems. The IT Group facilitates network-user discussion group meetings every quarter throughout the school year to get feedback on user-friendliness and reliability. In addition, systems are evaluated against the following year’s SPP goals, and improvement ideas are solicited from Parent Organization (PO) leaders.

### OPPORTUNITIES FOR IMPROVEMENT

- a,b It is unclear how BCS systematically improves its approaches to managing organizational knowledge, information, and information technology to support its culture of innovation among employees. For example, improvements are not evident in processes for transferring relevant knowledge for use in innovation and strategic planning, making needed data and information available, and embedding learning in the way the district operates.
- a(1) It is unclear how BCS systematically uses the mechanisms in the Communication Plan (Figure 1.1-2) to transfer relevant knowledge to parents, volunteers, suppliers, partners, and collaborators. Systematic processes may help fulfill BCS’s PhilP that all are accountable for student performance.
- b(2) It is unclear how BCS makes needed data and information available in a user-friendly format to suppliers, partners, and collaborators, in alignment with its PhilP of running its schools like businesses. For example, these groups do not appear to attend best-practice sessions or quarterly focus groups run by IT.

## Category 5 Workforce Focus

### 5.1 Workforce Environment

Your score in this Criteria item for the Consensus Review is in the 30–45% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- **a(1) BCS’s well-deployed approach to maintaining a highly qualified and capable workforce and to assessing capacity and capability supports the core competency of curriculum design, counseling, and delivery of a college-preparatory educational curriculum. Capability needs for instructional staff and principals derive from districtwide performance on the state tests. Job performance goals aligned with district-level action plans determine capability needs for other classified and administrative staff. Student-teacher ratios and district standards determine capacity.**
- a(2) Reinforcing the strategic advantage of a workforce focus on student achievement and learning, BCS systematically bases recruitment on capability needs established during analysis of achievement data. The recruitment plan includes statewide advertising for seasoned teachers and recruitment at local universities for graduating students. Hiring decisions for building-based staff members are made at the school level, while district-office staff members are hired after a two-tier interview process.

#### OPPORTUNITIES FOR IMPROVEMENT

- a(3) It is not clear how the deployment of instructional staff by grade level leverages BCS’s core competencies of instructional technology for tailored instruction and delivery of a college-preparatory educational curriculum. Deploying staff in a way that capitalizes on core competencies may reveal opportunities to strengthen these areas of greatest expertise.
- a(2) It is not clear how BCS’s key workforce plans (Figure 2.2-3), the monitoring of workforce demographic characteristics, and the continuous improvement of climate and engagement factors contribute to the retention of new workforce members. For example, it is not apparent how increased staff development or taking coursework impacts retention. A systematic approach may strengthen the strategic advantage of an engaged workforce focused on student achievement and learning.
- a,b Evaluation and improvement of processes to build an effective and supportive workforce environment—such as processes around benefits and total compensation, workforce security and accessibility, recruitment, workforce capacity, and retention—are not evident. Such evaluation and improvement may contribute to the culture of innovation among employees, a strategic advantage.

- a(4) A systematic, well-deployed process to prevent workforce reductions for noninstructional staff and minimize the impact of such reductions is not apparent. Such an approach may help mitigate the strategic challenge of competitors wishing to hire BCS's workforce.

## 5.2 Workforce Engagement

Your score in this Criteria item for the Consensus Review is in the 30–45% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- a(b), b(1) BCS’s systematic determination and assessment of the key elements of workforce engagement promote the strategic advantage of an engaged workforce. Annually during the SWOT analysis portion of the SPP, the ELT reviews the results of the Best Career Location Workforce Engagement Survey for all employees, along with other measures, such as turnover, absenteeism, and grievances. Opportunities for improvement are incorporated into human resource plans as necessary.
- c(2) BCS’s Performance Management System supports employee engagement and the alignment of goals across the district. All employee segments set goals that are aligned with district-level action plans, resulting in individual Employee Performance Plans (EPPs). The EPPs identify training, supplies, and other resources needed to accomplish the goals, and workforce members are expected to experiment with innovative methods to improve student performance.
- c(1) The identification of professional development opportunities through the LDS reinforces the strategic advantage of a workforce focused on student achievement and learning. After an analysis of satisfaction and achievement data, BCS identifies development opportunities that support organizational performance, build new knowledge and skills, and focus on ethics training. For example, an analysis of state testing data led to a redesign of math instructional methods to include teaching for concept mastery.

### OPPORTUNITIES FOR IMPROVEMENT

- a(2) It is not clear how BCS’s concept of “reciprocal accountability” systematically fosters high-performance work across all workforce segments. For example, it is not evident how this idea drives the workforce process of setting performance goals that relate to organizational goals or how BCS’s communication methods support reciprocal accountability. A systematic process in this area may support the workforce requirements to have an opportunity to improve skills and contribute to decision making.
- c(2) Beyond self-reporting of the adoption of instructional strategies and “watch list” observations, systematic evaluation of the effectiveness of the LDS is not evident. Such evaluation, in alignment with BCS’s IIE framework for evaluating processes based on Define, Measure, Analyze, Improve, Control (DMAIC), may respond to the workforce engagement factor of having a real opportunity to improve skills.
- a(3), c(1) BCS’s approaches to manage, support, and assess workforce performance and engagement—such as learning and reinforcement of new skills—do not appear to include

volunteers. Deploying these approaches to volunteers may strengthen the core competency of engaging parents as volunteers and co-educators.



## Category 6 Operations Focus

### 6.1 Work Processes

Your score in this Criteria item for the Consensus Review is in the 30-45% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

#### STRENGTHS

- b(1,2) Systematic performance reviews facilitated by Bulls Eye data ensure that the operation of BCS's core work process and its derivatives meets process and regulatory requirements. For example, Learning Monitoring Process data enable various analyses (Figure 6.1-2). In the "analyze" step of the IIE, key questions probe the relationship of support processes to the mission-centered Learning Process. Each key support process has requirements and measurements (Figure 6.1-4), as well as a designated owner.
- a(1), b(3) BCS's use of the IIE (Figure 6.1-1) to design educational programs, services, and work processes, and its use of Plan, Do, Check, Act (PDCA) to improve classroom teaching and learning processes, support the core competency of curriculum design, counseling, and delivery of a college-preparatory curriculum. The IIE includes Define, Measure, Analyze, Design, Verify (DMADV; to create new processes) and DMAIC (to improve existing processes). Key requirements and performance data are entered in the Bulls Eye database to support improvement processes.
- a(2) BCS uses systematic approaches integrated with the Shared Vision Development Process (3.2a[1]) to determine key educational program, service, and work process requirements that meet stakeholders' needs. In the "measure" step of DMADV, teams determine requirements based on customer needs and specifications that are retrieved from DASH, organized, and prioritized. Requirements are refined in the "improve" step of DMAIC. Each derivative of the Learning Process has additional indicators of efficiency, effectiveness, and productivity (Figure 6.1-2).

#### OPPORTUNITIES FOR IMPROVEMENT

- **a(2) The requirements of BCS's core work process (the Learning Process) and of derivative key work processes do not appear to align with the district's four objectives and their related goals and measures (Figures 2.1-4 and 4.1-1) or to leverage its core competencies. Such alignment may help BCS ensure the effectiveness and efficiency of its most important value-creation processes.**
- a,b It is not clear how BCS embeds opportunities for learning in the IIE and PDCA. For example, it is unclear how the scoring guides developed as measures of effectiveness for standards are systematically reviewed and refined. Evaluating, improving, and learning about the effectiveness of these processes may help BCS respond to students' requirement for a solid education to prepare them for next steps in their futures.

- b(1,2) It is not clear how the monthly review of dashboard measures, monthly administration of the core student engagement survey, and annual review of all processes ensure that the day-to-day operation of work and support processes meets key requirements (Figures 6.1-2 and 6.1-4). Reviews that account for day-to-day operation may assist in ensuring that processes support BCS in delivering its key work processes.

## 6.2 Operational Effectiveness

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

### STRENGTHS

- b Systematic supply-chain management helps BCS mitigate the strategic challenge of cost containment. BCS categorizes vendors as partners, suppliers, or casual suppliers based on the length and level of engagement and performance. Agreements include the district's mission, vision, and values and measurable performance expectations in contracts; performance is assessed quarterly. Partners provide best-price guarantees, participate in an annual review, and maintain a proactive quality management system.
- c Integrated approaches help BCS ensure a safe operating environment and preparedness for emergencies. Mechanisms to ensure safety include annual and monthly safety inspections, with results reported monthly and root-cause analysis used when gaps occur. The Emergency Response Plan addresses multiple types of emergencies, includes collaboration with the local community, and calls for quarterly drills that are analyzed and evaluated for effectiveness.
- a In alignment with the PhilP of running the schools like businesses, BCS minimizes the costs of inspections, tests, and audits by evaluating the need for them in a subprocess of the IIE. In 2012, for example, BCS reduced the cost of Standards Clearing Assessments by administering them randomly for a subset of all standards mastered rather than verifying that every student had mastered every standard.

### OPPORTUNITIES FOR IMPROVEMENT

- a **It is unclear how BCS's Shared Vision Budget Process, which balances the need for cost control with students' needs, controls the overall costs of operations, a strategic challenge given uncertainties in state funding. For example, it is not clear how BCS works with its two bargaining units to control costs, given the significant portion of the district's costs attributable to wages and benefits.**
- d Once proposals for innovation have been implemented via BCS's go/no-go milestones, it is unclear how BCS decides to stop pursuing such opportunities. A process in this area may help BCS maximize the impact on student achievement by aligning scarce resources with the highest-priority opportunities.

## Category 7 Results

### 7.1 Student Learning and Process Results

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

#### STRENGTHS

- a Some results relative to a local competitor, the state top decile, or both indicate progress toward a top 10% ranking in achievement nationally by 2018. Examples are the performance index (a key performance indicator; Figure 7.1-1), the percentage of 10th-grade students proficient or above on the OGT (Figures 7.1-2a and b), and graduation rates for BCS and the online charter school (Figures 7.1-6a and 7.1-6b).
- b(1) Beneficial trends for several results demonstrate BCS's PhilP of running its schools like businesses while producing the best student learning. For example, PPE (a key performance indicator; Figure 7.1-10) and Student-to-Teacher Ratio (Figure 7.3-2) demonstrate improvement in the performance of the student learning process. Improved satisfaction with the Shared Vision Development Process (Figure 7.1-13) and Student Performance Monitoring (Figure 7.1-15) indicates improved effectiveness in two key support processes.
- b(2) Results for several key indicators of workplace emergency preparedness (Figure 7.1-16) show beneficial trends, responding to health and safety requirements and students' expectations of a safe school environment. For example, scores for disaster-recovery drills in preparation for fires, tornadoes, lockdowns, and pandemic flu have improved as assessed internally and by the insurance risk assessor.

#### OPPORTUNITIES FOR IMPROVEMENT

- a BCS does not provide results for the number of students accepted to their first-choice school or the number attending college. Such results may help BCS measure whether it is providing a solid education to prepare college-bound students for next steps in their futures, a student requirement.
- a,b,c Comparisons to competitors, benchmarks, or industry leaders, which may help BCS identify areas for potential innovation and change, are missing for some process results. Examples are results for student engagement and effective teaching processes (Figures 7.1-7a and 7.1-11), emergency preparedness (Figure 7.1-16), and partner and supplier performance (Figure 7.1-17).
- a Results for student performance on the SAT and ACT (Figures 7.1-4 and 7.1-5) lag the national top-decile comparisons. This may indicate the need for progress in achieving BCS's vision to provide education that ranks in the top 10% in achievement nationally by 2018.

## 7.2 Customer-Focused Results

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

### STRENGTHS

- a(1) Beneficial trends for student satisfaction support BCS in retaining and attracting students in a competitive environment. Results improving over the periods shown include those for meeting student requirements, including “good education”; workforce members who encourage discovery and inquiry; involvement in curriculum and extracurricular development); good communication; and access to technology (Figures 7.2-1 and 7.2-2b).
- a(2) Favorable performance relative to the national average, a Baldrige Award recipient, or both for engagement indicates some success in meeting the strategic challenge of students choosing alternative offerings. Examples are results for high school dropout rate (Figure 7.2-7), graduation rate (Figure 7.2-8), out-of-school suspension rate (Figure 7.2-9), and positive referral (Figure 7.2-10).
- a(2) BCS reports good levels and beneficial trends for three indicators of student engagement—high school dropout rate (Figure 7.2-7), graduation rate (Figure 7.2-8), and out-of-school suspension rate (Figure 7.2-9). These results support BCS’s PhilP of treating students as whole individuals, respecting what they bring to their learning experience and understanding their unique situations.

### OPPORTUNITIES FOR IMPROVEMENT

- a Results are missing for measures that might yield insight into how to retain families and attract families to the district. Examples are results for the key student requirements of stimulating creative thought, treating students fairly, and providing a safe school environment. Also missing are results reflecting the course of students’ and parents’ relationships with the district, such as those for newer students and parents and for longstanding customers.
- a Several student- and other customer-focused results lack comparative data, such as competitors’ performance and benchmarks that provide a context for understanding BCS’s performance relative to its values and mission. Examples are results for students recommending the district (Figure 7.2-2a), student engagement (Figure 7.2-6), volunteer satisfaction and engagement (Figure 7.2-11), key collaborators’ satisfaction and engagement (Figure 7.2-12), parent attendance at the student-led conference (Figure 7.2-15), and PO participation (Figure 7.2-16).
- a(1) Satisfaction measures are not segmented by student demographics or grade level, which may hinder identification of opportunities for improvement related to specific student or parent groups. Some examples are students and parents giving BCS a grade of

“A” in areas such as “I can be involved in curriculum development” (Figure 7.2-2b) and “my child’s teachers expect my child to do well in class” (Figure 7.2-3).

### 7.3 Workforce-Focused Results

Your score in this Criteria item for the Consensus Review is in the 30–45% percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

#### STRENGTHS

- **a(3) Many results for workforce engagement are at or are approaching national top-decile levels on the Best Career Location survey. For instructional staff, these include results relating to workforce requirements (Figures 7.3-7, 7.3-9, 7.3-8, 7.3-11, and 7.3-12); for all employee segments, examples are staff turnover (Figure 7.3-5) and rewards and recognition (Figure 7.3-13).**
- a(1) BCS's results for capability and capacity show success in meeting the engagement factor of having sufficient resources to get the job done. Results for capability (Figure 7.3-1) show a beneficial trend, with certifications at or close to the goal of 100%. The student-teacher ratio has also improved and outperforms that of a Baldrige Award recipient for the elementary and middle school segments.

#### OPPORTUNITIES FOR IMPROVEMENT

- **a BCS does not provide many workforce engagement and learning results that may help the district assess progress toward the objectives of wellness, stewardship, and engagement (Figure 2.1-4). Examples are participation in nutrition and wellness programs, participation in professional and leadership development, watch-list observations, and findings from exit surveys and interviews.**
- a Some results—such as those for student-to-teacher ratios (Figure 7.3-2), staff turnover (Figure 7.3-5), physical conditions in the workplace (Figure 7.3-6), and participation in professional learning communities (Figure 7.3-14)—are not segmented by building, grade level, or workforce group. Segmented results may reveal differences in the related engagement factors of adequate physical conditions, sufficient resources to get the job done, and opportunities to improve skills.
- a BCS does not provide comparative data for some results related to progress in meeting the strategic challenge of competitors recruiting staff members. Some examples are the percentage of staff meeting certification requirements (Figure 7.3-1), OSHA and worker accidents (Figure 7.3-4), the percentage of staff receiving tuition reimbursement (Figure 7.3-17), and the percentage of promotions filled from within the district (Figure 7.3-18).

## 7.4 Leadership and Governance Results

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

### STRENGTHS

- a(1,4) Results for ethical behavior and for senior leaders' communication reflect leaders' modeling of BCS School Way. BCS reports beneficial trends (and some near-top-decile levels) for satisfaction with senior leaders' methods of communicating with the workforce, stakeholders, and students (Figures 7.4-1, 7.4-2, and 7.4-3). Other examples are results for stakeholders' trust in leaders and their integrity (Figures 7.4-13, 7.4-14 and 7.4-15), as well as results for ethical behavior (Figure 7.4-11).
- a(2) Results for several measures demonstrate effective governance. For example, BCS reports zero findings for internal/external audits from 2010 to 2013, achievement of 100% compliance with IRS audits and COI forms (Figure 7.4-6), compliance with key regulatory requirements (Figure 7.4-7), and improving policy compliance (Figure 7.4-9).
- a(5) Some beneficial trends demonstrate the district's benefits to society through Green Team initiatives. For example, results for consumption of gas and diesel and for the volume of recycling have improved, as have results for the balanced scorecard measure of community service activities—including staff contributions of money and volunteer hours to community agencies (Figure 7.4-17).

### OPPORTUNITIES FOR IMPROVEMENT

- b BCS does not present results associated with taking intelligent risks or strengthening the district's core competencies. Lack of results in these areas may limit the district in determining if it is maintaining its culture of innovation, a strategic advantage.
- a(1,4) Results for the effectiveness of senior leaders' communication with the workforce (e.g., Figures 7.4-2, 7.4-3, and 7.4-5) and for workforce trust/perception of senior leaders (Figure 7.4-13) lack segmentation (e.g., by building, gender, age, and years of service). Such results may help BCS pinpoint areas in which it particularly faces the strategic challenges of competitors hiring workforce members and students choosing alternative educational offerings.
- a,b BCS does not provide comparative data for several leadership and governance results, including those for meeting key regulatory requirements (Figure 7.4-7) and for PPE vs. PI (Figure 7.4-19). Relevant comparisons may help the district understand the context for its performance.



## 7.5 Budgetary, Financial, and Market Results

Your score in this Criteria item for the Consensus Review is in the 50–65% percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

### STRENGTHS

- **a(1) Some results indicate progress in addressing BCS’s strategic challenge of cost containment. For example, fund balance as a percent of budget (Figure 7.5-3) is near the state-allowed maximum. In addition, PPE (Figure 7.1-10) has decreased to \$8,300 over the past five years, even while resources have been reallocated to instructional purposes. More than 85% of costs now go toward instruction, better than the state average (Figure 7.5-2).**
- a(2) BCS’s market share (Figures 7.2-4 and 7.5-4) improved from fiscal year (FY) 2009 through FY2013, with approximately 85% of eligible students enrolled in the school district. These results may indicate BCS’s addressing of the strategic challenge of students choosing alternative educational offerings.

### OPPORTUNITIES FOR IMPROVEMENT

- a(1) BCS does not provide results for budget vs. actual or for the number of financial plans by department, which are key measures for the objective of stewardship (Figure 2.1-4). Without these results, BCS may not be able to enact the PhilP of running its schools like businesses.
- a(2) BCS does not report market share results by its identified student segments (lower and upper elementary, middle, and high school students). Such segmentation may help BCS identify the extent in each segment of the strategic challenge around students choosing alternative educational offerings.

## **APPENDIX A**

The spider, or radar, chart that follows depicts your organization's performance as represented by scores for each item. This performance is presented in contrast to the median scores for all 2014 applicants at Consensus Review. You will note that each ring of the chart corresponds to a scoring range.

Each point in red represents the scoring range your organization achieved for the corresponding item. The points in blue represent the median scoring ranges for all 2014 applicants at Consensus Review. Seeing where your performance is similar or dissimilar to the median of all applicants may help you initially determine or prioritize areas for improvement efforts and strengths to leverage.

[This chart will be added when 2014 applicant data are available.]

## **APPENDIX B**

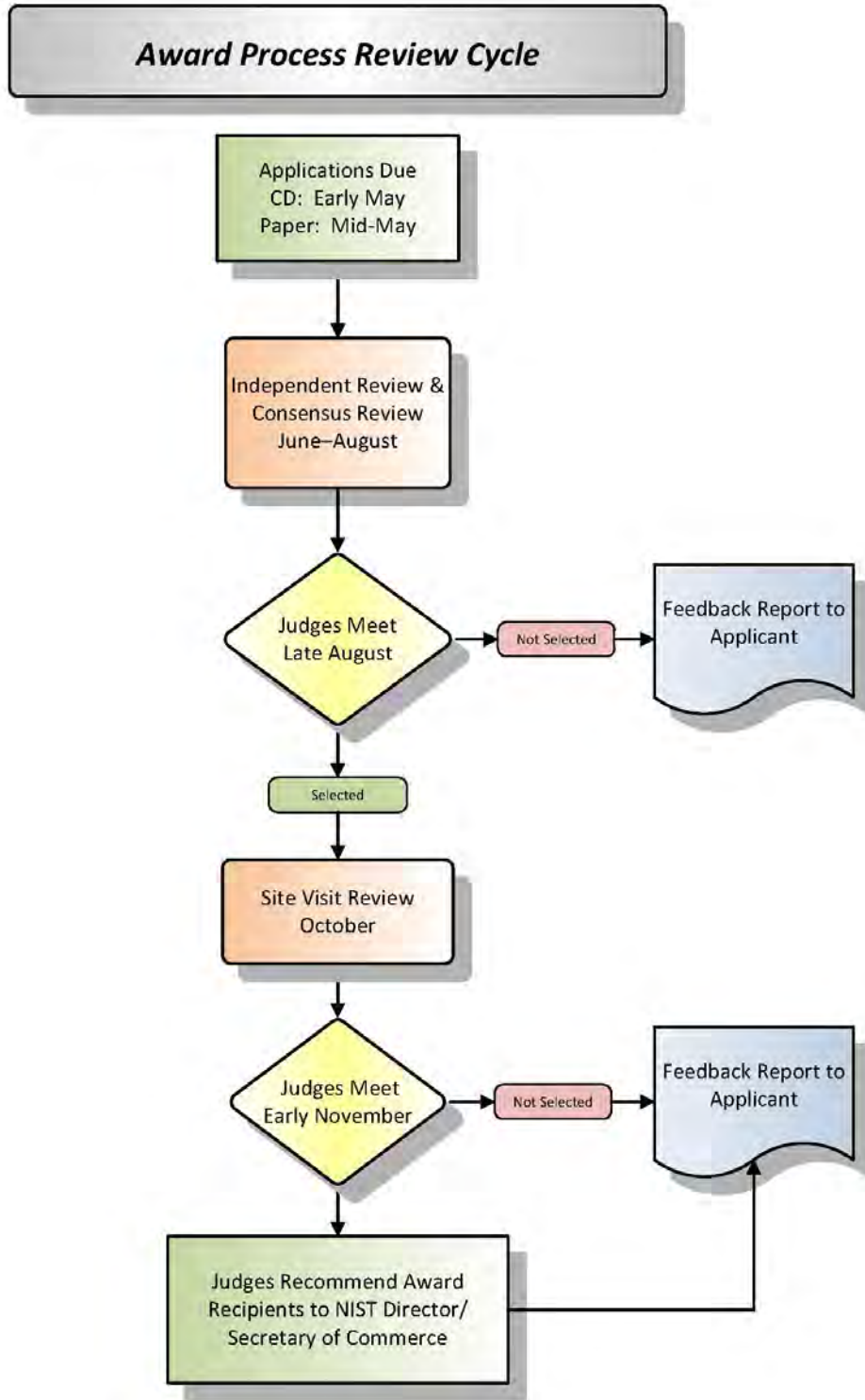
By submitting a Baldrige Award application, you have differentiated yourself from most U.S. organizations. The Board of Examiners has evaluated your application for the Malcolm Baldrige National Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains the examiners' findings, including a summary of the key themes of the evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is provided below.

### **APPLICATION REVIEW**

#### **Independent Review**

Following receipt of the award applications, the award process review cycle (shown in Figure 1) begins with Independent Review, in which members of the Board of Examiners are assigned to each of the applications. Examiners are assigned based on their areas of expertise and with attention to avoiding potential conflicts of interest. Each application is evaluated independently by the examiners, who write observations relating to the scoring system described beginning on page 28 of the *2013–2014 Education Criteria for Performance Excellence*.



**Figure 1—Award Process Review Cycle**

## Consensus Review

In Consensus Review (see Figure 2), a team of examiners, led by a senior examiner or alumnus, conducts a series of reviews, first managed virtually through a secure database called BOSS and eventually concluded through a focused conference call. The purpose of this series of reviews is for the team to reach consensus on comments and scores that capture the team’s collective view of the applicant’s strengths and opportunities for improvement. The team documents its comments and scores in a Consensus Scorebook.

Step 1 Consensus Planning	Step 2 Consensus Review in BOSS	Step 3 Consensus Call	Step 4 Post–Consensus Call Activities
<ul style="list-style-type: none"> <li>• Clarify the timeline for the team to complete its work.</li> <li>• Assign category/item discussion leaders.</li> <li>• Discuss key business/organization factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Review all Independent Review evaluations—draft consensus comments and propose scores.</li> <li>• Develop comments and scores for the team to review.</li> <li>• Address feedback, incorporate inputs, and propose a resolution of differences on each worksheet.</li> <li>• Review updated comments and scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss comments, scores, and all key themes.</li> <li>• Achieve consensus on comments and scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise comments and scores to reflect consensus decisions.</li> <li>• Prepare final Consensus Scorebook.</li> <li>• Prepare feedback report.</li> </ul>

**Figure 2—Consensus Review**

## Site Visit Review

After Consensus Review, the Panel of Judges selects applicants to receive site visits based on the scoring profiles. If an applicant is not selected for Site Visit Review, the final Consensus Scorebook receives a technical review by a highly experienced examiner and becomes the feedback report.

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or

confusion the examiners may have regarding the written application and to verify that the information in the application is correct (see Figure 3 for the Site Visit Review process). After the site visit, the team of examiners prepares a final Site Visit Scorebook.

<b>Step 1 Team Preparation</b>	<b>Step 2 Site Visit</b>	<b>Step 3 Post-Site Visit Activities</b>
<ul style="list-style-type: none"> <li>• Review consensus findings.</li> <li>• Develop site visit issues.</li> <li>• Plan site visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Make/receive presentations.</li> <li>• Conduct interviews.</li> <li>• Record observations.</li> <li>• Review documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Resolve issues.</li> <li>• Summarize findings.</li> <li>• Finalize comments.</li> <li>• Prepare final Site Visit Scorebook.</li> <li>• Prepare feedback report.</li> </ul>

**Figure 3—Site Visit Review**

Applications, Consensus Scorebooks, and Site Visit Scorebooks for all applicants receiving site visits are forwarded to the Panel of Judges for review (see Figure 4). The judges recommend which applicants should receive the Baldrige Award and identify any non-award recipient organizations demonstrating one or more Category Best Practices. The judges discuss applications in each of the six award sectors separately, and then they vote to keep or eliminate each applicant. Next, the judges decide whether each of the top applicants should be recommended as an award recipient based on an “absolute” standard: the overall excellence of the applicant and the appropriateness of the applicant as a national role model. For each organization not recommended to receive the Baldrige Award, the judges have further discussion to determine if the organization demonstrates any Category Best Practices. The process is repeated for each award sector.

<b>Step 1 Panel of Judges’ Review</b>	<b>Step 2 Evaluation by Sector</b>	<b>Step 3 Assessment of Top Organizations</b>
<ul style="list-style-type: none"> <li>• Applications</li> <li>• Consensus Scorebooks</li> <li>• Site Visit Scorebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Service</li> <li>• Small business</li> <li>• Education</li> <li>• Health care</li> <li>• Nonprofit</li> </ul>	<ul style="list-style-type: none"> <li>• Overall strengths/opportunities for improvement</li> <li>• Appropriateness as national model of performance excellence</li> <li>• Determination of organizations demonstrating one or more Category Best Practices</li> </ul>

**Figure 4—Judges’ Review**

Judges do not participate in discussions or vote on applications from organizations in which they have a competing or conflicting interest or in which they have a private or special interest, such as an employment or a client relationship, a financial interest, or a personal or family relationship. All conflicts are reviewed and discussed so that judges are aware of their own and others' limitations on access to information and participation in discussions and voting.

Following the judges' review and recommendation of award recipients, the Site Visit Team Leader edits the final Site Visit Scorebook, which becomes the feedback report.

## SCORING

The scoring system used to score each item is designed to differentiate the applicants in the various stages of review and to facilitate feedback. As seen in the Process Scoring Guidelines and the Results Scoring Guidelines (Figures 5a and 5b, respectively), the scoring of responses to Criteria items is based on two evaluation dimensions: process and results. The four factors used to evaluate process (categories 1–6) are approach (A), deployment (D), learning (L), and integration (I), and the four factors used to evaluate results (items 7.1–7.5) are levels (Le), trends (T), comparisons (C), and integration (I).

In the feedback report, the applicant receives a percentage range score for each item. The range is based on the scoring guidelines, which describe the characteristics typically associated with specific percentage ranges.

As shown in Figures 6a and 6b, the applicant's overall scores for process items and results items each fall into one of eight scoring bands. Each band score has a corresponding descriptor of attributes associated with that band. Figures 6a and 6b provide information on the percentage of applicants scoring in each band at Consensus Review.



SCORE	DESCRIPTION
0% or 5%	<ul style="list-style-type: none"> <li>No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A)</li> <li>Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D)</li> <li>An improvement orientation is not evident; improvement is achieved by reacting to problems. (L)</li> <li>No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)</li> </ul>
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> <li>The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A)</li> <li>The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D)</li> <li>Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)</li> <li>The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)</li> </ul>
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D)</li> <li>The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L)</li> <li>The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)</li> </ul>
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D)</li> <li>A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L)</li> <li>The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)</li> </ul>
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is well DEPLOYED, with no significant gaps. (D)</li> <li>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are key management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L)</li> <li>The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)</li> </ul>
90%, 95%, or 100%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D)</li> <li>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L)</li> <li>The APPROACH is well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)</li> </ul>

**Figure 5a—Process Scoring Guidelines (For Use with Categories 1–6)**

<b>SCORE</b>	<b>DESCRIPTION</b>
<b>0% or 5%</b>	<ul style="list-style-type: none"> <li>▪ There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le)</li> <li>▪ TREND data either are not reported or show mainly adverse TRENDS. (T)</li> <li>▪ Comparative information is not reported. (C)</li> <li>▪ RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
<b>10%, 15%, 20%, or 25%</b>	<ul style="list-style-type: none"> <li>▪ A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le)</li> <li>▪ Some TREND data are reported, with some adverse TRENDS evident. (T)</li> <li>▪ Little or no comparative information is reported. (C)</li> <li>▪ RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
<b>30%, 35%, 40%, or 45%</b>	<ul style="list-style-type: none"> <li>▪ Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le)</li> <li>▪ Some TREND data are reported, and most of the TRENDS presented are beneficial. (T)</li> <li>▪ Early stages of obtaining comparative information are evident. (C)</li> <li>▪ RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
<b>50%, 55%, 60%, or 65%</b>	<ul style="list-style-type: none"> <li>▪ Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le)</li> <li>▪ Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>▪ Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C)</li> <li>▪ Organizational PERFORMANCE RESULTS are reported for most KEY student and other CUSTOMER, market, and PROCESS requirements. (I)</li> </ul>
<b>70%, 75%, 80%, or 85%</b>	<ul style="list-style-type: none"> <li>▪ Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le)</li> <li>▪ Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>▪ Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C)</li> <li>▪ Organizational PERFORMANCE RESULTS are reported for most KEY student and other CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)</li> </ul>
<b>90%, 95%, or 100%</b>	<ul style="list-style-type: none"> <li>▪ Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le)</li> <li>▪ Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>▪ Industry and BENCHMARK leadership is demonstrated in many areas. (C)</li> <li>▪ Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY student and other CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)</li> </ul>

**Figure 5b—Results Scoring Guidelines (For Use with Category 7)**

Band Score	Band Number	% Applicants in Band <sup>1</sup>	PROCESS Scoring Band Descriptors
0–150	1		The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2		The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3		The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4		The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5		The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes.
371–430	6		The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7		The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8		The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

<sup>1</sup> Percentages are based on scores from the Consensus Review.

**Figure 6a—Process Scoring Band Descriptors**

Band Score	Band Number	% Applicants in Band <sup>1</sup>	RESULTS Scoring Band Descriptors
0–125	1		A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2		Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization’s mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3		Results address areas of importance to the basic Criteria requirements and accomplishment of the organization’s mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4		Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
256–300	5		Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
301–345	6		Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization’s mission, and the organization is an industry <sup>2</sup> leader in some results areas.
346–390	7		Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry <sup>2</sup> leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.
391–450	8		Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.

<sup>1</sup> Percentages are based on scores from the Consensus Review.

<sup>2</sup> “Industry” refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons.

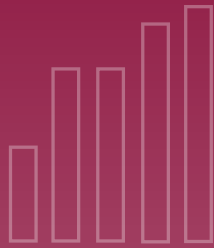
**Figure 6b—Results Scoring Band Descriptors**

## 2014 Baldrige Award Applicants

Sector	Total Number of Award Applications	Number of Award Applicants Recommended for Site Visit
Health Care	12	
Nonprofit	6	
Education	2	
Business-Small Business	0	
Business-Service	2	
Business-Manufacturing	0	
<b>Total</b>	<b>22</b>	

## Baldrige Award Recipient Contact Information 1988—2013

Baldrige Award winners generously share information with numerous organizations from all sectors. To contact an award winner, please see [http://patapsco.nist.gov/Award\\_Recipients/index.cfm](http://patapsco.nist.gov/Award_Recipients/index.cfm), which includes links to contact information as well as profiles of the winners.



The ratio of the Baldrige Program's benefits for the U.S. economy to its costs is estimated at **820 to 1**.

**95 Baldrige Award winners** serve as national role models.

2010–2013 award applicants represent **470,403 jobs**, 2,250 work sites, over \$77 billion in revenue/budgets, and about 434 million customers served.

482 Baldrige examiners volunteered roughly **\$7.3 million** in services in 2013.

2,297 State Baldrige-based examiners volunteered around **\$30 million** in services in 2013.

## Baldrige Performance Excellence Program

Created by Congress in 1987, the Baldrige Program (<http://www.nist.gov/baldrige>) is managed by the National Institute of Standards and Technology, an agency of the U.S. Department of Commerce. The program helps organizations improve their performance and succeed in the competitive global marketplace. It is the only public-private partnership and Presidential award program dedicated to improving U.S. organizations. The program administers the Presidential Malcolm Baldrige National Quality Award.

In collaboration with the greater Baldrige community, we provide organizations with

- an integrated management framework;
- organizational self-assessment tools;
- analysis of organizational strengths and opportunities for improvement by a team of trained experts; and
- educational presentations, conferences, and workshops on proven best management practices and on using the Baldrige Criteria to improve.

## Foundation for the Malcolm Baldrige National Quality Award

The Foundation's main objective is to raise funds to permanently endow the award program. Prominent leaders from U.S. organizations serve as foundation trustees, and a broad cross section of U.S. organizations provides financial support to the foundation.

## Alliance for Performance Excellence

The Alliance (<http://www.baldrigepe.org/alliance>) is a nonprofit national network of local, state, and regional Baldrige-based programs working with organizations from all industry sectors. Alliance members offer performance improvement tools and resources at the grassroots level, giving organizations a simple and straightforward way into the Baldrige framework and thereby helping them improve their efficiency, effectiveness, and results. Alliance member programs serve as a feeder system for the national Baldrige Award.

## American Society for Quality

The American Society for Quality (ASQ; <http://www.asq.org/>) assists in administering the award program under contract to the National Institute of Standards and Technology (NIST). ASQ's vision is to make quality a global priority, an organizational imperative, and a personal ethic and, in the process, to become the community for all who seek quality concepts, technology, or tools to improve themselves and their world.

For more information:  
[www.nist.gov/baldrige](http://www.nist.gov/baldrige) | 301.975.2036 | [baldrige@nist.gov](mailto:baldrige@nist.gov)

