

BALDRIGE in Education: Performance Excellence Delivers World-Class Results

Validating Key Results

Maybe you have heard about a failing school using a Baldrige assessment to begin its turnaround. But why would a school with good performance undertake a Baldrige self-assessment? To become better—and to get better results. In today's education environment of high-stakes academic testing and accountability to wide-ranging stakeholders, being results-focused is essential for schools. Education leaders who understand performance excellence know that school results must deliver ever-improving value to students and stakeholders, promoting education quality and organizational sustainability. The seven, comprehensive Categories of the Baldrige Education Criteria for Performance Excellence are designed to help education organizations capitalize on their unique strengths and identify their opportunities for improvement. When schools effectively develop and deploy strategies in each of the first six Baldrige Categories, they can expect these linked processes to drive better results.

The seventh Category of the Baldrige Education Criteria is called Results. This Category examines organizational performance and improvement in key outcome areas—student learning; student and stakeholder focus; budgetary, financial, and market; faculty and staff; organizational effectiveness; and leadership and social responsibility. Baldrige Award recipients have proven to be high-performing organizations that measure outcomes in all their key areas of performance and know where they stand on each relative to the outcomes of competitors and education industry leaders.

Aim High: Student Learning Outcomes

Baldrige Award recipients strive to design and deliver effective educational programs and activities that lead to strong learning results and educational improvement for all students.

- The Jenks Public Schools (*2005 Award Recipient in Education*) of Oklahoma have adopted a team-based learning approach that has resulted in multiple awards and recognition of students, faculty, and staff for academic achievements. Thirty-seven percent of the district's class of 2004 demonstrated college-level mastery by earning an Advanced Placement test score of three or better, compared to the national average of 13 percent and the highest state level of 21.2 percent. The district's high school graduation rate was 93 percent in 2003, 94 percent in 2004, and 95 percent in 2005. *For more information, contact Dana Ezell, Director of Communications, (918) 299-4415, ext. 2211, dana.ezell@jenksps.org.*
- Alaska's Chugach School District (*2001 Award Recipient in Education*) began a comprehensive restructuring effort in 1994 and progressed from a school district in crisis to one with student performance exceeding state and national norms. The district's results on the California Achievement Test rose dramatically—in reading, from the 28th percentile in 1995 to the 71st in 1999; in math, from 54th to 78th; in language arts, from 26th to 72nd. *For more information, contact Debbie Treece, Quality Schools Coordinator, (907) 522-7400, dtreece@chugachschoos.com.*

Satisfy: Student-/Stakeholder-Focused Outcomes

Baldrige Award recipients demonstrate that they have satisfied students' and stakeholders' key needs and expectations and have encouraged loyalty, student persistence, and positive referrals.

- The Pearl River School District (*2001 Award Recipient in Education*) of Rockland County, New York, satisfies students and stakeholders through collaboration, including them as participants in annual reviews of the district's mission and goals. The district's overall student satisfaction, measured with a recognized national survey, increased from 70 percent in 1998 to 92 percent in 2001, surpassing the highest score in the survey's databank (86 percent in 2001). The district's overall parent satisfaction ratings increased from 62 percent in 1996 to 96 percent in 2001, also exceeding the highest score in the survey's databank (89 percent in 2001). *For more information, contact Sandra Cokeley, Director of Quality and Community Relations, (845) 620-3932, cokeleys@pearlriver.org.*
- The University of Wisconsin–Stout (*2001 Award Recipient in Education*) maintains productive, collaborative relationships with stakeholders, recognizing them as vital to the university's success in accomplishing its strategic goals. Five follow-up surveys to learn how employers view its graduates showed that 99 percent to 100 percent of respondents rated UW-Stout graduates as well prepared for their positions. In addition, more than 90 percent of graduate program alumni and almost 90 percent of undergraduate program alumni responded that, if they could do it all over again, they would choose to attend UW-Stout. *For more information, contact Julie Furst-Bowe, Provost and Vice Chancellor, (715) 232-2421, furst-bowej@uwstout.edu.*

Maintain Fiscal Stability: Budgetary, Financial, and Market Outcomes

Senior leaders are responsible for tracking organizations' budgetary, financial, and market results, assessing their use of resources and their market challenges and opportunities. Baldrige Award recipients show that they understand their organization's financial sustainability and market performance.

- The Community Consolidated School District 15 (*2003 Award Recipient*) of Palatine, Illinois, has developed innovative means of assessing its market performance: By calculating its cost of \$111.93 per percentage point of student performance on state learning standards tests, the district determined that it outperformed three comparison districts, which ranged from \$118.57 to \$122.36. District 15 maintained a per-pupil

expenditure rate at or below the levels of its comparison districts and the state average from 1995-1996 to 2001-2002. *For more information, contact Robert Tenczar, Director of Communications, (847) 963-3211, tenczarr@ccsd15.k12.il.us.*

- Kenneth W. Monfort College of Business (MCB) at the University of Northern Colorado (*2004 Award Recipient*) earns high marks for value, with 2003-2004 tuition and fees 39 percent lower than the national average, while student performance on nationally administered exit exams is in the top 10 percent. *For more information, contact Mike Leonard, Public Affairs, (970) 351-1273, michael.leonard@unco.edu.*

Know Your Strongest Assets: Faculty and Staff Outcomes

An organization that values its faculty and staff is committed to their satisfaction, development, and well-being. Baldrige Award recipients are focused on creating and maintaining a productive, learning-centered, and caring work environment for all faculty and staff.

- The Jenks school district motivates faculty and staff to develop their full potential by focusing on continuous improvement and recognizing excellent performance. Career and professional development opportunities include cohort degree programs offered with an accredited university. As a result, 48 percent of the teaching staff have master's degrees, and 98.5 percent are "highly qualified"

according to the federal No Child Left Behind standards. For 2003 and 2004, the district's annual turnover rate for certified staff was 11 percent and 6 percent, respectively, compared to the national average rate of 20 percent both years.

- Despite high turnover among teachers and administrators in Alaska's rural communities, the Chugach School District has improved work situations and used incentives such as flexible scheduling and job rotation to reduce teacher turnover from an average annual rate of 55 percent from 1974 to 1994 to only 12 percent average annual turnover from 1995 to 2000.

Operate as a Leader: Organizational Effectiveness Outcomes

Baldrige Award recipients strive to achieve organizational effectiveness and process efficiency by developing and tracking key operational performance measures that are relevant and important to their organizations.

- In the Pearl River School District, the percentage of students graduating with a Regents diploma—a key objective for the district—increased from 60 percent in 1996 to 86 percent in 2001, only 4 percentage points below the state's top performer. By comparison, the percentage of students earning Regents diplomas in schools outside the district with similar

socioeconomic profiles decreased from 61 percent in 1996 to 58 percent in 2000.

- At Richland College (*2005 Award Recipient*), a community college in Dallas, the faculty's use of eCampus Blackboard technology—a tool which provides courses, discussions, assignments, and grades online—has risen from below 10 percent in 2001 to 37 percent in spring 2005, exceeding best-peer performance. *For more information, contact Jenni Gilmer, Manager of Public Information/Technological Communications, (972) 238-6022, jgilmer@dcccd.edu.*

Be a Role Model: Leadership and Social Responsibility Outcomes

Baldrige Award recipients' senior leaders understand the value of serving as role models and of reinforcing their organization's ethics, values, and expectations, with the aim of maintaining a fiscally sound, ethical organization that is a good citizen in its communities.

- In the Jenks Public Schools, service learning by students is considered part of preparing them to be productive, responsible citizens. Students are involved in numerous projects that help the community. The district also maintains an innovative partnership—recognized by *Education Week*, CNN, and *People* magazine—in which prekindergarten

and kindergarten classes are held in a long-term care facility, benefiting students, teachers, and senior citizens in the community.

- Richland College's across-the-curriculum Service Learning program sends students to 68 community organizations as part of their "community-building" learning. Students contribute nearly 13,000 service hours annually to these organizations. Senior leaders, faculty, and staff serve on key civic and business boards and committees and give volunteer service hours to various charitable agencies serving the area.