Organizational Performance Results Category

What does "Organizational Performance Results" look like at the school and classroom levels?

- The school has processes and summative measures in place that allow all stakeholders to determine how well the school is doing in relation to student, staff, and stakeholder needs, strategic goals, and the performance of other schools. Monitoring and evaluation of the leadership system and process management are included, as well as trend data for student achievement and student, staff and stakeholder levels of satisfaction/dissatisfaction.

- In a Classroom Learning System focused on "Organizational Performance Results," the teacher has identified the assessment tools that will be used to define expectations for students and to measure progress regarding academic achievement, levels of satisfaction, and classroom management. Progress is graphically displayed on classroom data centers and maintained in personal data notebooks or folders.

A Process for Meeting the Requirements of the Baldrige
Organizational Performance Results Category for School Improvement Planning

This category addresses the school's "bottom line" in each category:
- How effective have the school's instructional programs and services been in relation to learning for all students and subgroups of students?
- How effective have the school's efforts been at addressing students' and stakeholders' needs, expectations and levels of satisfaction/dissatisfaction?
- How well has the school addressed the need for a positive, productive, learning-centered, and caring work environment for all staff? How effective has the education and training of all staff been as measured by improved teaching and learning?
- How effective has the leadership system been in monitoring and communicating the school's vision, mission, expectations, Core Values/Best Practices and professional learning community/school learning system? How well has the leadership system built leadership capacity among all staff members, enabling staff to participate in shared leadership, decision-making and accountability?
- How effective and efficient are the action plans put into place to support the SIP goals/objectives? How efficient and effective are processes and systems put into place to manage actions within each category? Are the processes well-defined, well-designed, and well-deployed?
- How well is the school doing compared with similar schools?

In order for a school to be able to determine its overall effectiveness, key measures and assessment tools need to be identified that support and are aligned with the school's strategic goals/objectives. The school needs to establish databases on current levels of and trends in, student achievement, student and stakeholder satisfaction/dissatisfaction, professional development, and staff well-being. Additionally, the school needs to design data bases that will allow for comparisons with other schools (benchmarking) and will help to determine the efficacy of the leadership system and the school's systems and processes. These databases serve to provide base line data at the beginning of the year to be compared with data (results) at the end of the year.

To address the requirements of the Baldrige Organizational Performance Results Category, the school must engage in processes that define the content or actions of the category needed for the School Improvement Plan. These processes may be addressed through a set of process or "how" questions strategically aimed at the Baldrige requirements of the category. By answering these questions, the school improvement team will be able to address specifically the content and actions or "what" questions to meet the needs of the school within the Organizational Performance Results Category.

Process Questions (How)[1]	SIP Content Questions (What)
1. How does the school identify data points, targets, and summative assessment tools that will assess student achievement in relation to the school's goals/objectives?	1. What data points, targets and summative assessment tools will be used to establish base line data and to determine student progress according to the SIP goals/objectives?
2. How does the school determine the achievement of students and subgroups of students towards goals/objectives? (Include trend data, as available.)	2. What are the results (current levels and trends) in achievement for all students and subgroups of students?
3. How does the school compare its results with similar schools within and outside the school system (benchmarking)?	3. What are the results of benchmarking with similar schools?
4. How will the school determine student and stakeholder satisfaction/ dissatisfaction? (Include trend and disaggregated data, as available.)	4. What are the results (current levels and trends) in students' and stakeholders' perceived levels of satisfaction/dissatisfaction and relationship building? What does the disaggregated and trend data show?
5. How does the school determine the current levels and trends in staff satisfaction/dissatisfaction and well-being? (Include trend and disaggregated data, as available.)	5. What are the results (current levels and trends) of staff learning/professional development and staff well-being and satisfaction? What does the disaggregated data show?
6. How will the school determine the effectiveness of the education and training of all staff members in meeting the school's goals/objectives and improving teaching and learning?	6. What are the results (current levels and trends) of the education and training of all staff members on meeting the school's goals/objectives and improving teaching and learning?
7. How will the school determine the effectiveness of its leadership and organizational systems?	7. What are the results (current levels and trends) of evaluating the effectiveness of the leadership and organizational systems?
8. How well have the processes and systems been defined, designed and deployed? How does the school use results to improve the school and guide the school's continuous improvement planning process? How does the school report key performance and process results to all stakeholders?	8. What are the well-designed, well-defined, and well-deployed processes and systems in the school? What are the results of the continuous planning process? What has the school done to communicate results to all stakeholders?

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[1] See the Principal's Handbook for suggestions or actions as a guide for answering these questions.

Directions for completing the SIP category for "Organizational Performance Results"

⇒ At the beginning of the year, place the selected key data points, targets, and summative assessment tools that will be used to measure the strategic goals/objectives under the heading "Organizational Performance Results" on a linkages chart, linear chart, narrative, etc., the format to be chosen by individual schools.

⇒ Under the heading "Process Management," summarize the key well-defined, well-designed, and well-deployed processes that will be used to manage, analyze, and monitor the identified activities. As other Baldrige Categories are addressed, check for the alignment of actions and processes to work towards a truly integrated, efficient, and effective management system.

⇒ At the end of the year, compare results with beginning of the year or base line data. As schools receive the results of summative assessment measures in the other categories, the Organizational Performance Results Category is used to summarize and document the results. This mode of reporting the results reinforces the alignment and linkages among the categories of the management plan. The results also set into motion revisiting or recycling to the Student and Stakeholder Focus Category to reevaluate or update student and stakeholder needs.