

2014

Buckeye City Schools Case Study



Baldrige Performance Excellence Program

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

July 2014

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The *Buckeye City Schools Case Study* is a fictional Baldrige Award application prepared for use in the 2014 Malcolm Baldrige National Quality Award Examiner Preparation Course. The fictitious case study organization is a preschool and K–12 public education system. The case study illustrates the format and general content of an award application. However, since the case study serves primarily as a tool for training examiners to evaluate organizations against the 2013–2014 Education Criteria for Performance Excellence, the application does not address all Criteria requirements or demonstrate role-model responses in all Criteria areas. Please refer to the *Buckeye City Schools Feedback Report* to learn how the organization scored and to see its strengths and opportunities for improvement.

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.

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NIST, an agency of the U.S. Department of Commerce, manages the Baldrige Program. NIST has a 100-plus-year track record of serving U.S. industry, science, and the public with the mission to promote U.S. innovation and industrial competitiveness by advancing measurement science, standards, and technology in ways that enhance economic security and improve our quality of life. NIST carries out its mission in three cooperative programs, including the Baldrige Program. The other two are the NIST laboratories, conducting research that advances the nation's technology infrastructure and is needed by U.S. industry to continually improve products and services; and the Hollings Manufacturing Extension Partnership, a nationwide network of local centers offering technical and business assistance to small manufacturers.

Suggested citation: Baldrige Performance Excellence Program. *2014 Buckeye City Schools Case Study*.

Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology.

<http://www.nist.gov/baldrige>.



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2014 ELIGIBILITY
CERTIFICATION
FORM

2014 Eligibility Certification Form

1. Your Organization

Official name	Buckeye City Schools	Headquarters address	1000 Maycliff Street Cironassi, OH 45201
Other name			
Prior name	<i>(if changed within the past 5 years)</i>		

2. Highest-Ranking Official

Mr. Mrs. Ms. Dr.

Name	Robert Stanford	Address	<input checked="" type="checkbox"/> Same as above
Job title	Superintendent		
E-mail	r.stanford@BCS.edu		
Telephone	513-555-3600		
Fax	513-555-3601		

3. Eligibility Contact Point

Designate a person who can answer inquiries about your organization. Questions from your organization and requests from the Baldrige Program will be limited to this person and the alternate identified below.

Mr. Mrs. Ms. Dr.

Name	Shelia Mortenson	Address	<input checked="" type="checkbox"/> Same as above
Job title	Director of Operations		
E-mail	s.mortenson@BCS.edu	Overnight mailing address	<input checked="" type="checkbox"/> Same as above <i>(Do not use a P.O. box number.)</i>
Telephone	513-555-3602		
Fax	513-555-3601		

4. Alternate Eligibility Contact Point

Mr. Mrs. Ms. Dr.

Name	Duke Maloney	Telephone	513-555-3604
E-mail	d.maloney@BCS.edu	Fax	513-555-3601

2014 Eligibility Certification Form

5. Application History

a. Has your organization previously submitted an eligibility certification package?

Yes. *Indicate the year(s). Also indicate the organization's name at that time, if different.*

Year(s)

2011

Name(s)

Buckeye City Schools

No

Don't know

b. Has your organization ever received the Malcolm Baldrige National Quality Award®?

Yes.

Did your organization receive the award in 2008 or earlier?

Yes. *Your organization is eligible to apply for the award.*

No. *If your organization received an award between 2009 and 2013, it is eligible to apply for feedback only. Contact the Baldrige Program at (877) 237-9064, option 3, if you have questions.*

No

c. *(Optional; for statistical purposes only)* Has your organization participated in a regional/state/local or sector-specific Baldrige-based award process?

Yes. Years: 2008, 2009, 2010, 2012 (received Alliance top-tier award)

No

6. Eligibility Determination

See also [Is Your Organization Eligible?](http://www.nist.gov/baldrige/enter/eligible.cfm) (<http://www.nist.gov/baldrige/enter/eligible.cfm>).

a. Is your organization a distinct organization or business unit headquartered in the United States?

Yes No *Briefly explain.*

--

b. Has your organization officially or legally existed for at least one year, or since April 1, 2013?

Yes No

c. Can your organization respond to all seven Baldrige Criteria categories? Specifically, does your organization have processes and related results for its unique operations, products, and/or services? For example, does it have an independent leadership system to set and deploy its vision, values, strategy, and action plans? Does it have approaches for engaging customers and the workforce, as well as for tracking and using data on the effectiveness of these approaches?

Yes No

d. If some of your organization's activities are performed outside the United States or its territories and your organization receives a site visit, will you make available sufficient personnel, documentation, and facilities in the United States to allow a full examination of your worldwide organization?

Yes No Not applicable

2014 Eligibility Certification Form

- e. If your organization receives an award, can it make sufficient personnel and documentation available to share its practices at the Quest for Excellence® Conference and at your organization's U.S. facilities?

Yes No

If you checked "No" for 6a, 6b, 6c, 6d, or 6e, call the Baldrige Program at (877) 237-9064, option 3.

Questions for Subunits Only

- f. Is your subunit recognizably different from the parent and its other subunits? For example, do your customers distinguish your products and services from those of the parent and/or other subunits? Are your products or services unique within the parent? Do other units within the parent provide the same products or services to a different customer base?
- Yes. Continue with 6g.
- No. Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.
- g. Is your organization a subunit in education or health care?
- Yes. Check your eligibility by reading [Is Your Organization Eligible?](http://www.nist.gov/baldrige/enter/eligible.cfm) (<http://www.nist.gov/baldrige/enter/eligible.cfm>). **Then proceed to item 7.**
- No. Continue with 6h.
- h. Does your subunit have more than 500 paid employees?
- Yes. Your organization is eligible to apply for the award. **Proceed to item 7.**
- No. Continue with 6i.
- i. Is your subunit in manufacturing or service?
- Yes. Is it separately incorporated and distinct from the parent organization's other subunits? Or was it independent before being acquired by the parent, and does it continue to operate independently under its own identity?
- Yes. Your subunit is eligible in the small business category. Attach relevant portions of a supporting official document (e.g., articles of incorporation) to this form. **Proceed to item 7.**
- No. Continue with 6j.
- No. Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.
- j. Does your subunit (1) have more than 25 percent of the parent organization's employees, and (2) does your subunit sell or provide 50 percent or more of its products or services directly to customers/users outside your subunit, its parent, and other organizations that own or have financial or organizational control of your subunit or the parent?
- Yes. Your organization is eligible to apply for the award.
- No. Your organization probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.

2014 Eligibility Certification Form

k. Does your organization meet one of the following conditions?

1. My organization has won the Baldrige Award (prior to 2009).	Yes <input type="checkbox"/>	Your organization is eligible.	No	Continue with statement 2.
2. Between 2009 and 2013, my organization received the top award from an award program that is a member of the Alliance for Performance Excellence.	Yes <input checked="" type="checkbox"/>	Your organization is eligible. Award program: The States' Partnership for Performance Improvement (SPPI) Year of top award: 2012	No	Continue with statement 3.
3. Between 2009 and 2013, my organization applied for the national Baldrige Award, and the total of the process and results band numbers assigned in the feedback report was 8 or higher.	Yes <input type="checkbox"/>	Your organization is eligible. Year: Total of band scores:	No	Continue with statement 4.
4. Between 2009 and 2013, my organization applied for the national Baldrige Award and received a site visit.	Yes <input checked="" type="checkbox"/>	Your organization is eligible. Year of site visit: 2011	No	Continue with statement 5.
5. More than 25% of my organization's workforce is located outside the organization's home state.	Yes <input type="checkbox"/>	Your organization is eligible.	No	Continue with statement 6.
6. There is no Alliance for Performance Excellence award program available for my organization.	Yes <input type="checkbox"/>	Your organization is eligible.	No	Call 877-237-9064, option 3.

7. Award Category

a. Award category (*Check one.*)

Your education or health care organization may use the Business/Nonprofit Criteria and apply in the service, small business, or nonprofit category. However, you probably will find the sector-specific (Education or Health Care) Criteria more appropriate.

For-Profit

- Manufacturing
- Service
- Small business (≤ 500 employees)
- Education
- Health care

Nonprofit

- Nonprofit
- Education
- Health care

2014 Eligibility Certification Form

b. Industrial classifications. In table below, list up to three of the most descriptive NAICS codes for your organization (see NAICS list included at the end of this document). *These are used to identify your organizational functions and to assign applications to examiners.*

6111	611	
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8. Organizational Structure

- a. For the preceding fiscal year, the organization had in
- | | | | |
|--|---|---|--|
| <input type="checkbox"/> up to \$1 million | <input type="checkbox"/> \$1.1 million–\$10 million | ⇒ | <input type="checkbox"/> sales |
| <input checked="" type="checkbox"/> \$10.1 million–\$100 million | <input type="checkbox"/> \$100.1 million –\$500 million | | <input type="checkbox"/> revenue |
| <input type="checkbox"/> \$500.1 million–\$1 billion | <input type="checkbox"/> more than \$1 billion | | <input checked="" type="checkbox"/> budget |
- b. Attach a line-and-box organization chart that includes divisions or unit levels. In each box, include the name of the unit or division and the name of its leader. Do not use shading or color in the boxes.
- The chart is attached.
- c. The organization is _____ a larger parent or system. (*Check all that apply.*)
- not a subunit of (*See item 6 above.*)

<input type="checkbox"/> a subsidiary of	<input type="checkbox"/> controlled by	<input type="checkbox"/> administered by	<input type="checkbox"/> owned by
<input type="checkbox"/> a division of	<input type="checkbox"/> a unit of	<input type="checkbox"/> a school of	<input type="checkbox"/> other _____
Parent organization		Address	
Total number of paid employees*		Job title	
Highest-ranking official			
Telephone			

**Paid employees include permanent, part-time, temporary, and telecommuting employees, as well as contract employees supervised by the organization. Include employees of subunits but not of joint ventures.*

Attach a line-and-box organization chart(s) showing your organization’s relationship to the parent’s highest management level, including all intervening levels. In each box, include the name of the unit or division and its leader. Do not use shading or color in the boxes.

The chart is attached.

d. Considering the organization chart, briefly describe below how your organization relates to the parent and its other subunits in terms of products, services, and management structure.

e. Provide the title and date of an official document (e.g., an annual report, organizational literature, a press release) that clearly defines your organization as a discrete entity.

Title		Date	
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2014 Eligibility Certification Form

Attach a copy of relevant portions of the document. If you name a Web site as documentation, print and attach the relevant pages, providing the name only (not the URL) of the Web site.

Relevant portions of the document are attached.

- f. Briefly describe the major functions your parent or its other subunits provide to your organization, if appropriate. *Examples are strategic planning, business acquisition, research and development, facilities management, data gathering and analysis, human resource services, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.*

9. Supplemental Sections

The organization has (a) a single performance system that supports all of its product and/or service lines and (b) products or services that are essentially similar in terms of customers/users, technology, workforce or employee types, and planning.

Yes. Proceed to item 10.

No. Your organization may need to submit one or more supplemental sections with its application. Call the Baldrige Program at (877) 237-9064, option 3.

10. Application Format

If your organization applies for the 2014 award, in which format will you submit your application?

15 paper copies **and** a CD (must be postmarked on or before May 13, 2014)

CD only (must be postmarked on or before April 29, 2014)

11. Use of Cell Phones, Cordless Phones, and Voice-over-Internet Protocol (VoIP)

Do you authorize Baldrige examiners to use cell phones, cordless phones, and VoIP to discuss your application? *Your answer will not affect your organization's eligibility. Examiners will hold all your information in strict confidence and will discuss your application only with other assigned examiners and with Baldrige Program representatives as needed.*

Yes No

12. Site Listing

You may attach or continue your site listing on a separate page as long as you include all the information requested here. You may group sites by function or location (city, state), as appropriate. Please include the total for **each column** (sites, employees/faculty/staff, and volunteers). See the ABC HealthCare example below.

Please include a detailed listing showing all your sites. If your organization receives a site visit, an examiner team will use this information for planning and conducting its visit. Although site visits are not conducted at facilities outside the United States or its territories, these facilities may be contacted by teleconference or videoconference.

2014 Eligibility Certification Form

Example					
Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Workforce* <i>List the numbers at each site.</i>		<i>List the % at each site, or use "N/A" (not applicable).</i>	Relevant Products, Services, and/or Technologies	
	<i>Check one or more.</i> <input type="checkbox"/> Employees <input type="checkbox"/> Faculty <input type="checkbox"/> Staff	Volunteers (no. or N/A)	<i>Check one.</i> % of <input type="checkbox"/> Sales <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Budget		
ABC Medical Center, Anytown, NY	1,232	147	77%	Admin. offices, inpatient care, ED, imaging services, lab	
ABC Hospital West, West Anytown, NY	255	78	14%	Inpatient services, ED, lab	
ABC Medical Group, Anytown, NY	236	N/A	6%	Primary & specialty physician care	
ABC Imaging Center, West Anytown, NY	11	N/A	1%	Imaging services	
ABC Hospice Services, West Anytown, NY	94	89	1%	On- and off-site hospice services	
ABC Urgent Care, West Anytown, NY	8	N/A	1%	Outpatient emergency and urgent care services	
Total	6	1,836	314	100%	

*“Workforce” refers to all people actively involved in accomplishing the work of your organization, including paid employees (e.g., permanent, part-time, temporary, and telecommuting employees, as well as contract employees supervised by the organization) and volunteers, as appropriate. The workforce includes team leaders, supervisors, and managers at all levels.

Your Organization					
Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Workforce* <i>List the numbers at each site.</i>		<i>List the % at each site, or use "N/A" (not applicable).</i>	Relevant Products, Services, and/or Technologies	
	<i>Check one or more.</i> <input type="checkbox"/> Employees <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff	Volunteers (no. or N/A)	<i>Check one.</i> % of <input type="checkbox"/> Sales <input type="checkbox"/> Revenue <input checked="" type="checkbox"/> Budget		
Hertz High School Cironassi, OH	115	20	27.6%	Grades 9–12 education	
Letitia Middle School Cironassi, OH	90	20	22.4%	Grades 6–8 education	
Anderson ABC Elementary Bleves, OH	55	15	13.8%	Grades K–3 education	
Malcolm ABC Elementary Yellow Pines, OH	55	15	13.8%	Grades K–3 education	
Hamilton Elementary Cironassi, OH	60	10	12%	Grades 4–5 education	
Washington ABC Preschool Klondell, OH	15	10	2.4%	Preschool, some special-needs students	
District Office Cironassi, OH	23	10	3%	Administration	
BCS Bus Repair Facility/Depot Cironassi, OH	5	0	2%	Bus repair/depot	
Food Services Bleves, OH	7	0	3%	Food preparation/storage	
Total	425	100	100%		

2014 Eligibility Certification Form

**The term “workforce” refers to all people actively involved in accomplishing the work of your organization, including paid employees (e.g., permanent, part-time, temporary, and telecommuting employees, as well as contract employees supervised by the organization) and volunteers, as appropriate. The workforce includes team leaders, supervisors, and managers at all levels.*

13. Key Business/Organization Factors

List or briefly describe the following key business/organization factors. Please be concise, but be as specific as possible. Provide full names of organizations (i.e., do not use acronyms). *The Baldrige Program uses this information to avoid conflicts of interest when assigning examiners to your application. Examiners also use this information in their evaluations.*

- a. Main products and/or services and major markets served (local, regional, national, and international)

Preschool through K-12 education for students living in school district

- b. Key competitors (those that constitute 5 percent or more of your competitors)

Competitors have 13% combined market share:

- Other school districts: 3% combined market share
- 3 parochial schools: 6% combined market share
- 2 private schools: 3% combined market share
- Variety of home schools: 1% combined market share

- c. Key customers/users (those that constitute 5 percent or more of your customers/users)

All eligible students in school district

- d. Key suppliers/partners (those that constitute 5 percent or more of your suppliers/partners)

Key Partners:

- Curriculum (general education) provider: Ohio School Curriculum Association
- Curriculum (math/science) provider: StemOhio Curriculum Association
- Curriculum (early childhood) provider: Early Ed. Ohio Curriculum Association
- Technology provider: WYSI Technologies Corporation
- General office supplies provider: Midwest School Support Company
- Facility maintenance and cleaning supplies provider: Interstate Learning Supplies Company
- Vehicle maintenance and parts provider: State Auto Support

Key Suppliers:

- SocialMedia Co.
- School HotlinesRUs
- Pal Amti Associates
- Azalea Marketing Analysis

- e. Financial auditor

Wasatch and Smith

- f. Fiscal year (e.g., October 1–September 30)

September 1–August 31

2014 Eligibility Certification Form

14. Nomination to the Board of Examiners

If you submit your eligibility certification package on or before February 18, 2014, you may nominate one senior member from your organization to the 2014 Board of Examiners.

Nominees are appointed for one year only. Nominees

- **must not have served previously on the Board of Examiners** and
- must be citizens of the United States, be located in the United States or its territories, and be employees of the applicant organization.

The program limits the number of examiners from any one organization. If your organization already has representatives on the board, nominating an additional person may affect their reappointment.

Board appointments provide a significant opportunity for your organization to learn about the Criteria and the evaluation process. The time commitment is also substantial: examiners commit to a minimum of 110 hours from April to December, including approximately 40 hours in April/May to complete self-study, three to four days in May to attend Examiner Preparation, and 50–70 hours from June through August to complete an Independent and Consensus Review. If requested by the program, examiners also participate in a Site Visit Review of approximately nine days. The nominee or the organization must cover travel and housing expenses incurred for Examiner Preparation.

Mr. Mrs. Ms. Dr.

Sheila Mortenson

from our organization will serve on the 2014 Board of Examiners.

s.mortenson@BCS.edu

E-mail address

I understand that the nominee or the organization will cover travel and hotel costs associated with participation in Examiner Preparation.

2014 Eligibility Certification Form

15. Fee

Indicate your method of payment for the \$360 eligibility certification fee.

<input checked="" type="checkbox"/> Check (enclosed) <input type="checkbox"/> Money order (enclosed) <i>Make payable to the Malcolm Baldrige National Quality Award.</i>			
<input type="checkbox"/> ACH payment <input type="checkbox"/> Wire transfer		Checking ABA routing number: 075-000-022 Checking account number: 182322730397	
<i>Before sending an ACH payment or wire transfer, notify the American Society for Quality (ASQ; [414] 298-8789, ext. 7205, or mbnqa@asq.org). Reference the Baldrige Award with your payment.</i>			
<input type="checkbox"/> Visa <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express			
Card number		Authorized signature	
Expiration date		Printed name	
Card billing address		Today's date	

W-9 Request

If you require an IRS Form W-9 (Request for Taxpayer Identification Number and Certification), contact ASQ at (414) 298-8789, ext. 7205.

16. Self-Certification and Signature

I state and attest the following:

- (1) I have reviewed the information provided in this eligibility certification package.
- (2) To the best of my knowledge,
 - this package includes no untrue statement of a material fact, and
 - no material fact has been omitted.
- (3) Based on the information herein and the current eligibility requirements for the Malcolm Baldrige National Quality Award, my organization is eligible to apply.
- (4) I understand that if the information is found not to support eligibility at any time during the 2014 award process, my organization will no longer receive consideration for the award and will receive only a feedback report.

	Robert Stanford	February 12, 2014
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Signature of highest-ranking official

Printed name

Date

17. Submission

To be considered for the 2014 award, submit your eligibility certification package

- on or before February 18, 2014, if you include a nomination to the Board of Examiners
- on or before April 1, 2014, without a nomination, to

Malcolm Baldrige National Quality Award
 c/o ASQ—Baldrige Award Administration
 600 North Plankinton Avenue
 Milwaukee, WI 53203
 (414) 298-8789, ext. 7205

Include proof of the mailing date. Send the package via

- a delivery service (e.g., Airborne Express, Federal Express, United Parcel Service, or the United States Postal Service [USPS] Express Mail) that automatically records the mailing date or
- the USPS (other than Express Mail), with a dated receipt from the post office.

2014 Eligibility Certification Form

1. Eligibility Certification Form*

- I have answered all questions completely.
- I have included a line-and-box organization chart showing all components of the organization and the name of each unit or division and its leader.
- The highest-ranking official has signed the form.

For Subunits Only

- I have included a line-and-box organization chart(s) showing the subunit's relationship to the parent's highest management level, including all intervening levels.
- I have enclosed copies of relevant portions of an official document clearly defining the subunit as a discrete entity.

**Please do not staple the pages of this form.*

2. Fee

- I have indicated my method of payment for the nonrefundable \$360 eligibility certification fee.
- If paying by check or money order, I have made it payable to the **Malcolm Baldrige National Quality Award** and included it in the eligibility certification package.

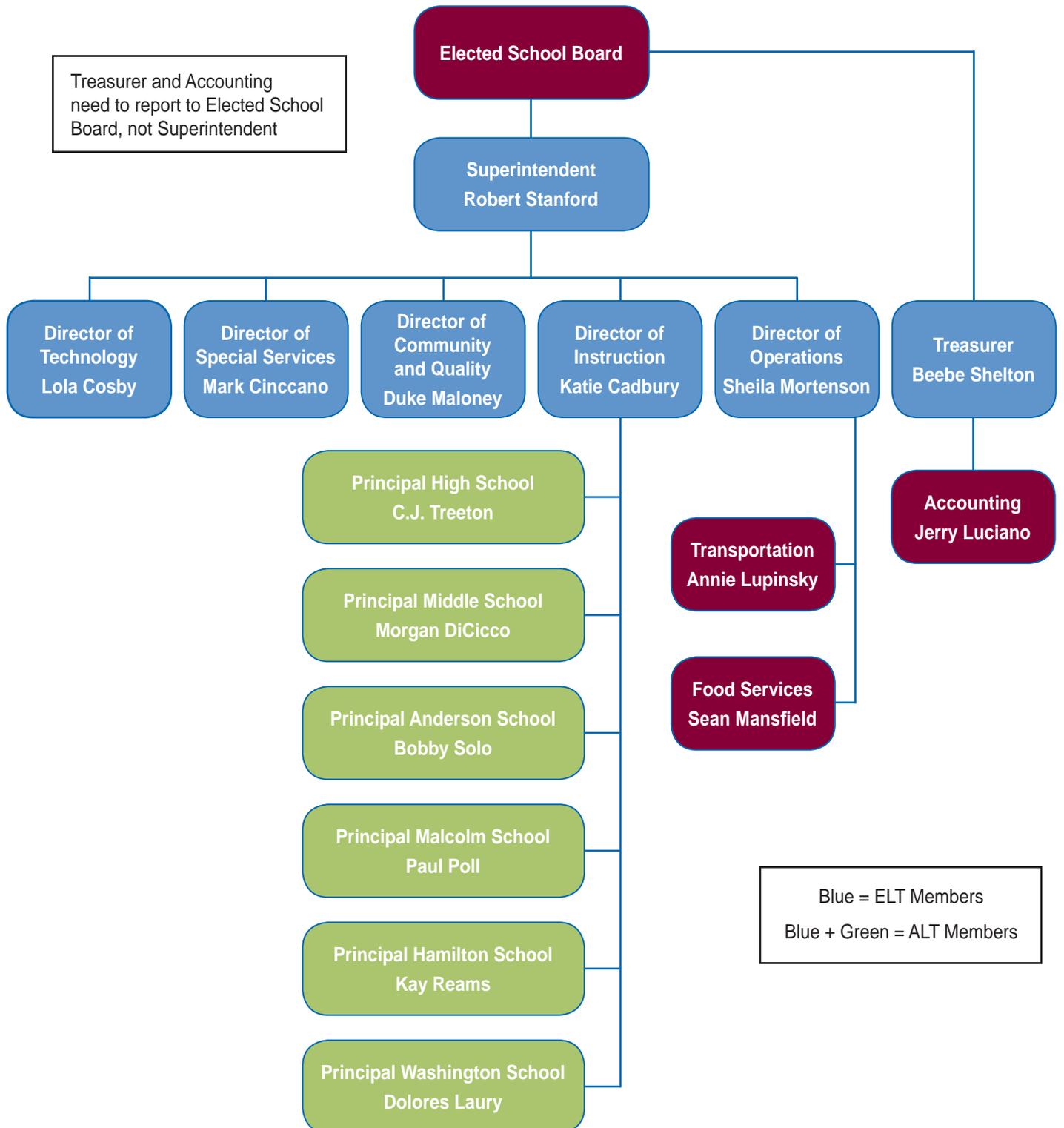
3. Submission and Examiner Nomination

- I am nominating a senior member of my organization to the 2014 Board of Examiners, and I am submitting the eligibility certification package on or before February 18, 2014.
- I am not nominating a senior member of my organization to the 2014 Board of Examiners, and I am submitting the eligibility certification package on or before April 1, 2014.
- I have included proof of the mailing date.
- I am sending the complete eligibility certification package to

Malcolm Baldrige National Quality Award
c/o ASQ—Baldrige Award Administration
600 North Plankinton Avenue
Milwaukee, WI 53203
(414) 298-8789, ext. 7205

ORGANIZATION CHART

Buckeye City Schools Organization Chart



PAGE A-1
OF THE
2014 AWARD
APPLICATION FORM

1. Your Organization

Official name	Buckeye City Schools
Mailing address	1000 Maycliff Street Cironassi, OH 45201

2. Award Category and Criteria Used

- a. Award category (Check one.)
- Manufacturing
 - Service
 - Small business. The larger percentage of sales is in (*check one*) Manufacturing Service
 - Education
 - Health care
 - Nonprofit
- b. Criteria used (Check one.)
- Business/Nonprofit
 - Education
 - Health Care

3. Official Contact Point

Designate a person with in-depth knowledge of the organization, a good understanding of the application, and the authority to answer inquiries and arrange a site visit, if necessary. *Contact between the Baldrige Program and your organization is limited to this individual and the alternate official contact point. If the official contact point changes during the application process, please inform the program.*

- Mr. Mrs. Ms. Dr.

Name	Shelia Mortenson
Title	Director of Operations
Mailing address	<input checked="" type="checkbox"/> Same as above
Overnight mailing address	<input checked="" type="checkbox"/> Same as above (<i>Do not use a P.O. box number.</i>)
Telephone	513-555-3602
Fax	513-555-3601
E-mail	s.mortenson@BCS.edu

4. Alternate Official Contact Point

- Mr. Mrs. Ms. Dr.

Name	Duke Maloney
Telephone	513-555-3604
Fax	513-555-3601
E-mail	d.maloney@BCS.edu

5. Release and Ethics Statements

Release Statement

I understand that this application will be reviewed by members of the Board of Examiners.

If my organization is selected for a site visit, I agree that the organization will

- host the site visit,
- facilitate an open and unbiased examination, and
- pay reasonable costs associated with the site visit (see [Award Process Fees](http://www.nist.gov/baldrige/enter/award_fees.cfm) on our Web site [http://www.nist.gov/baldrige/enter/award_fees.cfm]).

If selected to receive an award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations.

Ethics Statement and Signature of Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this award application package.
- (2) To the best of my knowledge,
 - this package contains no untrue statement of a material fact and
 - omits no material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices. This includes but is not limited to sanctions and ethical breaches.

	April 28, 2014
Signature	Date

- Mr. Mrs. Ms. Dr.

Printed name	Robert Stanford
Job title	Superintendent
Applicant name	Buckeye City Schools
Mailing address	<input checked="" type="checkbox"/> Same as above
Telephone	513-555-3600
Fax	513-555-3601

GLOSSARY OF TERMS AND ABBREVIATIONS

Glossary of Terms and Abbreviations

ACT	Standardized test for high school achievement and college admission	IT	Information Technology
ADA	Americans with Disabilities Act	LEED	Leadership in Energy and Environmental Design
ALT	Administrative Leadership Team (ELT plus principals)	LTMA	Learning Team Merit Award
AP	Advanced Placement	MVV	Mission, Vision, and Values
AYP	Adequate Yearly Progress	NAEP	National Assessment of Educational Progress
BCS	Buckeye City Schools	NCLB	No Child Left Behind Elementary and Secondary Education Act
BCSLP	BCS Learning Process	NEA	National Education Association
BCSLS	BCS Leadership System	NEO	New Employee Orientation
BIA	Buckeye Innovation Award	NQEC	National Quality Education Conference
BLTs	Building Leadership Teams (principals plus other building leaders)	OAA	Ohio Academic Assessment
CC	Core Competency	OAE	Ohio Academic Excellence Consortium
CQs	Core Questions	ODE	Ohio Department of Education
DASH	Data Analysis, Statistics, Heuristics System	OGT	Ohio Graduation Test
DMADV	Define, Measure, Analyze, Design, Verify (process used to create new processes)	OSHA	Occupational Safety and Health Administration
DMAIC	Define, Measure, Analyze, Improve, Control (process used to improve existing processes)	PAA	Palo Alto Associates
ELT	Executive Leadership Team (superintendent, five directors, and treasurer)	PDCA	Plan, Do, Check, Act
EPP	Employee Performance Plan	PDSA	Plan, Do, Study, Act
ERP	Emergency Response Plan	PhilPs	Philosophical Principles
FAPE	Free and Appropriate Public Education	PI	Performance Index
FDA	Food and Drug Administration	PMS	Performance Management System
FLS	Fair Labor Standards	PO	Parent Organization
FMLA	Family and Medical Leave Act	PPE	Per-Pupil Expenditure
FY	Fiscal Year	ReaGree	
GED	General Educational Development Certificate	SHA	Reassure, Greet, Seek, Handle, Appreciate
GPES	Grecco Performance Evaluation System	RIFs	Reductions in Force
GreeSHA	Greet, Seek, Handle, Appreciate	SA	Strategic Advantage
HQT	Highly Qualified Teacher	SAT	Standardized test for high school achievement and college admission
IDEA	Individuals with Disabilities Education Act	SC	Strategic Challenge
IIE	Improvement and Innovation Engine	SCA	Standards Clearing Assessment
IRS	Internal Revenue Service	SLC	Student-Led Conference
		SLT	Strategic Leadership Team (consisting of 12 individuals who drive strategic planning)

SMART	Learning goals that can be described as follows: specific, measurable, action-oriented, realistic, time-achievable	SWOT	Strengths, Weaknesses, Opportunities, and Threats Analysis
SMAT	Social Media Analysis Toolkit	UC	University of the County
SPC	Statistical Process Control	UCPD	University of the County Psychology Department
SPP	Strategic Planning Process	UEQC	Union Efficiency and Quality Center
SPPI	The States' Partnership for Performance Improvement	USPS	U.S. Postal Service
SPS	Summer Performance Summit	VOC	Voice of the Customer
SQL	Structured Query Language	YTY	Year to Year

ORGANIZATIONAL PROFILE

Preface: Organizational Profile

P.1 Organizational Description

P.1a

Buckeye City Schools (BCS) is a preschool and kindergarten through grade 12 (K–12) public education school system located in northern Halmson County in Cironassi, OH. With an annual budget of \$50 million, BCS provides educational program and service offerings for about 4,000 area students. The school district covers 100 square miles, with a mix of farming and suburban areas. BCS demonstrates a history of providing excellent educational outcomes while prudently managing its financial and other resources.

P.1a(1)

BCS offers K–12 public education for students within its service boundaries and for a small number of students from other school districts who pay tuition. Course offerings include a college preparatory education program.

BCS offers its services through a variety of educational settings that include regular education classrooms, vocational and trade classrooms and workshops, and blended learning classes (combination of face-to-face and online learning environments). All settings are operated in an inclusive environment, meaning that some students with cognitive and/or physical disabilities are included in classes with regular education students; other special-needs students attend Washington ABC Preschool. Locations at BCS include the following:

- One High School: Hertz High School, 1,100 students
- One Middle School: Letitia Middle School, 900 students
- Three Elementary Schools and One Preschool:
 - Two (K–3): Anderson ABC Elementary, 550 students; Malcolm ABC Elementary, 550 students
 - One (4th and 5th): Hamilton Elementary School, 600 students
 - One preschool that includes children with special needs: Washington ABC Preschool, 100 students
- Serendipity Charter School: A local, grades 9–12 online charter school that was originally authorized by and part of BCS is now run in collaboration with other school districts (2.1a[4]). The school opened in the fall of 2008 and currently has 100 students, approximately 25 students per each grade. Information about Serendipity’s key processes is not presented in this application since it is not currently a subunit of BCS.

All facilities in the district are in compliance with applicable Americans with Disabilities Act (ADA) standards.

P.1a(2)

BCS’s mission, vision, and values (MVV) and Philosophical Principles (PhilPs) set the organizational direction and culture of the district, while the core competencies reflect BCS’s areas

of greatest expertise. As a public education school system, BCS’s purpose is to provide education to all students who reside within the district boundaries.

- Mission: Inspiring others to learn and succeed
- Vision: To provide education that ranks in the top 10% in achievement nationally by 2018
- Values: The Buckeye School Way
 - **Buckeye Quality:** Desire to be the best, to be courageous, to innovate, to demonstrate integrity
 - **Buckeye Golden Rule:** Treat others as you would like to be treated, treat others with respect, demonstrate proactive student and customer (community) service
 - **Buckeye Character:** Make learning fun, maintain perspective, celebrate success, enjoy work and have fun, be a consummate team player
- PhilPs shape district thinking:
 - We focus on children and their learning, not on politics and adults.
 - We believe that *all* children can learn, not *some* children can learn.
 - We believe that students, teachers, principals, and parents are accountable for student performance, not just the student.
 - We do not believe that we can reach all students with a traditional curriculum, so we diversify our curriculum to meet students’ needs.
 - We give teachers our total support.
 - We run our schools like businesses, cognizant of conserving our limited resources and focusing on producing the best product—student learning.
 - We are not afraid of the press but embrace opportunities to tell our story.
 - We embrace innovation and change.
 - We treat our students as whole individuals, respecting what they bring to their learning experience and understanding their unique situations.
- Core Competencies (CCs):
 - CC-1: Engagement of parents as volunteers and co-educators of their children
 - CC-2: Application of instructional technology/ computer learning as sources of tailored instruction matched to students’ individual needs
 - CC-3: Curriculum design, counseling, and delivery of a college-preparatory educational curriculum
- At BCS, the CCs directly impact the ability of the district to live its mission of inspiring others to learn and succeed. Through engagement, application of technology, and counseling, BCS is able to ensure that students, no matter what level of ability, are able to both learn and succeed, as the definition of success is different for every student.

P.1a(3)

BCS's paid workforce consists of 425 staff members with a variety of skills and abilities. BCS maintains a total workforce of 225 certified instructional teachers (1% with doctoral degrees, 65% with master's degrees, remainder with bachelor degrees), 175 classified staff members, 25 administrative staff members, and 100 volunteers. BCS's workforce demographics mirror that of the district service area of northern Halmson County. BCS is located in a primarily white, middle-income area, with rural areas bordering the edge of the district: 90% of its staff members are Caucasian, and the remainder are African American (5%) and Latino/other (5%).

BCS has two organized bargaining units: Ohio Teachers Union (Local 600) and Ohio Classified Staff Union (Local 525).

BCS's health and safety requirements mirror that of other K-12 educational institutions and include the regulatory requirements of the Occupational Safety and Health Administration (OSHA), the Ohio Department of Education (ODE), and the Food and Drug Administration (FDA).

BCS has 100% Highly Qualified Teachers (HQTs), meaning that all instructional workforce members are certified in the subject areas in which they teach. This certification is an area in which the district goes above and beyond requirements, as this is not a requirement for districts within the state of Ohio.

Key elements of workforce engagement include the following:

- Physical conditions of the workspace allow me to do my job.
- I am able to select benefits that meet my needs.
- The work I do gives me a sense of personal accomplishment.
- I am given a real opportunity to improve my skills.
- I have sufficient resources to get the job done.
- I can contribute to decision making in my school or work unit.
- I can see the impact of my work in students' learning.
- Reward and recognition in my workplace are based on how well we do our jobs.
- Participating in the professional learning community helps me improve my teaching skills.
- Participating in collaborative planning with my peers helps me improve my daily instruction.

P.1a(4)

BCS maintains \$200 million in facilities and equipment assets that include

- the BCS schools listed above
- technology equipment (e.g., classroom computers for student use and science labs)
- 35 busses and a bus repair facility/depot
- a district office
- a food services facility

P.1a(5)

Key regulatory requirements affecting state educational institutions and BCS operations include state and federal statutes, such as Child Nutrition, Fair Labor Standards (FLS), and Title I. BCS is in full compliance with applicable requirements of the ADA, Family and Medical Leave Act (FMLA), Individuals with Disabilities Education Act (IDEA), Internal Revenue Service (IRS), National Assessment of Educational Progress (NAEP), OSHA, and ODE.

BCS is governed by state and federal laws. It maintains accreditation through a performance rating from ODE and instructs curriculum based on mandated state standards. BCS is rated "Excellent with Distinction" by ODE, achieving adequate yearly progress (AYP) since 2008. Special health and safety requirements include adherence to school board policy, Ohio legislature bills affecting education such as HB 1 (coverage continuation for unmarried adult children), and service offerings that are required through IDEA and Free and Appropriate Public Education (FAPE) laws.

P.1b**P.1b(1)**

BCS's overall policy is set by an elected school board of five members with overlapping three-year terms. The board meets monthly to review performance and set overall policy for the district. Aligned with district strategic objectives (2.1b[2]), committees for engagement, stewardship (financial), wellness, and communication are overseen by the board. The BCS's superintendent is appointed by the board, runs the district pursuant to board policies, and develops rules and procedures to implement board policies. The superintendent was hired by the board one year ago and is a former vice president of Trechter and Hannibal. He appoints key senior leaders, including the director of instruction, director of operations, director of community and quality, director of special services, and director of technology. Pursuant to Ohio law, the BCS treasurer is also appointed by the board. The superintendent and treasurer both report directly to the school board, and all administrative workforce members report directly to the superintendent, with instructional staff members reporting to their respective building principal and operations staff members reporting to the director of operations.

P.1b(2)

Key student and stakeholder groups are shown in Figure P.1-1. In Ohio, school districts can accommodate students who reside outside of the district boundaries in one of two ways: either through open enrollment or through tuition. Open enrollment means school districts allow students who live outside the district boundaries to enroll just as if they were residents. This option is not offered by BCS primarily because BCS is already close to capacity and wishes to maintain control over who attends. Instead, BCS accepts tuition students from other school districts. These tuition students apply in the spring of each year, with applications reviewed and parents

Figure P.1-1: Students, Stakeholders, and Their Requirements and Expectations

Student , Other Customer, and Stakeholder Groups (Customers)	Key Requirements and Expectations for BCS Educational Programs and Services, Support Services, and Operations
Student Groups	
Students	<ul style="list-style-type: none"> ○ Solid education to prepare them for next steps in their futures ○ Workforce members who encourage discovery and inquiry, stimulate creative thought, and treat students fairly ○ Safe school environment ○ Involvement in curriculum development ○ Involvement in extracurricular programming and development ○ Communication ○ Access to technology ○ Technology-based learning
Stakeholder Groups	
Parents (Families)	<ul style="list-style-type: none"> ○ Information about student educational progress ○ Engagement in decisions about student programming—both curricular and extracurricular
Local Community	<ul style="list-style-type: none"> ○ Communication ○ District schools as good partners with the community ○ Efficient, effective, and economical educational programs
Volunteers	<ul style="list-style-type: none"> ○ Communication ○ Recognition
Key Collaborators (Other School Districts that Collaborate to Run Serendipity)	<ul style="list-style-type: none"> ○ Autonomy to tailor programs and curriculum to each student’s individual needs ○ Autonomy to hire and develop workforce members

being notified of acceptance by the end of June. Students who have disciplinary issues at other districts are not eligible for acceptance at BCS as tuition students. BCS currently has 35 tuition students in grades K–12.

The demographics of students follow: 87% Caucasian, 4% Latino, 8% African American, and 1% other. In addition, 17% of students qualify for the free and reduced-price lunch program based on low household income.

P.1b(3)

Using a three-tier system, BCS characterizes vendors as partners, suppliers, or casual suppliers. BCS values its relationships with vendors, and each plays a key role in the BCS work systems and process development. Expectations for vendors are to have the same values as BCS and to focus on BCS’s mission and vision. All vendors are included in BCS’s Communication Plan (Figure 1.1-2) and invited to appropriate meetings throughout the year.

For key support areas, BCS maintains seven vendor partnerships, including organizations that provide the following supplies/support:

- Curriculum (General Education): Ohio School Curriculum Association
- Curriculum (Math/Science): StemOhio Curriculum Association
- Curriculum (Early Childhood): Early Ed. Ohio Curriculum Association
- Technology: WYSI Technologies Corporation
- General Office Supplies: Midwest School Support Company
- Facility Maintenance and Cleaning Supplies: Interstate Learning Supplies Company
- Vehicle maintenance and parts: State Auto Support

Figure P.1-2: Key Market Segments for Eligible Students/Parents

Traditional Public Schools
Blended Learning Public Schools
Private Independent Schools
Parochial Schools
Home Schooling Families
Independent Study
Online Schooling
Tech-Savvy Stakeholders
Paper-Preference Stakeholders

BCS's suppliers include SocialMedia Co., which monitors and gathers social media data on BCS; School HotlinesRUs, which manages the ethics hotline; Pal Amti Associates (PAA), which develops and administers surveys in partnership with BCS; and Azalea Marketing Analysis, which develops and administers community surveys.

BCS's key collaborators are the school districts that with BCS run a local grades 9–12 online charter school, Serendipity Charter School.

BCS uses a competitive process to validate and monitor each vendor, whether a casual supplier, supplier, or partner (6.2b). Once validated, partners enhance BCS's competitiveness by sharing expertise through an exclusive relationship within the scope of the partner's expertise. Key mechanisms for communicating with suppliers and partners are listed in the Communications Plan (Figure 1.1-2). Innovation may be addressed with or solicited from partners by Innovation Teams (6.2d) during the design step of the DMADV (define, measure, analyze, design, verify) process and the improvement step of the DMAIC (define, measure, analyze, improve, control) process, or during step 6 of the Strategic Planning Process (SPP).

P.2 Organizational Situation

P.2a

P.2a(1)

BCS competes for both parents/students as well as for highly skilled staff members.

- Parent/student competition:
 - Parents can choose which school district to live in and to what school to send their children.
 - Students can enroll in any school in the state if they are from an “academically challenged” school district. State funding of \$6,000 per student follows that student.
 - BCS accepts some tuition students (P.1b[2]), and students who live in BCS's service area can pay tuition to attend other district schools.
 - BCS maintains an 85% market share within defined district boundaries. Due to BCS's excellent educational outcomes, market share has grown from 80% five years ago.
 - BCS has competition from other school districts and three parochial, two private, and a variety of home schools that together have 13% market share:
 - Other school districts: 3% combined market share
 - Three parochial schools (St. Michael's School, Grace Lutheran School, All Saints School): 6% combined market share
 - Two private (Sidelake School, Federer Academy): 3% combined market share

- Variety of home schools: 1% combined market share
- Serendipity Charter School, which has 2% market share, is run collaboratively by BCS and other school districts.
- Staff competition:
 - 85% of BCS employees live within the school district; up from 80% five years ago.
 - 15% live in the Mayberry Local Schools district, the key adjoining competitor school district.
 - Other school districts in Ohio actively recruit district instructional staff members due to BCS's excellent educational outcomes and staff development.

P.2a(2)

Key competitiveness changes affecting BCS include

- A state funding formula that consistently reduces funds for educational schools in the state
- A depressed economy that contributes to a lack of tax dollars to support schools
- Serendipity Charter School's potential for both collaboration and competition with BCS

The state funding formula and depressed economy created an opportunity for innovation, based on a best practice shared at a Baldrige Quest for Excellence® Conference, to adopt a zero-based budgeting model that is to be deployed in 2015 (2.1a[1], 2.2a[3]). In addition, Serendipity Charter School, which began at Hertz High School, has become an opportunity for collaboration with other school districts and home schools and an opportunity to explore online education, an interest expressed by stakeholders during BCS focus groups.

P.2a(3)

For its key programs, BCS uses comparative data from within the education sector for academic performance, customer satisfaction, workforce satisfaction and engagement, and financial and market results. Key academic performance comparisons come from ACT and SAT scores, comparisons to similar-sized state school districts and the local competitor school district (Mayberry Local Schools), comparisons to state top-decile districts in Ohio, graduation rates, Ohio Academic Assessment (OAA) results, the Ohio Graduation Test (OGT) results, and SAT scores. Key student satisfaction and engagement comparisons and school operations comparisons use national, state, and county data, as well as data from local competitor school districts.

From outside the education sector, workforce satisfaction and engagement comparisons use the annual, national Best Career Location® Workforce Engagement Survey. Financial and market data comparisons include data from ODE and other state agencies.

P.2b

Figure P.2-1: Key Strategic Challenges and Advantages

Type of Challenge or Advantage	Strategic Challenges	Strategic Advantages
Educational Programs and Services	SC-1: State funding formula/uncertainty SC-2: Number of students choosing alternative educational offerings (home, charter, private schools, etc.)	SA-1: Community support for levies
Operations (food service, transportation, building, and grounds)	SC-3: Cost containment	SA-2: Culture of innovation among employees
Societal Responsibility	SC-4: Engagement of workforce members to give back to the community	SA-3: Great community support and communication
Workforce	SC-5: Competitors wishing to hire BCS’s engaged workforce	SA-4: Engaged workforce focused on student achievement and learning

P.2c

BCS has developed a management system that includes a set of core processes and a leadership system. This system, in conjunction with aligned district, building, department, and individual action plans, follows the BCS Improvement and Innovation Engine (IIE; Figure 6.1-1). IIE incorporates the

DMADV model for new process creation and the DMAIC model for improving existing processes. IIE also ensures that the district implements its focus on continuous improvement. A balanced scorecard system of measurement is in place to trend progress toward BCS’s vision.

RESPONSES
ADDRESSING ALL
CRITERIA ITEMS

Category 1: Leadership

1.1 Senior Leadership

1.1a

The BCS Leadership System (BCSLs) is a collection of processes by which senior leaders balance the needs of all key stakeholders in establishing and communicating the BCS culture (values and PhilPs), mission, and vision. BCSLS processes are also used to set and communicate organizational direction and performance expectations; monitor and guide performance; promote stakeholder accountability, engagement, and innovation; and evaluate and improve business processes. The BCSLS ensures the sustained alignment and integration of all operating activities, as BCS pursues its vision to provide education that ranks in the top 10% in achievement nationally.

1.1a(1)

In step 1 of the BCSLS (Figure 1.1-1), the Executive Leadership Team (ELT)—composed of the superintendent, his direct reports (directors of technology, special services, community and quality, instruction, and operations), and the treasurer—reviews and sets the vision and values during each annual SPP (steps 4–6, Figure 2.1-1). Key inputs are the student and stakeholder requirements (Figure P.1-1) and the Shared Vision Development Process (3.2a[1]). The ELT, through stakeholder and board member participation in the SPP, balances the needs and expectations of all key stakeholders.

Developed over a decade ago, BCS’s MVV have undergone many improvements and enhancements. The current vision “to provide education that ranks in the top 10% in achievement nationally” was adopted two years ago as part of an improvement to the SPP. BCS’s values describe the overall culture or

spirit of the organization. The current values were developed by the Administrative Leadership Team (ALT; the ELT plus principals) and staff members in 2010 and have been modified slightly during the subsequent years.

Each year, ELT members deploy the Strategic Plan to staff members, volunteers, partners, and others. The deployment includes a Strategic Plan deployment presentation that begins with a discussion of the MVV, the PhilPs, and how the ELT guides the decisions of the district (steps 2 and 3, BCSLS, Figure 1.1-1). To further reinforce the MVV and PhilPs throughout the year, the ELT posts the MVV and PhilPs at each school in workforce-gathering areas; in student areas such as classrooms, libraries, and common areas; and on the Buckeye intranet. During New Employee Orientation (NEO) and at monthly “Snacks with Schools” sessions, ELT members share their insights about the MVV and PhilPs, describing their personal experiences about how these statements apply to them. They also focus on the relationship between the MVV, PhilPs, and current strategic objectives (2.1b[1]). To reinforce alignment and integration across the organization, ELT members created a five-minute video regarding the MVV, strategic objectives, and PhilPs as teaching moments for leaders to present during monthly staff meetings. The ELT members demonstrate values via role modeling (i.e., “walking the talk” in day-to-day activities).

Senior leader communication methods are shown in Figure 1.1-2. Monthly, each ELT member selects a school to host a “Snacks with Schools” session. The sessions convey messages from the ELT and generate staff discussion about innovating and improving the school district. Leaders routinely “round” the school and ask staff questions such as “What is working well in the school?”, “Do you have the resources to do your job well?”, “If you could, what problems would you fix?”, “What does the district mission mean to you?”, and “What do the district values mean to you?” The superintendent also authors a quarterly blog, “BCS Updates,” with a hardcopy sent to all paper-preferring (3.2a[2]) stakeholders in the district. The blog highlights the district’s MVV, PhilPs, plans, and accomplishments to date. ELT members design their interactions in stakeholder meetings to reflect the importance of and their commitment to BCS’s MVV and district objectives.

To further facilitate alignment with BCS and its key partners and suppliers, all partner and supplier contracts include the MVV along with specific, measurable, performance expectations (6.2b).

Figure 1.1-1: BCS Leadership System (BCSLs)

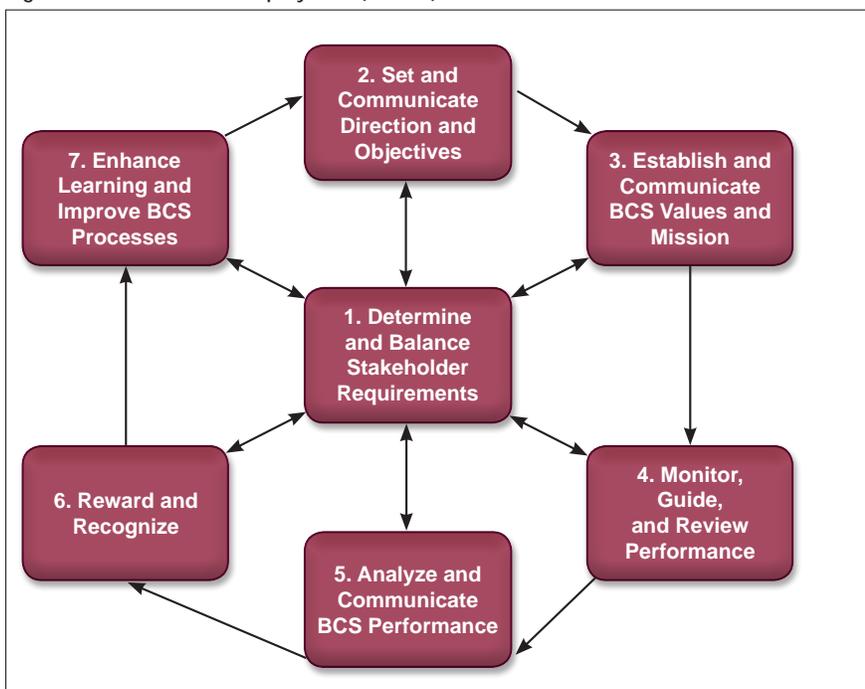


Figure 1.1-2: Communication Plan

Methods	What is Communicated?	Owner	Audience	Frequency
Strategic Plan Deployment Sessions ↓	MVV, Strategic Plan objectives, key decisions	ELT	Workforce, partners, suppliers	Annual
“Snacks with Schools” ↓	MVV, Strategic Plan progress, performance updates, staff feedback, key decisions	ELT and ALT	Workforce, volunteers	Monthly
Performance Reviews ↑↓	MVV, strategies, performance updates, key decisions	ELT and ALT	Senior leaders	Monthly
“BCS Updates” (superintendent blog) ↓	MVV, strategic direction, successes, key decisions	Superintendent	Workforce, students, parents, volunteers, partners, stakeholders, suppliers	Quarterly
Buckeye Intranet ↑↓	MVV, strategies, performance updates, key decisions	ELT	Workforce, students, volunteers, stakeholders, partners, suppliers	Daily
Senior Leader E-Mail Updates ↑↓	Any topics	ELT and ALT	Workforce, volunteers, stakeholders, partners, suppliers	Daily
Open-Door Policy ↑↓	Any topics	ELT and ALT	Workforce, volunteers	Daily
Hotline ↑↓	Any topics	ELT	Workforce, volunteers	Daily
Stakeholder Focus Groups, Parent Organization (PO) Meetings, etc. ↑↓	MVV, strategies, performance updates, key decisions	ELT and ALT	Meetings with each stakeholder group	Quarterly
Appearancebook, Bird-Call ↑↓	Any topics, including MVV, strategies, performance updates, key decisions, rapid dissemination of key information	ELT and ALT	Workforce, volunteers, students, stakeholders, partners, suppliers	Daily
“Buckeye Online Journal” (each school maintains its own version) ↑↓	MVV, strategies, performance updates, key decisions	ELT and ALT	Workforce, volunteers, students, stakeholders, partners, suppliers	Monthly
Superintendent on Social Media ↑↓	Any topics, including MVV, strategies, performance updates, key decisions	Superintendent	Students, stakeholders, workforce, volunteers, partners, suppliers	Daily

Note: Arrows show the direction of communication (senior leader down or workforce up); double arrows indicate two-way communication.

1.1a(2)

ELT members demonstrate their commitment to legal and ethical behavior by demonstrating integrity, a Buckeye Quality value (step 3, BCSLS, Figure 1.1-1). ELT members set clear legal and ethical expectations through the Code of Conduct, which also includes district policies, a Financial Conflict of Interest Form, and a criminal records questionnaire that updates criminal history background checks. The Code of Conduct exemplifies how the BCS values appear in daily behaviors.

Measures to track legal and ethical performance are shown in Figure 1.2-1. ELT members review legal and ethical standards and demonstrate their commitment to legal and ethical behavior by personally signing the annual Code of Conduct during “Snacks with Schools” sessions, when they also provide examples of how they personally conduct business legally and ethically.

ELT members promote an organizational environment that requires legal and ethical behavior by consistently applying district policies and enforcing a zero-tolerance approach to dealing with violations. In 2010, during an annual fact-based review of the effectiveness of the BCSLS system through the IIE (6.2), a leadership opportunity was identified. Based

on this cycle of improvement, ELT members now personally conduct a mandatory legal and ethical behavior refresher course annually for all employees, volunteers, and key partners and suppliers. During this training, ELT members review new legal standards, district policies, and ethical performance trends (including internal and external audit findings), and they role play common legal and ethical situations encountered by staff members, volunteers, and partners. Compliance with the Code of Conduct and with legal and ethical standards is also included in each employee’s annual Employee Performance Plan (EPP; 5.2a[3]).

1.1a(3)

Achievement of the Mission: In order to create a sustainable organization—one that is focused on achievement of the MVV and strategic objectives—ELT members set direction/vision through the SPP (2.1); communicate and deploy the MVV and strategic direction, and build commitment through the workforce; and use the IIE to drive continuous improvement.

Action plan responsibilities cascade down from the SPP and are included in each employee’s annual EPP. ELT members monitor BCS performance relative to the mission through the monthly performance review, which includes review of

the MVV and BCS Dashboard (4.1; actual BCS performance compared to objectives, comparisons, and best practices), action plan progress, and/or action plan modification (steps 4 and 5, BCSLS, Figure 1.1-1).

In addition to the monthly performance review, in 2003, BCS adopted the Baldrige Education Criteria for Performance Excellence® framework to help create an environment for sustainable performance improvement and innovation. BCS applied for the Baldrige-based The States' Partnership for Performance Improvement (SPPI) award in 2008, 2009, 2010, and 2012 (BCS applied for the Malcolm Baldrige National Quality Award® in 2011 and received a site visit), and it received the SPPI top award in 2012. ELT members utilize the feedback from the award applications at both the state and national levels to further refine and improve the organization's processes (step 7, BCSLS, Figure 1.1-1).

Organizational Performance, Performance Leadership, and Personal Learning: BCS creates an environment for organizational performance leadership and organizational and personal learning through the Baldrige Education Criteria, monthly ELT performance reviews, the IIE, the Buckeye Innovation Award (BIA) program, and sharing of BCS performance with the workforce. The monthly performance review includes use of comparative data that give senior leaders up-to-date information about how well BCS is performing relative to other education organizations. Use of comparative data when analyzing BCS performance relative to top-performing organizations has led to accelerated improvement and innovation in the district over the past several years. The ELT further reinforces organizational and personal learning through the BIA described below. In addition, ELT and ALT members encourage staff members to pursue personal education and development through the Learning and Development System (5.2c[1]), which is aligned with the EPP; this approach encourages workforce members to develop innovative ideas to help students achieve their potential as well as helps BCS succeed as an organization (5.1c). As a result of this system, three ALT members and ten workforce members have become examiners for the SPPI award program. Because of their creative, innovative, and personal learning, BCS workforce members are highly sought after by other school districts.

Workforce Culture and Customer Engagement: ALT members create a workforce culture focused on positive experiences for students and other stakeholders and foster customer engagement through the deployment of BCS's vision, values, and PhilPs and the balancing of stakeholder requirements (steps 1–3, BCSLS, Figure 1.1-1). The three values (Buckeye Quality, Buckeye Golden Rule, and Buckeye Character), reinforcement of those values, and staff participation in action plan development to achieve high levels of customer and stakeholder satisfaction help guide workforce members in their everyday activities of creating positive student and customer (stakeholder) experiences and engagement. To make the values “real,” ALT members ask departments to “act out” a value each month during the “Snacks with Schools” sessions. ALT members determine the department with the most creative values presentation and reward department members with gift

certificates to buy extra school and room supplies for their students. To reinforce BCS values, workforce members are evaluated annually by the ALT on how well they demonstrate the BCS values as part of their annual EPPs (5.2). Further reinforcement is achieved through ALT and workforce member participation in developing key action plans to achieve top-decile student performance and positive student and stakeholder experiences.

ALT and workforce members actively work with key stakeholder groups and parents to achieve a positive parent experience (3.2). To further reinforce and foster parent stakeholder engagement, ALT members evaluate teachers using their annual EPPs (5.2) and how well they score on key parent satisfaction survey areas (part of the Stakeholder Satisfaction Survey), such as “parent satisfaction with teacher/parent interactions.” Principals' evaluations also include results from the Grecco Principal Assessment Survey (5.1a[1]).

Innovation and Intelligent Risk Taking: ELT members create an active environment for innovation, intelligent risk taking, achievement of strategic objectives, and organizational agility through the SPP, action plan development system, monthly performance reviews, and IIE. During the annual SPP (2.1), ELT members examine the potential risks and consequences of various strategic initiatives by thoroughly identifying BCS key organizational (internal) strengths and weaknesses and key external opportunities and threats (2.1).

To spur innovation, in 2011, the ELT created the BIA program. ALT and workforce members are expected to submit innovative ideas to improve the school district's processes and student performance, as well as to improve interactions with parents and stakeholders. The BIA committee reviews submissions and allocates resources to implement the best ideas. To further reinforce innovation, employees whose ideas are implemented are personally recognized by the ELT during monthly “Snacks with Schools.” Their names are also publicized on the Buckeye intranet, in “BCS Updates,” in stakeholder sessions, in blogs, and on Appearancebook and Bird-Call.

Achievement of Strategic Objectives: As noted above, ALT members create an environment for achievement of the BCS strategic objectives through staff development of key action plans to achieve the strategic objectives, monthly performance reviews, the monitor/guide/review/analyze/communicate steps of the BCSLS (steps 4 and 5, Figure 1.1-1), and monthly communication of objective performance to all staff members in the organization. Organizational agility is built into the SPP through the ELT's ongoing evaluation of the environment and monthly performance reviews that provide information for strategic course modification as necessary (4.1). ELT members further emphasize agility by focusing on staff development (5.2c). A key enabler of agility is the BCS workforce, which is well-trained, highly competent, and focused on continual ongoing learning and improvement (5.2c).

Succession Planning and Development: ALT members encourage the development of current and future leaders and annually identify and groom potential successors. Each year as part of their EPPs, ALT members identify their own skill

improvement needs (step 7, BCSLS, Figure 1.1-1). Through the annual 360-degree leader review and EPP results, each senior leader identifies a personal skill to strengthen (1.2). ALT members also identify potential senior leaders and successors, determine gaps in their knowledge or skills needed to assume the identified next-level position, and design a curriculum to fill these gaps. Acting on the belief that future senior leaders need to have more skills and abilities than commonly received through normal educational administrative curriculums, ALT members support potential senior leaders to attend and graduate from the University of the County (UC) Executive MBA Program or similar programs (5.2). To further reinforce succession planning, each senior leader chooses a potential senior leader to be his/her successor and then mentors that individual for the next year. Because of the unique business-leader focus of the EPP, BCS's senior leaders and potential leaders are highly sought after by other school districts. This highly regarded leadership program has been recognized by the U.S. Association of Boards for Schools as an innovative and exemplary practice.

1.1b

1.1b(1)

In 2009, as a result of the annual, fact-based, systematic review of the effectiveness of BCLS communication methods through the IIE process (6.2), the ELT enhanced the Communication Plan to ensure more systematic leader communications and engagement with the workforce, volunteers, students, key customers, and stakeholders. The Communication Plan (Figure 1.1-2) outlines BCS's communication methods, what is communicated, the owner (initiator) of the communication, the audience, and the frequency of the communication.

Through ongoing personal contact with students and key stakeholders, ELT members capture feedback regarding the effectiveness of the methods for deploying the MVV and strategic direction. To further assess the effectiveness of BCS's methods for listening and sharing with stakeholders, ELT members use stakeholder forums and annual surveys.

ELT members ensure open, honest, two-way communication through many of the methods shown in Figure 1.1-2. ELT members actively embrace the use of social media to facilitate two-way communication with the workforce, volunteers, students, and stakeholders. BCS maintains versions of the "Buckeye Online Journal" for each school and the superintendent's quarterly blog, "BCS Updates," as well as Bird-Call and Appearancebook accounts to provide stakeholders with updates about the district. Bird-Call is used to communicate time-sensitive information to students, parents, and stakeholders, such as school closures due to weather and school emergencies. In addition, the superintendent posts BCS information and replies to comments on Appearancebook and Bird-Call. ELT members use data gathered by an outside vendor, SocialMedia Co., to monitor social media and identify comments related to BCS. This information is analyzed and reported weekly to the ELT for action. ELT members also review data and information from the Social Media Analysis Toolkit (SMAT; 3.1) to further refine social media interactions and improve two-way communication.

ELT and ALT members reinforce a high-performance organization through performance reviews, results communicated directly to the workforce, and the communication methods shown in Figure 1.1-2, as well as during steps 4 and 5 of the BCSLS (Figure 1.1-1). ELT and ALT members also motivate and reinforce high performance through rewarding success to inspire and raise standards. Members reinforce their commitment to BCS values by writing personal thank-you notes to the workforce and volunteers who demonstrate role-model behaviors of BCS's values. To further innovation, high performance, and a focus on students and student learning, ELT and ALT members actively and personally recognize workforce members and volunteers and present them with

- BIAs
- Outstanding Class Performance Awards for high student performance in the classrooms
- Parent Satisfaction Leaders Awards for high parent (stakeholder) satisfaction
- Values Awards (Buckeye Quality, Buckeye Golden Rule, Buckeye Character) for demonstrating BCS values (step 6, BCSLS, Figure 1.1-1; 5.2a)

1.1b(2)

As noted above, ELT and ALT members use the BCSLS (Figure 1.1-1) and SPP (2.1) to focus actions on achievement of the strategic objectives, to encourage innovation, to identify intelligent risks for achievement of the vision, and to improve performance (steps 1–4, BCSLS, Figure 1.1-1). ELT and ALT members also review and analyze organizational performance during performance reviews. Through the monthly performance review (4.1), ELT members identify gaps in performance and prioritize identified actions or proposed modifications to action plans (2.2). BCS performance-to-plan is communicated monthly to the workforce, students, partners, and stakeholders through the communication methods shown in Figure 1.1-2 and in step 5 of the BCSLS (Figure 1.1-1).

The variety of methods to listen to students and other stakeholders (Figures 1.1-2 and 3.1-1), stakeholder participation in the SPP, and school board members who represent the diverse ideas of the community helps the ELT to ensure that all students and stakeholders receive the optimum value, based on their needs, from BCS. These approaches also ensure that senior leaders create and balance value for students and other stakeholders.

1.2 Governance and Societal Responsibilities

1.2a

BCS reflects a strong commitment to governance and high standards of ethics and integrity; a commitment it has found to be critical to the successful accomplishment of the mission to inspire others to learn and succeed. A variety of approaches has been implemented to ensure that BCS operates at the highest level of integrity in all that it does to avoid any question about the value of its educational programs.

1.2a(1)

BCS is governed by the laws of the state of Ohio. Its school board is composed of five members who are elected by citizens within the school district service area. Board members serve

three-year, overlapping terms. The board meets monthly to set district policy and review district performance. It does not engage in the administration of BCS, which is the purview of the ELT.

The board hires both the superintendent and the treasurer for the district. The superintendent hires the five directors (technology, special services, community and quality, instruction, and operations) who with the superintendent constitute the ELT. All ELT members are responsible and accountable for identifying and ensuring legal and ethical behaviors across the organization. Accountability for the management’s actions is achieved through the measurement system BCS Dashboard (4.1b) that is used to evaluate performance relative to plan (4.1a), as well as through a system of independent internal and external audits. In addition, ELT members are evaluated collectively on how well BCS is achieving its strategic objectives as well as individually as part of members’ annual EPPs.

Each school also has a Building Leadership Team (BLT) that includes all building principals and appointed staff members; principals serve on both the ALT and BLTs, as appropriate.

Transparency in operations is achieved through the open BCS Dashboard (4.1b) that allows any customer, stakeholder (including family, staff, students, and parents), and supplier/partner to view operational results via BCS’s Web site. In addition, ELT members discuss BCS performance through the various communication methods shown in Figure 1.1-2. As with all public institutions in Ohio, BCS’s public records are open for anyone to view.

As a public institution, BCS demonstrates wise use of financial resources. Fiscal accountability is evident through the treasurer’s monthly internal reviews of randomly selected systems (the treasurer reports directly to the board). Fiscal accountability is then verified annually through the external financial audit conducted by the Ohio state auditor. BCS’s Accounting Department uses the resources provided by ODE to review and monitor BCS financial controls and integrity. BCS has had no adverse audit findings or material weaknesses during the past four years (Figure 7.4-6). Key fiscal accountability metrics are shown in Figure 1.2-1.

BCS’s senior leaders review and address stakeholder interests through the elected citizen school board, district and disclosure policies, stakeholder feedback from the ELT communication methods (Figure 1.1-2) and listening methods (Figure 3.1-1), and stakeholder participation in the SPP. BCS’s policies include restriction of gifts (accepting and giving), selection of

partners/suppliers, agreements with outside agencies, and full compliance with employee hiring laws and requirements. In addition, ELT utilizes a formal Succession Planning Process described in 1.1a(3) above.

1.2a(2)

The performance of the superintendent and ELT, ALT, and BLT members is evaluated using the Grecco Performance Evaluation System (GPES; step 7, BCSLS, Figure 1.1-1). Evaluation factors include, but are not limited to, 360-degree reviews; demonstration of BCS values; BCS performance-to-plan; annual implementation of improvement or innovative processes; and communication with the workforce, customers, partners/suppliers, and stakeholders. The superintendent’s and treasurer’s evaluations are performed by the board each year.

At the beginning of each school year, the board and superintendent agree on the top-five goals for BCS and the superintendent; these goals include measurements along with associated bonus levels. The superintendent and ELT, ALT, and BLT members set key goals for each individual member. The superintendent reviews the performance of ELT and ALT members using the GPES and key goals, and he adjusts compensation based on goal achievement. The ELT performs a similar review for BLT members.

In 2010, the BCS school board implemented a refinement. It now conducts an annual self-evaluation of its performance using free resources from the Pedagogue Governing Institute. The board’s performance is evaluated in five key areas: determining BCS goals, evaluating executive performance, establishing quality standards of student education, reviewing finances, and enhancing board effectiveness. In addition, the board conducts a 360-degree review of each member’s performance. The board analyzes the results from these methods and designs key improvement strategies to remedy identified opportunities for improvement.

Each year, as part of the IIE process (6.2), ELT members review the effectiveness of the BCSLS to determine areas for improvement, and then they develop actions to enhance the BCSLS. Key elements of the IIE process include ELT personal annual performance evaluations, the Baldrige Education Criteria framework, and BCS performance-to-goals during the year. In 2008, as the result of the annual IIE performance review, ELT members identified a need to integrate the various activities/duties required of leaders into a cohesive model. They designed the BCSLS (Figure 1.1-1) and deployed it during strategic planning that year. In 2010, through the annual

Figure 1.2-1: Fiscal Accountability

Purpose	Measures	Goals	Results
Internal Audits	Randomly selected reviews of internal financial processes per ODE resources	0 violations	7.4-6
External Audits	State auditor-conducted audits	0 weaknesses/violations	7.4-6
Financial Conflict of Interest Forms	Workforce signs forms and adheres to ethics requirements	100% compliance/no violations	7.4-6
IRS 990 Audits	Reported fundraising expenses, public contributions, noncash contributions, loans, tax-exempt bonds, lobbying activities and expenses	100% compliance/no violations	7.4-6

review of leadership processes using the IIE process, ELT members identified the need for enhanced, coordinated, communication from leaders to the workforce, volunteers, students, partners/suppliers, and stakeholders. The result is the formal communication plan and methods identified in Figure 1.1-2.

Each year as part of their EPPs, ELT, ALT, and BLT members identify their own skill improvement needs (step 7, BCSLS, Figure 1.1-1). Through data from the annual 360-degree leader reviews, EPP results, BCS performance, and customer and stakeholder satisfaction and engagement surveys, each senior leader identifies, in conjunction with the superintendent, two skills to improve (1.2.a[2]). Individual leaders and the superintendent meet quarterly to review personal performance and the mastery of the needed skills.

1.2b

1.2b(1)

ELT members proactively solicit stakeholder concerns for current and future educational programs and services. Key means of information input include the ELT communication methods (Figure 1.1-2), social media, stakeholder listening methods (Figure 3.1-1), stakeholder participation in the SPP, and ELT participation on a variety of community associations. During the SPP and step 2 of the BCSLS, ELT members use data from these listening means to identify and address current and potential impacts on society of educational programs, services, facilities, and operations, and they anticipate public concerns with current and future programs. As noted, the SPP, vision, objectives, and action plans are all aligned so processes that control and/or eliminate risk associated with BCS’s educational programs and services are aligned and improved. The ELT uses the same listening means to identify and assess potential impacts, balance risks with resources, and implement appropriate actions via the SPP and BCSLS.

The BCS Good Resident Program and its associated Green Team Initiatives also guide the district in proactively soliciting community concerns with district programs and services, demonstrating legal and ethical behavior, and supporting the community through programs and services. Through community input from listening methods, ELT members proactively determine community impacts and direct the Green Team to develop initiatives, such as reducing consumption of natural resources. How BCS measures the effectiveness of its supply-chain management in regard to public concerns is described in 6.2b.

The BCS Quality Assurance/Compliance Management Process, overseen by the director of community and quality, is used to prepare the BCS to meet and exceed accreditation standards. Using information and resources from ODE, key staff members review and improve procedures related to accreditation, including curriculum, instruction, safety, district policies, record searches, and handbooks.

Key compliance processes, measures, goals, targets for regulatory and legal requirements and accreditation requirements, and goals for addressing risks associated with programs, services, and operations are shown in Figures 1.2-1, 1.2-2, and 1.2-3.

1.2b(2)

A key element of the BCSLS (step 3, Figure 1.1-1) is promoting and ensuring ethical behavior in all interactions; in fact, one of the key values of the Buckeye Quality is “demonstrate integrity.” As described in 1.1.a(2) above, ELT members focus on this value by providing ethics training during NEO and during the annual ethics review to ensure that the workforce and suppliers/partners understand expectations, identify potential ethical issues, and understand how to respond if faced with one. In addition, BCS maintains ethics scenario questions on

Figure 1.2-2: Compliance and Risk Management Processes, Requirements, and Measures

Responsibility	Management Processes	Requirements	Measures	Goals/Target	Results
Regulatory, Legal					
Fair Labor Standards	Compliance mgmt.	Proper standards	FLS score	Top decile	7.4-7
Lawsuits, Legal Actions Against District	Compliance mgmt.	Full legal compliance with laws	# lawsuits, legal actions against district	0	7.4-8
Open Public Meeting Law	Compliance mgmt.	Full compliance	# violations	0	7.4-8
Title 1, 504 Accessibility, Child Nutrition	Compliance mgmt.	Proper standards	Compliant	Top decile	7.4-7
ADA, FDA, FMLA, IDEA	Compliance mgmt.	Full compliance with applicable requirements	Compliant	Full compliance	7.4-7
OSHA	Compliance mgmt.	Full compliance with applicable requirements	Accidents, claims	0	7.3-4
Accreditation					
Accreditation, State of Ohio	Quality assurance	Achieve accreditation	Accreditation	Top decile	7.4-10
Educational Programs, Services, Operations					
Compliance with Negotiated Agreements	Compliance mgmt.	Full compliance	# grievances	Full compliance	7.4-9
Compliance with Policies	Compliance mgmt.	Full compliance	# complaints	Full compliance	7.4-9

the ethics page of the Buckeye intranet. The ethics scenarios pose typical ethics questions and offer advice on appropriate actions. Further, workforce members and volunteers can pose specific questions and ask for advice from the ethics page. ELT members also enforce the Code of Conduct. Zero tolerance for Code of Conduct/ethical violations is included in the workforce labor agreements and in all partner/supplier agreements. In addition, 100% of the workforce annually signs the Code of Conduct, Financial Conflict of Interest Form, and criminal history update. BCS’s processes, measures, and goals for ethical behavior are shown in Figure 1.2-3.

BCS’s 24-hour ethics hotline, maintained by an outside accounting firm, School HotlinesRUs, provides an avenue for workforce members to anonymously report suspected ethical breaches. Halmson County’s legal counsel reviews suspected ethics violations. Hotline claims, inquiries, investigations, findings from internal monitoring, and actual violations are aggregated annually by the director of community and quality and used for ethics-based scenario selection as well as by senior leaders during the SPP.

1.2c

1.2c(1)

ELT members consider societal well-being and the well-being of the environment as key elements of the annual SPP. They identify and prioritize key issues affecting societal well-being during the SPP after considering input from customers, stakeholders, the workforce, and the Good Resident Program participants. Key action plans to reduce BCS’s dependence on natural resource use are also identified and developed. The BCS Green Team, a multidisciplinary group within the Good Resident Program, oversees the active program and processes to reduce natural resource use.

The district, through Green Team actions, strives to contribute beneficially to the well-being of the environment and

social and economic systems. BCS consumes many natural resources, including water, electricity, and diesel fuel. To reduce electricity consumption, solar cells are installed on the roofs of many building to help power the facilities, and all rooms are equipped with motion detection lights so that lights turn off automatically when no movement is detected for three minutes. To reduce fuel usage, all fuel-operated equipment, such as buses, is being retrofitted to use alternative fuels. Through an active recycling program in the cafeteria, recycling volume has improved in the past five years, while other discardable waste has also declined. As part of its focus on the environment, BCS requires that all construction be consistent with the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) Silver or Gold certification. In addition, BCS has taken strong action over the past few years to reduce its budget while still providing exceptional education to county residents. BCS’s per-pupil costs are approaching state top-decile and lower than neighboring districts (Figure 7.1-10).

1.2c(2)

ELT members identify key communities and determine areas for organizational involvement, along with key goals and actions, as part of the SPP. The 2011 evaluation and improvement cycle of the SPP identified the need to better identify, support, and strengthen BCS’s local communities. As a result, the ELT created the Good Resident Program, a multidisciplinary group that (1) includes the Green Team, (2) attends the quarterly Stakeholder Focus Groups, (3) reviews key communities and potential means of support quarterly, and (4) sends recommendations to the ELT for use in the SPP. Using this information, the Strategic Leadership Team (SLT; individuals who drive strategic planning) identifies which communities are best served in ways that BCS can best support them. Examples of community support are described in Figure 1.2-4.

Figure 1.2-3: Processes, Measures, and Goals for Ethical Behavior

Processes	Measures	Goals	Results
Code of Conduct	Percentage of workforce signing code; attendance at NEO and ethics review	100% compliance/0 breaches	7.4-11
Financial Conflict of Interest	Percentage of workforce completing annual questionnaire	100% compliance	7.4-6
Financial Conflict of Interest	Number of breaches	0 breaches	7.4-11
Criminal History Update	Percentage of workforce completing annual questionnaire	100% compliance/0 breaches	7.4-11
Workforce Perception/Trust in Senior Leaders	Best Career Location® Workforce Engagement Survey	Top decile	7.4-13
Stakeholder Perception/Trust in Senior Leaders	Stakeholder Satisfaction Survey, Grecco Principal Assessment Survey	Top decile	7.4-14
Stakeholder Trust in Board	Stakeholder Satisfaction Survey	Top decile	7.4-15
Ethics Hotline Use	Volume of calls	Less than 10 calls/year	7.4-12
Ethics Scenario “Hits” on Intranet	Number of times ethics scenario questions accessed	30 times per year	7.4-12
Ethics Investigations	Total investigations	None/0 sustained complaints	7.4-12
Ethics Violations	Total violations	0 violations	7.4-12

Figure 1.2-4: Societal Responsibilities and Key Community Support

Processes	Measures	Goals/Targets	Results
Green Team Initiatives	Reduce electricity consumption	Reduce 10% per year	7.4-16
	Reduce gasoline and diesel consumption	Reduce 10% per year	7.4-16
	Increase recycling volume (cans, plastic, etc.)	2,400 pounds recycled	7.4-16
Operations/Efficiency	Reduce per-pupil costs	Lowest expense quartile in Ohio	7.1-10
Together Path	Raise donations	\$5,000 annually	7.4-17
Staff Volunteer Hours	Volunteer hours	Increase by at least 2% each year	7.4-17

In keeping with the key BCS PhilPs, the ELT identifies key communities as those that foster and support students, staff members, and parents in the district’s service area.

BCS’s senior leaders and workforce members contribute to improving the key communities in a variety of ways. Each ELT member participates in helping one key community as part of his/her EPP. Leveraging the BCS core competencies as noted below, workforce members also participate in BCS key

community initiatives. Key initiatives undertaken by senior leaders and workforce members include the following:

- Senior leaders serve as board members of the Economic Chamber, Together Path, Kisenis, and Up-and-Comers Achievement. (CC-1)
- Senior leaders and workforce members serve as speakers for the Economic Chamber and other service organizations and at community events such as science fairs and school assemblies. (CC-1)
- Workforce members involved in the Curriculum Development Process share their process with other education providers in the county. This involvement helps ensure quality K–12 and preschool programs that meet the needs of children and parents. (CC-2 and CC-3)
- Key workforce members who are trained in Lean have worked with the local food bank to redesign processes to reduce food spoilage and speed up food distribution to community members. Thanks to BCS workforce members’ help, food spoilage was reduced by 75%, resulting in more food available for distribution.
- Workforce members raise funds for the Together Path and volunteer to assist Together Path member organizations.
- Several workforce members support the Up-and-Comers Achievement program by helping design and build key achievement projects for participants. (CC-1)
- Senior leaders and workforce members serve as examiners for SPPI and the national Baldrige Program.

Category 2: Strategic Planning

2.1 Strategy Development

2.1a

2.1a(1)

BCS’s SPP (Figure 2.1-1) has been in place for more than a decade, with several cycles of improvement, the most recent of which was the reduction of the SPP’s time horizon from a five-year to a one-year planning process. With ongoing changes in school funding and state mandates that are issued several times per year, the district realized that it needed to ensure that action plans and measures were reviewed more frequently than at five-year intervals. The district now has an annual planning process, with years one through four also encompassing a review and revision of action plans and measures, and year five also encompassing a complete two-day retreat where senior leaders review the MVV and strategic objectives.

The district began using the Cambridge Model for planning in 1996 and moved to the Baldrige Education Criteria for a more systematic, systems-planning model in 2003, as district leaders believe that the Baldrige Education Criteria provide a better framework with less prescription. The planning process is ongoing throughout the year, culminating in a one-day strategic planning meeting every May. During the course of the year, BCS works on the action plans and measures developed at the previous year’s meeting, gathering results, data, and measures to be used for the development of the new

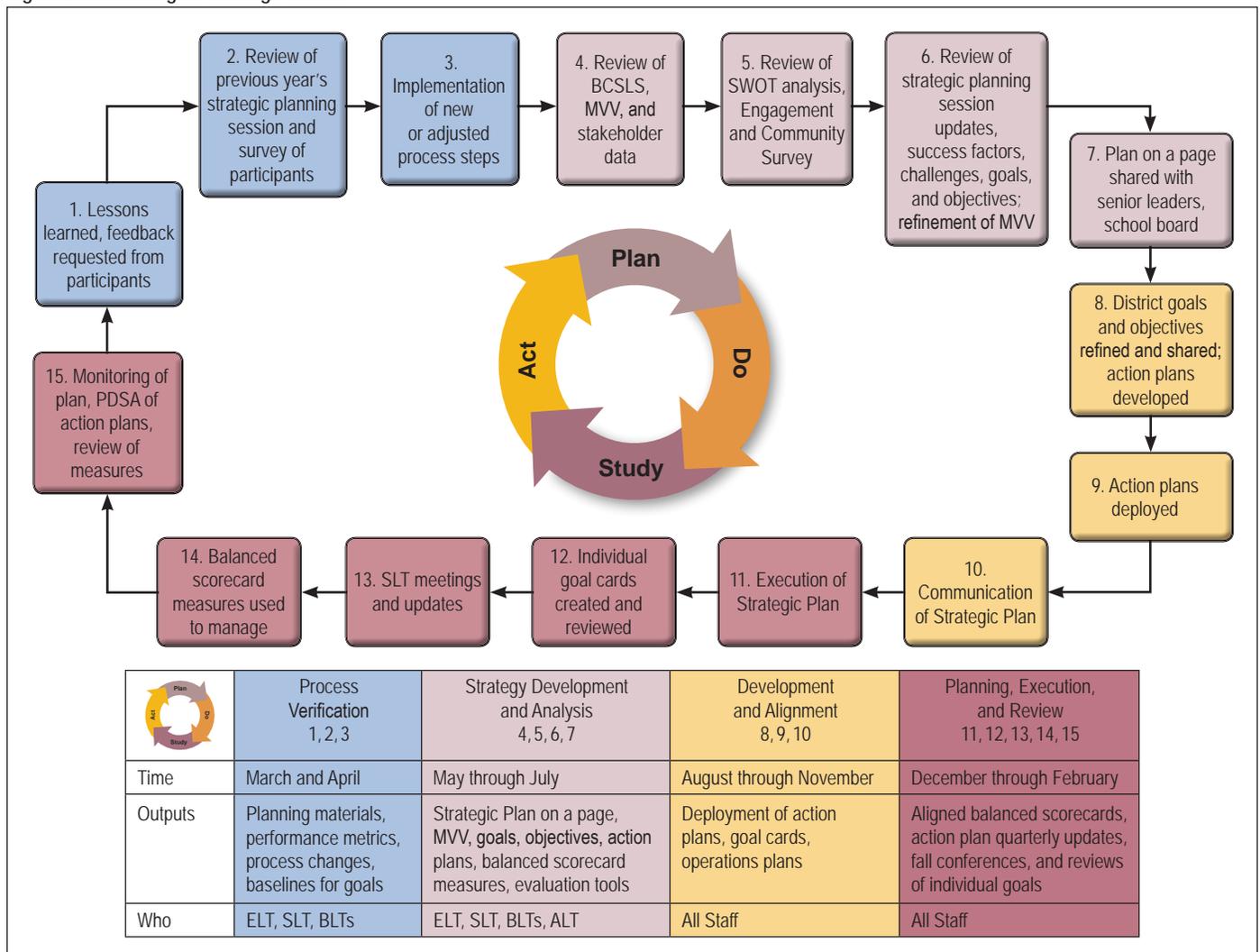
Strategic Plan for the successive year. From the Strategic Plan, action plans at the district, building, and department levels are designed and deployed.

The entire SPP is built around a Plan-Do-Study-Act (PDSA) cycle that has been used for numerous improvements and is critical to continuing to improve the SPP—a must for the district as it needs to stay current with changing demographics, funding, and staffing. For example, after evaluating the SPP over several cycles using the built-in PDSA, the SLT implemented a process improvement to develop district action plans at the strategic planning meeting. This change allows the district to move more quickly in the new academic year. This change also allows the annual Strategic Plans to be reviewed by the ELT, SLT, and ALT prior to the close of the current academic year. Senior leaders are now able to begin the new academic year with district-level plans in place, allowing their building- and department-level action plans to be developed within the first weeks of school.

Figure 2.1-1 shows the key process steps of the four-part SPP as well as its timeline. The four phases are process verification; strategy development and analysis; deployment and alignment; and planning, execution, and review.

In the process verification phase, feedback is requested, compiled, and reviewed by the previous year’s participants,

Figure 2.1-1: Strategic Planning Process



who are chosen to represent each of BCS’s stakeholder groups (Figure P.1-1) and include union representatives. During this time, materials are put together by the director of community and quality for the current year’s strategic planning participants, and the cycle steps are refined based on the data. Goals versus actual results are reviewed by the SLT, then the ELT, and finally the ALT; documented; and included in the materials sent to the strategic planning committee.

The strategy development and analysis phase spans a three-month period during which the strategic planning meeting occurs (May), and the “Strategic Plan on a Page” is developed. The meeting is attended by those invited stakeholders who have reviewed a comprehensive packet of information regarding action plans, results, and other district information, including survey results, customer and stakeholder feedback, academic testing, balanced scorecard data (4.1), and the previous year’s goals.

At the planning meeting, participants conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis; determine key district success factors and challenges; confirm the district core competencies as well as the MVV; and analyze performance gaps. From this session, the “Strategic Plan on

a Page” is developed, which is then presented to the school board for approval.

The deployment and alignment phase contains the creation of action plans by leaders at the district, building, and department levels, and those plans are shared with staff members through convocation, ALT meetings, and BLT and departmental staff meetings; classroom action plans can then be developed and aligned. The ELT and SLT meet weekly and biweekly, respectively, to review action plan progress. BLT members report updates of their action plans quarterly to the SLT. Balanced scorecards are in place for the district as well as each building and department, and they are updated as data are gathered or become available. Scorecards are shared at each meeting of the SLT and BLTs.

Key participants of the SPP are the SLT plus representatives of each stakeholder group: administration, the certified staff members, the classified staff members, parents, students, community members, partners, area church and business leaders, partners, suppliers, and union representatives. Typical planning meetings consist of approximately 40 representatives from these groups, respectively.

A key strategic challenge facing BCS, as well as most other school districts in the nation, is that of financial sustainability (SC-1 and SC-3; Figure P.2-1). A review of financial expenditures and forecasts is conducted on a quarterly basis, during which adjustments may be made. While school district budgets are set annually, spending is reviewed regularly, with adjustments made to reflect the need to conserve resources. Along with monthly internal reviews of randomly selected systems, the treasurer issues a monthly spending report to assist in monitoring all expenses for all buildings and departments as well as the district itself. The district has recently appointed a new treasurer who is beginning to develop a true budgeting process as opposed to an allocation process, which most districts use. As state and local funding is determined for each year, most districts base their expenditures on income and receipts anticipated. BCS depends on this income for its operations; however, during a pilot of a true zero-based budget, it was found that fewer funds were actually needed than what had been allocated. It is the district's intention to deploy this budgeting model districtwide in 2015 (see also 2.2a[3]).

The SPP addresses the need for organizational agility and operational flexibility through its incorporation of SWOT; continual monitoring of action plans; and weekly, biweekly, and quarterly plan reviews. An example of this was when a review of district data showed an increase in students leaving BCS for other educational venues. A committee was convened to research, develop, and pilot an online charter school facility, which has developed into the current Serendipity Charter School. In addition, technology is continually reviewed and, as the budget allows, either purchased throughout the academic year or factored into planning for subsequent budgets.

2.1a(2)

BCS creates an environment that supports innovation through its planning process and regularly scheduled environmental

scans and SWOT analyses that are conducted by the SLT at regular intervals in conjunction with the action plan quarterly reviews. The identification of strategic opportunities and discussions of how to address newly identified challenges and advantages are a result of these scans. The SWOT analyses are aligned with the district's core competencies (P.1a[2]) and encompass Core Questions (CQs) that certified instructional teachers need in order to assess educational progress:

- (1) What do my students need to know? (CC-2, CC-3)
- (2) How will they learn it? (CC-2, CC-3)
- (3) How will we know if they learned it? (CC-1, CC-2)
- (4) What will we do if they haven't learned it? (CC-1, CC-2)
- (5) What will we do if they have learned it? (CC-1, CC-2)
- (6) How will we improve what we do? (CC 1-3)

See also Figure 2.1-3.

District operations workforce members (classified and administrative) conduct the same process, with the same basic CQs focused on assessment of the services they provide to customers:

- (1) What needs to be provided for my customers?
- (2) How will we provide it?
- (3) How will we know when we have provided what is needed?
- (4) How will we know we were efficient and effective?
- (5) What will we do if we don't meet customers' needs?
- (6) What will we do if we meet customers' needs?

See also Figure 2.1-2.

The operations workforce members began using these CQs three years ago when the district realized that there was a gap in planning between the certified instructional teachers (learning side) and the operations staff (service side) of the district. When the director of community and quality was hired, his

meetings with the operations staff members also showed the need for a process to include them in planning as well as plan deployment; this led to the CQ Process.

The CQ Process encourages innovation through understanding of the needs and satisfaction of BCS's respective stakeholder groups. Once these needs are identified, ELT members review and discuss the feasibility of incorporating solutions into a pilot project or program that is tested with appropriate stakeholders. The new project or program is then reviewed and adjusted before it is determined whether or not to take it districtwide.

Figure 2.1-2: CQ Process: Service

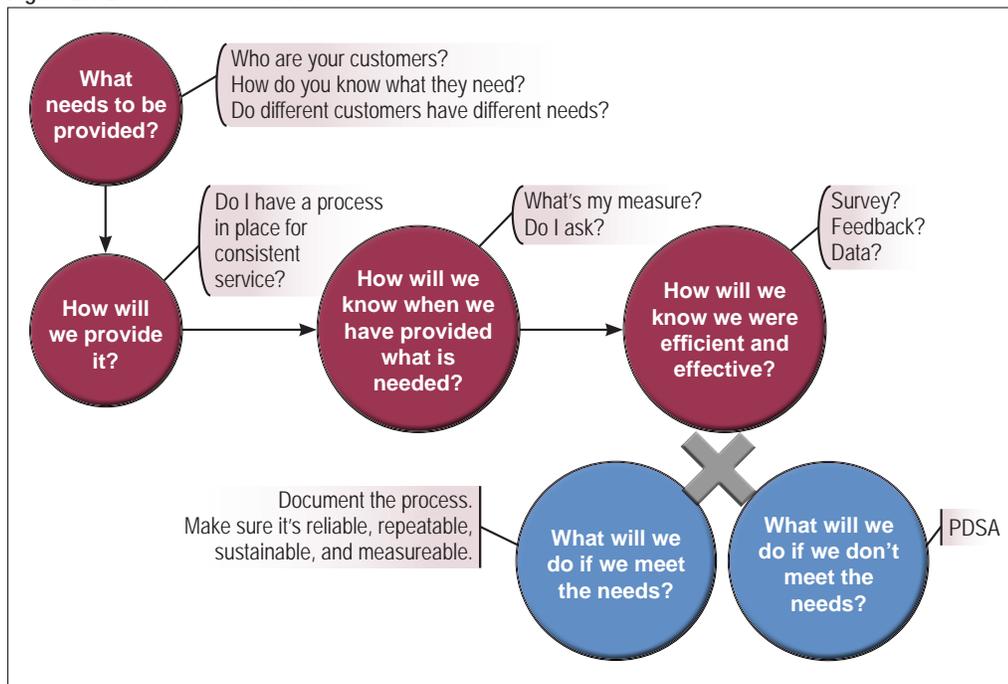
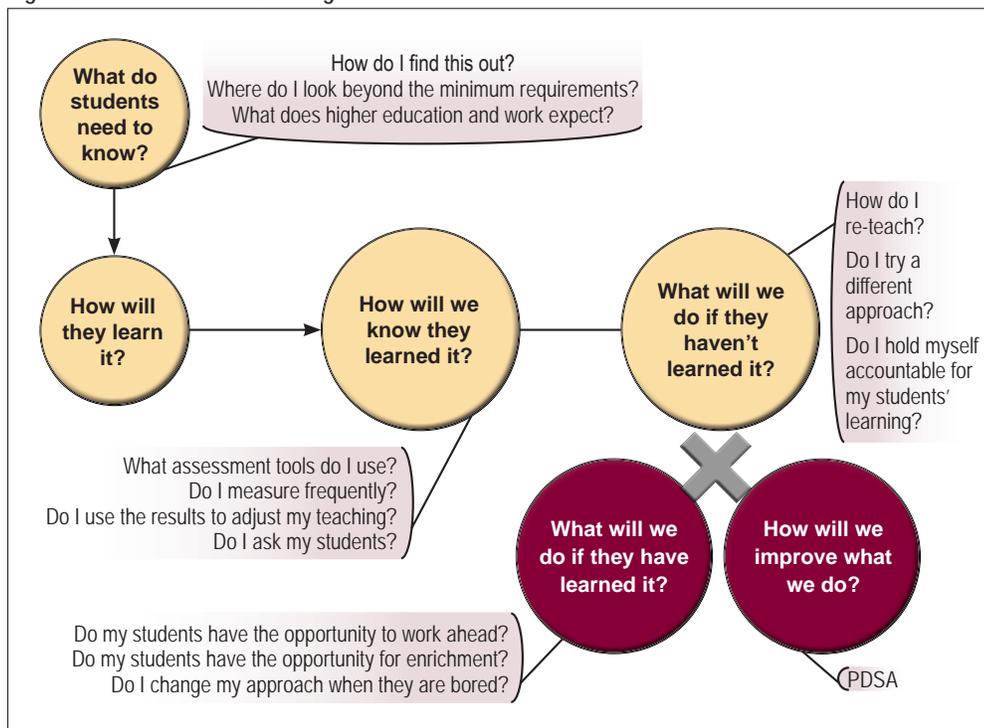


Figure 2.1-3: CQ Process: Learning



information that are collected several times a year, in addition to collection for the annual strategic planning meeting. BCS found that for many years, while an effort was made to collect data for planning, the data collected may or may not have been applicable to measuring progress on action plans and programs that were a key part of the Strategic Plan. The district began using quarterly update meetings for action plans not only to gauge its progress but to review the appropriateness and meaning of the data that were being collected. For example, balanced scorecards are now employed at the building and department levels, as well as at the district level, ensuring that the measures with meaning are not only useful but also aligned. Balanced scorecards also are used to analyze BCS's ability to execute its Strategic Plan.

In alignment with its strategic challenges, BCS has identified, through its CQ Process, its key strategic opportunities as

- state funding uncertainty (based on the state's funding formula; SC-1 and SC-3)
- number of students choosing alternative educational offerings (home, charter, private schools, etc.; SC-2)
- ability to maintain the engagement of workforce members in key communities due to the budget (SC-4; this could impact community support of the district, a key strategic advantage [SA-3]*)
- competitors who vie for BCS workforce members (SC-5)

After the opportunities have been identified, BCS follows a process in conjunction with the treasurer's office to determine financial feasibility and whether the opportunity should lead to an intelligent risk worth pursuing. Since school district budgets are approved on an annual basis, any plans that are developed to address opportunities are incorporated at the beginning of a new school year. The district's leadership teams incorporate an "hour for opportunity" in their meetings once per month. During these sessions, leaders share best practices that they have seen, opportunities that they have identified in their areas of responsibility, out-of-the-box thinking that they have done with district staff members, and potential for intelligent risk taking.

2.1a(3)

BCS's senior leaders identify the district's strategic challenges and advantages through its systematic use of data and

**Because the district has a robust process for choosing community support efforts, and because the community has come to depend on and be grateful for the support that BCS offers, the district has put this advantage in its list of opportunities from a financial perspective.*

The district has increased its focus on process—both defining key district processes and mapping building- and department-level processes. BCS's focus on efficiency and effectiveness is supported by the development of these key processes that incorporate key advantages and challenges as the catalyst for development. For example, a key process for district-level professional development was developed in 2010; the process was borne out of the advantage and challenge of both hiring and retaining teaching staff members. Having a well-defined measurable process has helped BCS protect one of its key assets—teachers. Conducting regular reviews of action plans and measures, as well as the district SWOT/CQ Process, helps to identify potential blind spots in planning as well as in the information and data that the district needs to assess its advancement of the Strategic Plan. Risks to the district's sustainability of its academic achievement and overall programming are addressed as well.

2.1a(4)

BCS's key work systems, including student learning, staff development, and business services, are built around analyses of students' achievement data at the district (trend), local, state, and national levels. When the director of community and quality came to the district, one of his goals was to help the district identify its key work areas so that BCS could focus on designing and implementing processes. The key work areas of communication, learning, technology, finance, crisis management, and professional development were identified, in addition to the key areas below.

Although the district considers itself to have two "sides" to the business (learning and service), student achievement drives staffing, process development, programs and curriculum

development, professional development, budget, and strategic planning. In each of these key areas, data and measures are collected, reviewed, and analyzed by the leadership teams, as well as by leaders in each respective department, to ensure that the work systems and the district are focused on BCS's core competencies.

Designing and incorporating current work processes and systems into Serendipity Charter School has led to opportunities that BCS decided to face head-on. A few years ago, a determination was made by the ALT through feedback and strategic planning discussions that collaborating with other districts in supporting an online charter school would be beneficial for both BCS and its students. Although it began as part of BCS's offerings, Serendipity is now run in collaboration with other school districts and has the autonomy to hire, develop, and utilize workforce members as needed, with a focus on student learning and staff and student engagement. Serendipity still operates under the same MVV as BCS but has autonomy to tailor programs and curriculum to students' individual needs. Given the potential growth in the number of students choosing alternative educational offerings over traditional public schools, this work system decision to collaborate on a charter school was the best way, given resources, to incorporate an alternative offering into the district.

The SLT and ALT review the performance of BCS's key suppliers and partners (6.2b) through alignment of action plans and balanced scorecard measures. As external suppliers and partners are an integral part of both the learning and service sides of the district, care is taken to ensure that these suppliers and partners are included in Stakeholder Satisfaction Surveys and measures that include student achievement and staff, as well as student and community engagement.

The district's MVV guides the key decision criteria of whether or not BCS decides to partner with an organization for a service or to use a vendor. The IIE (Figure 6.1-1) incorporates either DMADV (for creation of new processes) or DMAIC (for improving existing processes) and is applicable to internal as well as external partnership processes. Partners/suppliers are also considered in conjunction with process outcomes and measures that are aligned with BCS's core competencies.

As BCS consistently reviews its Strategic Plan, core competencies are continually assessed through the SPP to ensure that they are at the center of the district's success and give the district a competitive advantage against competitors (P.2a[1]). Future organizational core competencies may be determined out of this same Strategic Plan review.

2.1b

2.1b(1)

The district has built its strategic objectives around the key PhilPs that it uses to shape district thinking:

- (1) We focus on children and their learning, not on politics and adults. (Strategic objectives: engagement, wellness)
- (2) We believe that *all* children can learn, not *some* children can learn. (Strategic objectives: engagement, communication)

- (3) We believe that students, teachers, principals, and parents are accountable for student performance, not just the student. (Strategic objective: engagement)
- (4) We do not believe that we can reach all students with our traditional curriculum, so we diversify our curriculum to meet students' needs. (Strategic objectives: engagement, wellness)
- (5) We give teachers our total support. (Strategic objectives: stewardship, communication)
- (6) We run our schools like businesses, cognizant of conserving our limited resources and focusing on producing the best product—student learning. (Strategic objective: stewardship)
- (7) We are not afraid of the press but embrace the opportunity to tell our story. (Strategic objective: communication)
- (8) We embrace innovation and change. (Strategic objectives: stewardship, communication)
- (9) We treat our students as whole individuals, respecting what they bring to their learning experience and understanding their unique situations. (Strategic objectives: stewardship, wellness)

Figure 2.1-4 shows the district's strategic objectives, goals, time frames, and measures. All building and department goals are aligned with district goals and objectives. Target areas are developed based on the previous year's balanced scorecard results. Stretch measures for scores are based on national benchmarks, as BCS has surpassed scores in the county and currently ranks in the top 3% in student achievement in the state.

All strategic objectives are monitored throughout the year, but due to the cyclical nature of school calendars, the district has determined that academic calendar objectives and longer-term (five-year) objectives still need to be set. Also, many objectives set by school districts in general may need to be adjusted or changed based on state mandates. Many times, BCS receives a new mandate that is required for the upcoming academic year. Because of this, flexibility and agility need to be built into all planning.

2.1b(2)

The four strategic objectives (engagement, communication, stewardship, wellness) were developed to address the strategic challenges identified through the annual SWOT. In each of these four areas, multiple action plans address strategic challenges as well as advantages and opportunities (2.1a[2]). How the strategic objectives balance short- and longer-term time frames is shown in Figure 2.1-4.

As much as it has planned for and continues to focus on conservation of resources, BCS is acutely aware that its major strategic challenge of funding (SC-1) may indeed dictate the direction of the district. As 80% of the district's budget consists of personnel, without a major dismantling of programming and curricular offerings, BCS may struggle with the strategic objectives of stewardship and engagement. This challenge may also drastically weaken one of its key strategic advantages of an engaged and highly qualified staff (SA-4).

Figure 2.1-4: Objectives, Goals, Measures, Action Plans, and Time Frames

Objective	Goal	Measure	Action Plan	Short-Term/Long-Term Time Frame
Engagement	All students (K–12) will have success maps. Professional development will meet staff and student needs.	Increased achievement on OAA, OGT, ACT, and SAT testing Student Satisfaction Survey results Workforce Engagement Survey results	Small groups of students participate in success map pilot Create process to ensure 100% success map deployment Small groups of staff members receive paid professional development	Pilot programming based on Student Satisfaction Survey by 2014 Success maps in place by 2014–2015 academic year Workforce members rotate in small groups to receive professional development by academic year 2014–2015
Communication	All effective mediums used for messaging Messaging differentiated for target audiences	Engagement and Community Survey results Extent of new communication tools used	Implement new listening and learning methods Implement new e-communications Increase presence in the community through in-person events	Biannual community surveys beginning 2014 One new listening and learning method implemented for each staff and student group by 2014–2015 New Constant Contact messaging system by 2014–2015
Stewardship (Financial)	Budgets trimmed at all levels by 6% Focus on entrepreneurship	Budget vs. actual Number of financial plans by department % increase in giving by staff/students to community	Create a separate philanthropic budget for the district Employ new survey of community to focus on areas of greatest need	Philanthropic budget with review in place by 2015–2016 More robust process for community survey by 2014–2015
Wellness	District nurse and nutrition and wellness programs for staff and students Partnership with ACMY Medical Center	Participation in nutrition and wellness programming by staff and students Absentee numbers for staff and students	Ensure communication of nutrition and wellness programming to all staff members Incorporate nutrition and wellness into curriculum	Nurse in place by 2015–2016 Nutrition and wellness communication processes piloted by 2014–2015 Nutrition and wellness incorporated into curriculum by 2015–2016

To consider and balance their needs, BCS considers all stakeholders in its survey and feedback processes. It also involves all stakeholder groups in its SPP and planning meeting.

BCS’s strategic advantage of great community support and communication (SA-3) and core competency of instructional technology/computer learning as sources of tailored instruction (CC-2) may help the district work through the current budget crisis. Partnerships and volunteerism, as well as the ability to reach students through technology both at home and at school (CC-1, CC-2), may enable the district to deal with potential reductions in staff and the purchase of hard curriculum materials (i.e., textbooks instead of software).

An area associated with both engagement and technology (CC-1, CC-2) is that of social media, which BCS uses as a means of both communicating/sharing news and receiving feedback. New processes are being developed for collecting and analyzing stakeholder input from social media sources such as Appearancebook, Bird-Call, and Formspring.

2.2 Strategy Implementation

2.2a

2.2a(1)

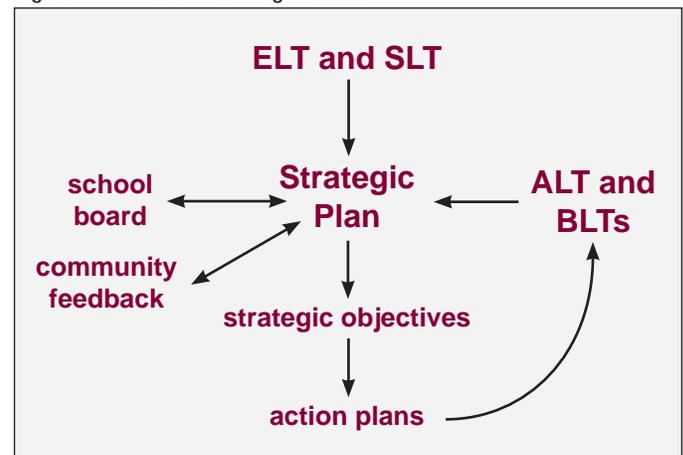
The process for developing action plans incorporates the Strategic Plan review and data. Action plans and their relationships to the strategic objectives are detailed in Figure 2.1-4.

As soon as the strategic planning meeting has concluded, ELT and SLT members get to work defining and refining BCS’s

district-level action plans. New objective areas are only added on the five-year-planning-horizon period, so in the other four years, consistent objectives ensure that the district-level action plans are confirmed at the planning meeting. Figure 2.2-1 shows the process BCS uses to develop and refine district-level action plans. The ELT and SLT, using the MVV, go through the SPP to confirm the four strategic objective areas and define “intentional” actions to promote the MVV and objectives.

This step in the process was incorporated two years ago, when the ELT and SLT members realized that many BLT members were struggling with the Strategic Plan and its basis. In

Figure 2.2-1: Action Planning Process



response, BCS offered professional development in strategy and action planning to the building-level leaders. Senior-leader meetings also helped building-level leaders develop action plans, and BCS conducted a year-long review of the Baldrige Education Criteria and how they apply to strategic planning. The district has seen measurable improvements in the number of meaningful action plans, as well as improved results in each of its buildings and departments.

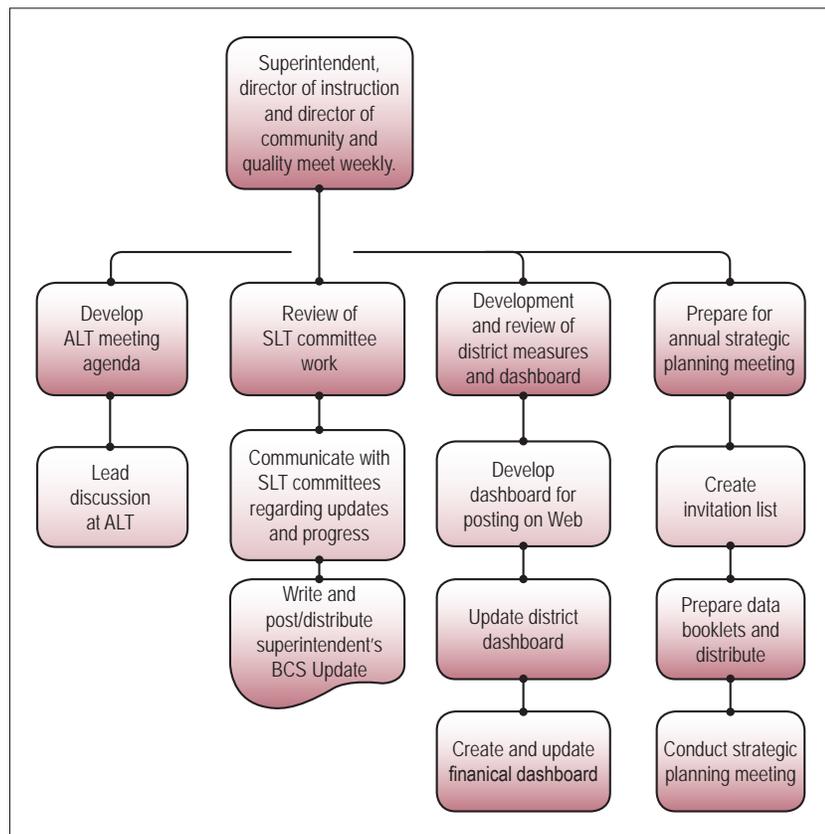
The SLT has four committees, one for each of the district objectives. SLT members begin to focus on each objective once the Strategic Plan is approved at the board level. The district-level plans are shared with the ALT and BLTs using their own data and results. BLT members also use the newly developed district plans to develop their own set of action plans. These are then presented to the SLT and are shared with staff members at the work sessions prior to students' arrival each year.

2.2a(2)

Individual classrooms use the building action plans to develop, in conjunction with students, aligned plans for their rooms. Individual workforce members are given Strategic Goal Cards at convocation or at the district's opening ceremonies in August, and each workforce member is expected to set personal goals for each objective based on feedback, data, and results from the previous year. A large part of Administrator Goal Cards are results of 360-degree surveys done each year on each administrator.

Figure 2.2-2 shows the implementation process for BCS action plans.

Figure 2.2-2: Action Planning Implementation Process



Quarterly reviews of each building, department, and classroom action plan are conducted, with workforce members' individual Strategic Goal Cards reviewed with immediate supervisors twice per year and at each workforce member's evaluation conference.

Serendipity Charter School also conducts an SPP that mirrors that of BCS. Serendipity's strategic objectives and action plans are aligned with that of the district, and Serendipity's workforce members participate in all action plan reviews and SWOTs that are conducted by BCS.

Several years ago, BCS determined that it needed to ensure the sustainability of its action plans and results, as once the school year got underway, it became very easy for staff members, including leaders, to be caught up in day-to-day issues and problems and to lose focus on the action plans. The development of the district's Action Planning Implementation Process (Figure 2.2-2) has helped BCS to keep on track and improved focus on the four strategic objectives. This process has helped BCS to sustain the key outcomes of its action plans.

2.2a(3)

Based on feedback from its application to the SPPI process, BCS made several changes regarding the involvement of the treasurer's office in the development of the Strategic Plan and action planning. In the state of Ohio, the treasurer and the superintendent both report directly to the school board. While this reporting provides a means of checks and balances for the district, it also causes a silo between finance staff members and the rest of the district.

By nature, school district budgets are more of an allocation than the result of a budgeting process. Because all districts in the state rely on state funding and property tax income, much of the budget is driven by how much revenue will be received. In addition, changes in the tax base, based on inflation or deflation of property values, can affect the district's general fund balance. Because of this, BCS has worked hard to ensure that its guiding principle of entrepreneurship is evident in its planning. As a result, the district has adopted a zero-based budgeting approach for resource allocation with its new treasurer, so that it can focus resources on its strategic objectives. This approach was part of a best practice shared at a Baldrige Quest for Excellence Conference by a Malcolm Baldrige National Quality Award recipient. BCS based its current process on information gleaned from the recipient's publically available application summary: "Resources are budgeted through a budget-allocation process. For example, school staffing and funds for text books, materials, and supplies are allocated based upon predetermined ratios that are applied to school enrollment levels, special programs, and academic needs. Capital projects for school facilities are determined through numerous assessment and

planning tools that identify and prioritize projects. Extensive community, partner, and staff involvement takes place for general fund budgeting.”

Like all school districts, BCS relies on state funding and community tax support to ensure that its budget needs are met. This inelasticity of financial resources has proven to be a challenge for BCS, as many times action plans can prove to be more costly than anticipated. This has caused the district to develop a process for financial feasibility with the treasurer’s office to ensure that action plans that are put in place at the start of the school year can come to fruition. Unfortunately, as with all districts, state funding mandates can cause action plans to be cut short or eliminated in successive school years if budget dollars need to be reallocated.

2.2a(4)

Workforce planning is based on student enrollment numbers and projections, state maximum classroom ratios, curriculum and programming needs, and the budget (5.1). This planning allows the district to address potential impacts on workforce members and changes in workforce capacity and capability needs. Each spring, a survey is conducted for workforce members to disclose their plans for the upcoming year. From these survey results, BCS knows how many workforce members are planning to return, who is planning to retire, who would like to move from a particular grade level or building, and who among the classified staff may ask for a different job assignment. Results are reviewed and discussed by the ALT, and based on a positive evaluation as well as an appropriate, open position, workforce members are moved, if possible, to their areas of interest. Postings for positions typically occur after these new assignments are made for the upcoming year.

BCS has worked hard, in light of the current state funding, to ensure that there have been no reductions in force (RIFs) by moving workforce members into secure jobs, with workforce members leaving the district doing so on a voluntary or retirement basis. Student enrollment as well as transportation budgets affect the number of workforce members needed.

As described in 5.1, the district uses a proactive approach to workforce change management, encouraging instructional staff members to acquire dual certification. This approach, in conjunction with “vertical teamwork” between sending schools (lower grades) and receiving schools (upper grades; 5.1a[4]),

facilitates more seamless transfers of workforce members among district schools, if needed.

Key workforce plans and their alignment with the strategic objectives are shown in Figure 2.2-3.

Progress toward the strategic objectives of engagement and communication is carefully monitored and measured among staff members, with plans built around results from frequent and varied internal surveys. These results and plans are a part of the annual Strategic Plan. Engagement, communication, stewardship, and wellness action plans at the district level are broad in scope so as to be inclusive of plans developed at the building and classroom levels as well as in operational departments.

2.2a(5)

The district has two key performance indicators that encompass all other measurement areas: the District Performance Index (PI; Figure 7.1-1) and Per-Pupil Expenditure (PPE; Figures 7.1-10, 7.4-19); these indices are based on ODE indices. The district uses a balanced scorecard to capture measures for each of the objective areas and rolls up the objective to the two key indicators. Measures include OAA (Figure 7.1-3), OGT (Figures 7.1-2a, 7.1-2b), ACT (Figure 7.1-4), and SAT (Figure 7.1-5) testing results; staff retention rates (Figure 7.3-5); staff and student engagement results (Figures 7.2-2a, 7.2-2b, 7.2-6, 7.3-6–7.3-13); partnership data (Figure 7.1-17); communication satisfaction (Figures 7.1-9a, 7.1-9b); quarterly building budget surplus or deficit; and community service activities (Figure 7.4-17). Several years ago, the district realized the need for more leading indicators as senior leaders became more focused on action plans and their accomplishment. As part of the Instructional Delivery Process, teachers have incorporated weekly, monthly, and marking-period assessments in their measures for the classroom. These performance measures help track the achievement and effectiveness of the actions plans as they relate to academic achievement as well as to operational excellence.

BCS ensures that its overall action plan measurement system reinforces organizational alignment through the quarterly review process in which all ALT members participate. At that time, balanced scorecards are reviewed for alignment as well as action plan accomplishment.

Figure 2.2-3: Key Workforce Plans

Alignment with Strategic Objective	Key Workforce Plans
Engagement	<ul style="list-style-type: none"> • Develop and deploy success mapping for all staff members and students. • Increase number of staff members receiving paid professional development. • Increase number of instructional staff members taking coursework on effective teaching techniques. • Increase number of instructional staff members implementing teaching techniques learned in coursework.
Communication	<ul style="list-style-type: none"> • Improve instructional staff member presentations to community. • Add 30 more instructional staff members to community presentation team.
Stewardship	<ul style="list-style-type: none"> • Increase staff member stewardship and giving. • Enhance staff member participation, both time and charity giving, in supporting the community.
Wellness	<ul style="list-style-type: none"> • Promote wellness through programming for staff members, students, and the community.

2.2a(6)

All action plans are reviewed on a quarterly basis. District action plans are reviewed and discussed weekly by the ELT, and the SLT meets monthly to review progress in each of the district objective areas. Target measures are set for each objective and reviewed as above; target measures are also adjusted by the action plan “owner” as targets are determined to be too low, too high, or on measure. In addition, the ELT uses voice-of-the-customer (VOC) reports to refine action plans (3.1a).

The Action Planning Implementation Process (Figure 2.2-2) is used if circumstances require the rapid execution of new action plans.

2.2b

The district’s current PI level of 108 is the highest in the county (Figure 7.1-1), with projections of 110 in 2014 and 112 in 2016, based on a comparison of similar districts statewide. The district bases its projection on student value-added data, as well as comparisons and benchmarks from other top districts in the state. Because of the variance in student performance per class, goals, targets, and benchmarks for the classroom, projections must be set on more than just “where we want to be.” Prior to the new SPP, targets were set by growth expected per previous results, not on a realistic review of data and performance by class.

BCS’s PPE is \$8,300 (compared to \$8,200 for the state; Figure 7.1-10). The PPE, which is a key indicator, is the annual cost per student and can be difficult to project based on the average daily attendance rate, which is taken in October. PPE shows fiscal stewardship on the part of the district as long as achievement results improve. BCS has an action plan to decrease PPE; decreasing or maintaining PPE, especially during inflationary times or market volatility, is considered good by the district, which assumes decreases or maintenance result from efficiency achievement that does not adversely affect student learning and support.

Targets and projections are based on a review of census data, tax-base information, and anticipated growth calculations. Planning horizons for the district are now done on an annual basis, as state funding changes are frequent. For example, the district had planned to go to the voters with a levy in November of this year; however, state funding that was not anticipated was received in July, meaning that BCS does not need to ask for more tax dollars immediately.

A full district scorecard and department and building scorecards are available on-site.

In addition to measuring its current-year performance against its own previous performance, the district compares itself to other school districts in the state and nation. Just five years ago, the district had a vision of being the best organization for learning in the county. BCS has surpassed this goal and is now in the top 3% of districts in the state as measured by ODE.

Benchmarking with nationally ranked schools, the Union Efficiency and Quality Center (UEQC), and organizations from other sectors for engagement and satisfaction data, as well as for process results for operations, allows BCS to compare itself to the best in class in its target measurement areas. Some organizations that have been used for operations benchmarking include the U.S. Postal Service (USPS), FedEx, and numerous hospital systems. These sources have also been used to measure stakeholder satisfaction, as most school districts are still not in the practice of measuring nonacademic results. BCS has been used as a model at several state education conferences to exhibit best practices in strategic planning and measurement.

Gaps in performance are addressed quarterly through PDSA cycles aligned with action plan review and through strategic planning sessions. The district scorecard, the BCS Dashboard, is monitored and reported to stakeholders quarterly, with adjustments made if goals are achieved or if action plans show underperformance.

Category 3: Customer Focus

3.1 Voice of the Customer

3.1a

3.1a(1)

Through quarterly focus groups, BCS listens formally to current students and parents, as well as community members, to obtain actionable information. Focus groups are conducted by trained student interns, who are supervised by BCS, from the UC Psychology Department (UCPD). Each focus group includes eight to ten randomly chosen parents or eight to ten randomly chosen students at each BCS school. Focus group questions are carefully structured to surface key areas of interest, and UCPD interns prepare formal, tabulated, analysis reports showing the results of each group. See 3.1a(2) and 3.1b(2) for descriptions of focus groups for potential students and parents.

Focus group results are used by each BCS school to identify opportunities for improvement. The needs for improving social media and online offerings were validated by several focus groups that included parents (current and potential), students (current and potential), community members, and local public and private school representatives (including competitors).

Building on its core competency “engagement of parents as volunteers and co-educators of their children” (CC-1), BCS uses several online means to listen to and interact with students and parents. Using information gathered by SocialMedia Co. and SMAT, a monthly automated analysis is performed on patterns of comments in the “Buckeye Online Journal” and “BCS Updates” and on Appearancebook and Bird-Call accounts, and the analysis is reviewed in monthly ALT meetings.

Figure 3.1-1: Listening, Interacting, and Observing Methods

Method	Stakeholder	Frequency	Student Stage
Focus Groups	P, S	Quarterly	C, P
Satisfaction Surveys	P, S, V	Monthly	C
PO Meetings	P	Monthly	C, P
Blogs (Analysis)	P, S, V	Monthly	C, P
GreeSHA Protocol	P	Continuous	C
ReaGreeSHA Protocol	S	Continuous	C
Administrator Rounding	P, S	Monthly	C
Engagement and Community Survey	C, V	Annual	C, P
Student-Led Conferences	P	Semiannual	C
School Board Meetings	C, V	Monthly	C, P
Economic Chamber and other Community Organizations	C	Monthly	C, P
Collaborator Surveys	CS	Quarterly	C, P

Stakeholders: Parents (P), Students (S), Local Community (C), Volunteers (V), Collaborators (CS); Student stage: Current (C), Potential (P)

All ELT members perform a “round” on each school on a scheduled basis once a month (co-scheduled with “Snacks with Schools”). These structured visits are assigned so that each ELT member rounds at a different school each month. The ELT member greets students and parents encountered during these rounds (they are scheduled to overlap with parent pick-ups) and asks how things are going and about parent/student concerns or suggestions for improvement. ELT members record findings from the rounds, which are reviewed in the monthly ELT meetings.

BCS listens and interacts with the local community through the participation of ELT members in local community organizations such as the Economic Chamber and Club Wheel. Attending ELT members prepare summaries of learnings from these interactions; these summaries are circulated before and discussed during monthly ELT meetings.

Board and PO meetings provide other forums for interaction with stakeholders. Each board meeting includes an agenda item for public comment. In addition, each school has a PO that meets at least monthly; the campus principal or designee attends these meetings and records opportunities for improvement brought up by parents.

See Figure 3.1-1 for a comprehensive listing of BCS’s means of listening to, interacting with, and observing students and other customers.

BCS’s workforce members also interact with parents using the structured GreeSHA (greet, seek, handle, appreciate) interaction protocol (Figure 3.1-2). All workforce members have been trained to use the protocol to communicate with parents as well as with each other.

The GreeSHA protocol was initially used with both adults and students until a 2012 Letitia Middle School focus group surfaced the need for students to first receive assurance from an adult when seeking assistance. After application of the IIE

during the 2012 Summer Performance Summit (SPS), the ReaGreeSHA interaction protocol (Figure 3.1-3) was developed for use with students.

An important interaction medium at BCS is the semiannual student-led conference (SLC). In such conferences, students lead their parents through several learning stations, showing them their learning progress in data notebooks. At the end of the learning stations tour, the parents meet with the teachers, who ask the parents how things are going and if they have any suggestions for improvement. In a cycle of improvement instituted during the 2011 SPS, suggestions for improvement were documented in an SLC form that is reviewed centrally in the district office; suggestions for improvement are then entered into the Data Analysis, Statistics, Heuristics (DASH) System (4.1) or the ServicePhoenix Complaint Management System (3.2b[2]).

Figure 3.1-2: GreeSHA Interaction Protocol

Greet: Greet the person in a friendly way. Tell the person your name and role in the organization.
Seek: Find out what the person is looking for or is interested in.
Handle: Resolve the issue.
Appreciate: Thank the person—for visiting the school, for airing the issue, or for some other reason.

Figure 3.1-3: ReaGreeSHA Interaction Protocol

Reassure: Tell the student that you can help him/her resolve the issue.
Greet: Greet the student in a friendly way. Tell the student your name and role in the organization.
Seek: Find out what the student is looking for or is interested in.
Handle: Resolve the issue.
Appreciate: Thank the student.

District-office workforce members aggregate and analyze the DASH VOC information monthly to identify opportunities for improvement, and workforce members prepare a VOC update report to the ELT with the results. The ELT uses this report to identify priorities for improvement and to refine action plans to address high-priority items. A summary of refined actions is provided each month to the school board.

Through the Engagement and Community Survey and Stakeholder Satisfaction Surveys, BCS asks all families in the BCS service area about their preferences for communicating and tailors its communications to each family based on these preferences. Listening methods are also varied according to these preferences. For example, tech-savvy parents complete surveys online; the same surveys are completed in hard copy by paper-preferring parents. Listening methods are also tailored to families with children in private and home schools. In addition to Stakeholder Satisfaction Surveys, separate lower and upper elementary, middle, and high school Student Satisfaction Surveys are administered, each designed with the level of maturity of its target student group in mind.

In support of two-way communication, each school maintains a “Buckeye Online Journal” and Appearancebook and Bird-Call accounts. Patterns of comments, likes, followers, and shares are analyzed automatically on a monthly basis using SMAT. The analysis identifies trends in interest and highlights opportunity-for-improvement priorities.

Each certified instructional teacher maintains a classroom Web page (and sometimes adds to the “Buckeye Online Journal”); the Web pages include assignments and class updates. A structured system is in place for ensuring that these and other district Web pages are kept up to date (Figure 7.2-14).

All BCS district, department, school, and classroom Web pages contain a “suggestion” dialogue box. Also, the district office and each school maintain a physical suggestion box with nearby paper pads to make generating entries easy. The boxes are checked daily, and entries are entered in ServicePhoenix or the DASH system, as appropriate.

Incoming students (fifth grade and above), parents, and workforce members are administered the Expectations Survey (different from the family surveys noted above because the Expectations Survey is specific to each incoming student) to determine their expectations. A follow-up Expectations Survey six months after entering one of BCS’s schools tracks the degree to which the district is meeting these stakeholders’ expectations.

All outgoing students, parents, and workforce members are invited to take an Exit Survey and participate in an exit interview. Exiting students, parents, and workforce members are randomly surveyed a year later to establish their level of satisfaction since leaving BCS and to compare their satisfaction with BCS and their satisfaction with their new school, if appropriate.

Immediate and actionable feedback from students and parents is collected through blog threads and Appearancebook and Bird-Call accounts, and feedback is analyzed using SMAT.

The SMAT settings have been set to elevate comments for immediate review when they include preset keywords, such as “disappointed” and “terrific.”

3.1a(2)

Quarterly, UCPD interns conduct focus groups comprising potential and former students, potential and former parents, and competitors’ parents (3.1b[2]). In 2010, these focus groups validated the need for increased social media support as well as an online learning alternative (BCS had also come to these conclusions through an SPP data review). This need was further developed using the IIE during the SPS. During the SPS, BCS created a committee to address these issues, which led to the creation of the online charter school (Serendipity Charter School) in which BCS is now a collaborator.

3.1b

3.1b(1)

BCS determines student and parent satisfaction through monthly and annual versions of the Student Satisfaction Survey, the Stakeholder Satisfaction Survey, and the Grecco Principal Assessment Survey (5.1a[1]). These surveys are developed and administered in partnership with PAA; however, the Student Satisfaction Survey is highly customized for BCS and therefore is unique to BCS.

The monthly surveys are administered online to a random sample equal to approximately the square root of the total number of parents and students at each school. Parents and students who are invited to participate and who do not respond electronically are sent paper surveys. In a cycle of improvement resulting from application of the IIE during the 2010 SPS, parents and students who did not complete the survey by the due date were asked to complete it two more times. Demonstrating improving engagement, parent response rates have increased from 35% during the 2009–2010 school year to 62% during the 2011–2012 school year; student response rates increased from 73% to 89% during the same period. Monthly surveys contain only five questions, including one on the respondents’ “likelihood to recommend BCS,” and establish general levels of satisfaction as well as provide early warning signs when satisfaction levels change. Two of the questions are used to determine the extent to which the Student Learning Process meets customer requirements.

Comprehensive annual satisfaction surveys are administered to all students and parents via similar means. The annual surveys include questions common to surveys that PAA administers in other school districts across the country and in Ohio to establish national and regional benchmarks against which BCS compares itself (Figures 7.2-1–7.2-3).

The core student engagement measurements that BCS uses are “How I Feel Today about Learning” Surveys (Figure 7.2-6) and Exit Surveys (Figures 7.1-7a, 7.1-7b). Teachers administer the learning survey monthly and engage in dialogue with their students about what the teacher and class can do to improve the level of engagement. In addition to the learning survey, BCS uses attendance to track student engagement (Figures 7.1-6a, 7.1-6b, 7.2-5).

Parent engagement is measured as part of the Stakeholder Satisfaction Survey (Figure 7.2-3) and through parent attendance at school events, volunteering levels, school tax voting support, and donations (Figures 7.2-15 and 7.2-16). Community engagement is measured through the Engagement and Community Survey and through vote results and community support measures. The annual Engagement and Community Survey is conducted each year by Azalea Marketing Analysis to establish the current level of community support as well as to uncover any community concerns (Figure 7.2-10).

Volunteer engagement and satisfaction are assessed annually (Figure 7.2-11).

District-office workforce members capture all incoming VOC update reports, including SLC forms, and consolidate data into a monthly VOC update report that is reviewed in the subsequent monthly ELT meeting, with a summary provided to the school board. The VOC update report is organized by customer requirements and indicates opportunities for improvement to better meet and exceed requirements. In their monthly meetings, ELT members review the reports, identify gaps and opportunities, prioritize and refine action plans to address them, and assign ELT members to lead the action plans as well as due dates for their completion. Action plan progress is reviewed during the monthly meetings.

3.1b(2)

Among the focus groups that UCPD interns conduct is an annual focus group with families who chose similar schools to BCS (i.e., potential parents). BCS provides the interns with a list of parents who toured district schools but chose not to enroll, and the UCPD interns recruit focus group attendees from this list. Results from these focus groups are tabulated by UCPD and provided to the ELT, along with a summary.

The PAA surveys are benchmarked nationally and against other school districts in Ohio. Results from the focus groups and PAA surveys are analyzed at part of the SWOT analysis in step 5 of the SPP (Figure 2.1-1).

3.1b(3)

Student and parent dissatisfaction feedback is captured in focus group reports, PAA satisfaction and other surveys, rounding reports, SMAT, and ServicePhoenix. As noted above, district-office workforce members review feedback on a monthly basis and consolidate it into a VOC update report that is reviewed in the next ELT meeting, with a summary provided to the school board. In their monthly meetings, ELT members review the report; identify unfavorable trends, gaps, and opportunities; prioritize and refine action plans; and assign ELT members to lead the action plans as well as due dates for their completion. The monthly VOC update reports are consolidated in an annual comprehensive report that is reviewed during the SPS to establish training and process changes that could reduce dissatisfaction levels.

3.2 Customer Engagement

3.2a

3.2a(1)

Fundamental educational program requirements are established by the state legislature and ODE. BCS must currently support the Ohio State Standards, but beginning with the 2014–2015 school year, Ohio is adopting and BCS will support the Common Core State Standards of the National Governors Association Center for Best Practices.

Educational and service program requirements beyond the fundamental state mandates were first established in a Shared Vision Development Process in 2009. This process entailed stakeholder meetings at each school where this key leading question was asked: “What do students need to know in the 21st century?” Responses were compared to state requirements, and gaps between the two were used to identify initial requirements beyond the state standards. On an annual basis, one of the student and parent focus group questions focuses on requirements, and the results are deposited in DASH (4.1).

Student, other customer, and market requirements are reassessed annually in step 5 of the SPP (Figure 2.1-1) when results of the focus group question and other data are reviewed by the ELT; ELT members then make adjustments to requirements based on the responses.

Each requirement has measurements associated with it to determine the extent to which BCS’s key work processes meet requirements. During step 5 of the annual SPP (Figure 2.1-1), gaps in meeting and exceeding customer and other requirements are analyzed. In step 6, gaps are prioritized, and action plans are created for those gaps with the highest priority. In some cases, these action plans have led to new programs and services to fill the gaps. This process was used when the new parent requirement for technology-based learning was adopted. This in turn led to action plans for blended learning classes that combine the face-to-face and online learning environments, as well as online-only offerings (e.g., Serendipity Charter School).

3.2a(2)

BCS enables students and other customers to seek information and support through multiple communications channels (Figure 3.2-1). BCS’s key communications mechanisms are listed in Figure 3.2-2. As noted in 3.1a(1) and below, BCS surveys its families to determine which are tech-savvy and prefer online communications and which prefer paper communications; Figure 3.2-1 is segmented by those preferences.

Through surveys, focus groups, and social media, students and parents are queried about their satisfaction with BCS’s support mechanisms, and they are asked for suggestions for improvement. The results of these inquiries are deposited in DASH (4.1).

The ELT refines key support requirements during the SPP (Figure 2.1-1). In step 4, student and customer data are retrieved from the DASH system (including survey, focus group, and social media results). In step 5, the data are analyzed, and key support requirements revised as needed. During 2009, the need for expanding social media and Web site support mechanisms

Figure 3.2-1: Key Support Mechanisms

Mechanism Focus	Paper-Preferring Students	Tech-Savvy Students	Paper-Preferring Parents	Tech-Savvy Parents	Paper-Preferring Community	Tech-Savvy Community	Workforce
Phone	×		×		×		×
Web Site							
Classroom Web Pages		×		×			
Superintendent’s Web Page				×		×	×
School Report Cards		×		×		×	×
Grades		×		×			
Assignments		×		×			
Standards		×		×			
Rubrics		×		×			
Scoring Guides		×		×			
Class Progress				×			
School Progress				×		×	×
Benchmark Assessment Results		×		×			
School and District Balanced Scorecards				×		×	×
Appearancebook		×		×		×	×
Bird-Call		×		×		×	×
Workforce Interactions		×		×		×	×
SLCs			×	×			
Report Cards			×				
Back-to-School Nights			×	×			
PO Meetings			×	×			
Shared Vision Development Meetings			×	×	×	×	
Scheduled Meeting with BCS Leaders			×		×		
Site Visits/Visitors			×		×		
Community Events					×		

became evident in several focus groups, and social media and Web site support requirements were added using the IIE during the SPS. This resulted in the enhanced Web site (with online grades, assignments, standards, rubrics, school and district report cards, etc.), as well as Appearancebook and Bird-Call account development. BCS also identified the need to promote timeliness in classroom Web page content updates.

Surveys include several questions used to verify the deployment of key support mechanisms. Gaps in communications deployment are identified and corrected during the SPS. For example, survey responses in 2009 that were reviewed during the SPS identified that a popular browser was only partially supported by LargeGrade (BCS’s student information system, which includes online dynamic report cards). The action plan established during the related SPS IIE process resulted in changes to fully support all popular browsers. In 2011, surveys revealed the differentiation of support requirements for different families, which was addressed using the Segmentation Process and IIE. The customer segments with varied support

requirements were identified as tech-savvy or paper-preferring and families seeking traditional instruction or seeking online independent-study alternatives.

3.2a(3)

Throughout the year, information is collected using multiple means and deposited into DASH. This information includes data on competitors (including their service offerings) and potential students and customers. ELT members retrieve and analyze this information during steps 4 and 5 of the SPP (Figure 2.1-1). In step 5, the information is used to list current and potential student and customer groups and market segments. A brainstorming exercise is used to identify and organize additional potential student and customer groups and market segments. In step 6 of the SPP, the resulting list is prioritized by the ELT using a weighted voting process to determine which student and other customer groups and market segments to prioritize and pursue for growth. Action plans are developed to address prioritized opportunities in step 8 of the SPP.

Figure 3.2-2: Key Communications Mechanisms

Mechanism	Customer Segment
Web site	TS, IS
Blogs	TS, IS
Appearancebook	TS, IS
Bird-Call	TS, IS
LargeGrade	TS, IS
E-mailed newsletters	TS, IS
Paper newsletters	PP, TI
Paper report cards	PP, TI
School events	TS, PP, TI, IS

TS = Tech-Savvy; PP = Paper-Preferring; TI = Traditional Instruction; IS = Independent Study

This process was used to identify families seeking online learning as a market segment, and the follow-up action plan resulted in the authorizing of the Serendipity Charter School, which began at Hertz High School. The process also yielded the market opportunity to offer instructional technology/ computer learning as a source of tailored instruction matched to student’s individual needs, which was developed into CC-2.

A Segmentation Process is reviewed each year using the IIE during the SPS, and an innovation improved the process during the 2010 SPS to include the prioritization step noted above. The Segmentation Process in part led to BCS developing tech-savvy and paper-preferring customer segments (Figure P.1-2). The latter group of customers does not have or does not use home Internet connections.

3.2b

3.2b(1)

BCS organizes its relationship approaches using a three-step process. First, it identifies relationship needs for each customer group and each phase of the relationship (lead generation, lead conversion, current, alumni). Second, relationship approaches are developed and deployed. Third, the effectiveness of the approaches is evaluated annually using the IIE during the SPS, and action plans are implemented for improving approaches.

Beginning in 2009, multiple focus groups of both students and parents and comments reported in the ServicePhoenix complaint management system identified the need for BCS to further develop its use of social media. In addition, multiple comments collected in the DASH system from conference reports, board meeting public comments, and other venues made reference to the growth of social media and the need for school districts like BCS to use them to engage students and parents. During the SPP, these comments were aggregated, reported in step 4, and analyzed in step 5, yielding the decision to create a committee to study the opportunity and recommend a BCS approach. The approach the committee recommended was fully deployed (CC-2). In addition, a related social media requirement was added to relevant key work processes. In 2013, committee workforce members won a Distinction-Level

Learning Team Merit Award (LTMA) at the National Quality Education Conference (NQEC).

The committee’s approach to enhance BCS’s use of social media included

- A greatly enhanced Web site that enables parents and students to easily view student learning progress mapped against expectations; other student, classroom, and school learning progress; standards to be mastered and associated scoring guides; learning resources; classroom assignments; classroom event calendars; and student and classroom benchmark assessment results
- Appearancebook and Bird-Call feeds, including the superintendent’s Bird-Call feed
- Community access to real-time learning progress at the school and district levels, as well as access to school and district balanced scorecards
- Systems to ensure that all information is up to date and current, including classroom assignments and other classroom-level information (Figure 7.2-14)

This approach includes elements that vary the user experience based on the phase of the user’s relationship with BCS. Prospective students and parents are directed to a “Welcome” section of the BCS Web site that introduces them to BCS and enables them to register for school tours (lead generation and conversion phases). Alumni have access to a special “Alumni” section that enables them to keep in touch with one another.

The Web site and social media have associated surveys that pop up on random visits to gauge customer satisfaction with the mechanisms, as well as to generate suggestions for improvement.

3.2b(2)

BCS uses the online ServicePhoenix system to support a standardized Complaint Management Process at all of its schools and offices. Complaints, compliments, and suggestions received via telephone, in person, in an SLC form, via letter, via e-mail, or through social media are entered into ServicePhoenix within 24 hours of receipt. ServicePhoenix routes the comment to the relevant manager, tracks resolutions, and trends comments (Figure 7.2-13). Most complaints are handled at the point of service using the GreeSHA interaction protocol (Figure 3.1-2). ServicePhoenix entries are reviewed at the school or district-office levels to ensure timely and effective follow up. Complaints exceeding a defined threshold of seriousness are elevated to the district office, where they are routed to the appropriate ELT member. See Figure 3.2-3 for the BCS Complaint Management Process.

Prepared by district-office workforce members, monthly ServicePhoenix reports summarize comments and their resolution as well as times for resolution and other variables. These reports are distributed to the school board and reviewed at monthly ELT meetings. A consolidated annual report is prepared for each SPS, and the IIE is used to determine interventions (e.g., training and changes in service delivery processes) to reduce complaints and improve the Complaint Management Process itself.

Figure 3.2-3: Complaint Management Process

Process Steps
1. Initial complaint, compliment, or suggestion is handled by the immediate workforce member using the GreeSHA interaction protocol.
2. Complaint, compliment, or suggestion is entered into ServicePhoenix within 24 hours of receipt.
3. ServicePhoenix routes the comment to the relevant manager for resolution.
4. Individual who initiated the comment is sent an acknowledgement by phone, e-mail, or letter, including either the resolution or a date when a follow-up resolution notice will be sent.
5. District-office workforce member prepares monthly summary report for review by the school board and ELT.
6. ELT members review the report and analyze trends at monthly meetings.
7. Follow-up action plans are developed and carried out by ELT members.

Category 4: Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a

4.1a(1)

Figure 4.1-1 lists BCS’s key organizational performance measures, with short- and longer-term budgetary and financial measures.

BCS makes extensive use of data for three primary purposes, with the methodology for selection and use defined by the needs of each:

- (1) organizational decision making (fulfillment of the Strategic Plan, including student achievement goals, communication with the district’s stakeholders, and compliance with regulatory requirements)
- (2) continuous improvement, and
- (3) innovation

The SPP (Figure 2.1-1) drives the selection of data. The SWOT analysis and the Engagement and Community Survey lead to the identification of new requirements or updated goals and objectives. As part of the SPP, the data necessary to monitor progress are identified, collected, and evaluated. The final selection of measures for the SPP is created in steps 8 and 9. As part of the refinement of district goals and objectives in step 8, data are aligned and integrated to use in tracking daily operations and organizational performance. Priority for measures is given based on the goals or objectives to which they relate. Progress on achieving strategic objectives and action plans is directly tracked using data. For example, data booklets are shared during the strategic planning meeting so that senior leaders can review overall organizational performance, and the tracking of measures related to strategic objectives and action plans is done both in the short and long terms (Figure 2.1-4).

With an ongoing commitment to the communities that BCS serves and its regulatory environment, the director of community and quality and the director of instruction identify additional data for monitoring and reporting. Changes in regulatory

requirements are analyzed to ensure that the data necessary to create the reports are available when required. Community and stakeholder requirements are often harder to determine. The VOC input from various surveys and focus groups enables BCS to monitor the expectations of its customers and to respond with data-driven results. Additional input from the Finance and Human Resources departments and suppliers/partners is used to ensure that all stakeholders are included.

BCS monitors academic performance through more than the annual testing of its students. Each subject/grade-level curriculum is defined by a series of learning goals and testing standards, in addition to performance on standardized tests, and curriculum-based activity is monitored (4.1b, 6.1b[1]). This enables students, parents, teachers, and administrators to effectively measure progress toward curriculum objectives throughout the school year.

SLT and ALT members monitor and use the key data and information garnered through periodic reviews to identify key areas to improve BCS’s organizational performance, set future outcomes, and design action plans to achieve the district’s vision. Encompassed in the action planning process is innovating or improving processes to achieve the desired outcomes and student academic performance.

4.1a(2)

Within the state K–12 education community, BCS has a large pool of comparative data for many areas, but in many other areas, the district has difficulty identifying appropriate comparisons. In 1998, BCS participated with 611 other school districts to help create the Ohio Academic Excellence Consortium (OAE) to pool academic and other performance data. The OAE is a voluntary program coordinated by the ODE with over 50% of the state school districts participating. The OAE gathers data and facilitates contact between educators to identify best practices based on local results. The best-practice levels are often used as comparative data to drive performance improvement and innovation at BCS.

Figure 4.1-1: Key Organizational Performance Measures

Measure	Short-Term	Longer-Term	How Often Measure Tracked
OAA, OGT, ACT, and SAT Test Results	Create process to ensure 100% success map deployment.	Success maps in place by 2014–2015 academic year	Quarterly
Student Satisfaction Survey Results	Small groups of students participate in success map pilot.	Pilot programming based on Student Satisfaction Survey	Monthly
Workforce Engagement Survey Results	Small groups of staff members receive paid professional development.	Workforce members rotate in small groups to receive professional development by academic year 2014–2015	Annually
Engagement and Community Survey Results	Increase presence in the community through in-person events.	Biannual community surveys	Biannual
Extent of New Communication Tools Used	Implement new listening and learning methods. Implement new e-communications.	One new listening and learning method implemented for each staff and student group by 2014–2015 New Constant Contact messaging system by 2014–2015	Annual Quarterly
Budget vs. Actual	Create a separate philanthropic budget for the district.	Philanthropic budget with review in place by 2015–2016	Monthly
Number of Financial Plans by Department	Employ new survey of community to focus on areas of greatest need.	More robust process for survey by 2014–2015	Annually
Giving by Staff/Students to Community			
Participation in Nutrition and Wellness Programming by Staff Members and Students	Ensure communication of nutrition and wellness programming to all staff.	Nurse in place by 2015–2016	Annually
Absentee Numbers for Staff and Students	Incorporate nutrition and wellness into curriculum.	Nutrition and wellness communication processes piloted by 2014–2015 Nutrition and wellness incorporate into curriculum by 2015–2016	Quarterly

As a result of the annual IIE learning and effectiveness review in 2011, BCS also benchmarks several organizations at the state and national levels to examine as models for operational performance and strategic decision making; some examples are given in P.2a(3). Collectively, these models are referred to as the “Baldrige Comparisons” based on their source. For example, three best-in-class manufacturers were used to help define appropriate inventory management guidelines to ensure that BCS purchasing is efficient and effective, and a Baldrige Award-winning school system provided the inspiration for the district’s innovative zero-based budgeting approach (2.2a[3]).

4.1a(3)

Student and other customer data are managed as described in category 3. Macro data are gathered concerning issues such as overall population trends, economic trends, the regional industry, and job training needs. Regional tax-base valuation is available from various local and state government sources. These macro data are scanned annually as part of the SPP and, to the extent necessary, incorporated into plans.

More important to the operation of the district are the specific data regarding the impact and effectiveness of BCS’s programs. The collection and effective use of VOC data are outlined in 3.1. VOC data are maintained in the classroom support server (Figure 4.2-1) and available for review by the appropriate staff members and administrators to support a student-focused culture. DASH is used to generate integrated results, with analyses as required by the user to meet his/her

plan objectives and to support strategic decision making and innovation.

Use of data and information gathered through social media is outlined in 1.1b(1); ELT members use data and information gathered through social media to further refine social media interactions and improve two-way communication (3.2b[1]). BCS’s pop-up surveys on social media yield VOC information that feeds into strategic decisions, and social media sites are used to track the interest of prospective parents and invite them to BCS school tours. Complaints, compliments, and suggestions received via social media are entered into ServicePhoenix and routed to the appropriate workforce member for immediate resolution. Finally, queries and suggestions for improvement received via social media are deposited in DASH for review and action, as appropriate.

4.1a(4)

All of the district’s data are maintained in Structured Query Language (SQL) databases housed on different groups’ respective servers (4.2). Since the data are maintained in raw form in a flexible database structure, they are readily available for analysis or query in new ways by DASH. The structure creates individual data points to be tracked and then aggregated with various mathematical and statistical tools to create and monitor higher-level aggregate measures, create graphs and reports, and highlight areas where performance does not meet appropriate targets. Individual schools, departments, or workgroups

create dashboards to monitor their progress. Districtwide, the system creates the BCS Dashboard.

Originally implemented at Hertz High School, the online charter school (Serendipity) created the opportunity to expand monitoring tools to include all academic programs in all grades. Full online access is now available for all Serendipity students to monitor their progress and performance.

This structure also enables new data types to be added quickly when identified. As issues arise during normal department or team meetings, additions to the data management system can be requested. Requests are submitted together with justification to the Information Technology (IT) Group for review before resources are applied. Changes to existing data must be reviewed by the director of technology to ensure that the changes do not compromise existing data trends.

4.1(b)

Organizational performance is reviewed at several levels, depending on the nature of the data and the goals under review. Most data tracking also integrates into higher-level analysis and is reviewed by at least two levels in the organization. Figure 4.1-2 illustrates most of the review groups, along with the data analyzed.

The DASH system aggregates data from the various databases into a graphical analysis report. Various levels are also integrated to create a consistent reporting format that allows review teams to drill down into specific cause-and-effect relationships. The reports are defined to create a systemwide BCS Dashboard that is then broken down into increasing more detailed and focused dashboards (e.g., system, building, and academic). This allows senior leaders to respond rapidly to changing organizational needs and challenges in the operating environment.

The system dashboard includes the district’s performance on strategic objectives and actions plans.

As a result of the annual IIE learning review, in the 2008–2009 school year, BCS instituted an innovative “bulls-eye system” for establishing and measuring performance to classroom goals. The Bulls Eye Pacing Manager and Database is a software system that allows goals and objectives to be defined by a set of interim stages or components, as well as by performance targets at specified points. Implemented within the academic environment, Bulls Eye contains the various standards and

Figure 4.1-2: Data Review

Group	Frequency	Data
Faculty Departments	Weekly	Academic Dashboard
ELT	Weekly	System Dashboard
ELT	Monthly	Financials
School Board	Monthly	System Dashboard Financials Summary
BLTs, ALT	Weekly	Building Dashboards Academic Dashboard

performance targets of each curriculum. This empowers the students, facilitated by their teachers and using state guidelines, to set their own achievement goals and to monitor their progress on a real-time basis throughout the school year. This innovative system proved so successful in the classroom that it was identified in the 2010 annual evaluation and learning review in IIE as a best practice (4.2a[1]), and it was deployed throughout all operational areas during the 2010–2011 school year.

4.1c

4.1c(1)

All data reviews are conducted with a four-level threshold standard (red = poor and needs immediate attention, yellow = concern and needs attention, green = acceptable, and blue = outstanding). All levels are matched to relevant comparison performance. Those areas that show outstanding (blue) performance levels for three review cycles are identified as potential best practices. The underlying processes are studied by the director of community and quality and the respective process owner(s) for possible identification as best practices. Best practices are documented in the academic and administrative management servers (4.2a[1]), and brief descriptions are distributed to all appropriate workforce members via “Buckeye Online Journals.”

4.1c(2)

Future performance is projected by the DASH system based on sustained performance trends. All performance trends are reviewed by their respective process owner(s) as a part of the regular review meetings to determine if the calculated projections are realistic. The DASH system then allows each group to modify the projections and to annotate the results with notes to indicate the reasons for the positive or negative deviation. Annotation is also required if the projected performance is different from the targeted goal. An analysis is conducted, root causes are identified, and corrective action is defined—with adjustments to goals as appropriate.

4.1c(3)

BCS deploys district priorities and opportunities to all district schools through the SLT as described in 2.2a(1).

Continuous improvement and innovation are supported through the review process. Areas that show a need for attention (yellow and red) for three or more review cycles are automatically flagged by the DASH system. When such flags are initiated, the system shows the need to implement an Improvement Plan with specific goals based on PDSA and root-cause analysis. The director of community and quality reviews the Improvement Plan with the process owner(s), and all outstanding Improvement Plans are highlighted for review by the ELT. If the area of improvement covers more than one facility or grade level, it is also flagged for review at the school board level.

Additional support for innovation is provided by the annual Best Practice Workshop (4.2a[1]), where opportunities, issues, and best practices can be recognized and discussed for full deployment throughout the district and inclusion, as appropriate, in the next planning cycle.

BCS uses several analytical tools to review performance and drive improvements in its key work and support processes (Figure 4.1-3).

4.2 Knowledge Management, Information, and Information Technology

4.2a

4.2a(1)

As an academic institution, BCS values the knowledge of its certified instructional teachers, classified staff members, and students, as well as of its community, partners/suppliers, and other stakeholders. To collect and transfer workforce knowledge, all teachers participate in several different forums for both sharing and acquiring knowledge. Grade-level discussions focus on the needs and issues of specific-age-group students. Similar discussions are held on subject matters that include teachers who represent multiple grade levels. In addition to in-person meetings, all of these discussions are followed electronically through blogs, Web page postings, and resource materials on the classroom support server. Individual subject matters are selected by teacher mentors and department chairs for discussion during their weekly planning and student progress meetings.

Classified workforce members participate in process review as a part of their regular staff meetings within their building or operational group. According to their classifications, all

classified workforce members are also grouped into work groups (e.g., administrative support, building maintenance, and drivers). Each group meets as a team at least monthly to discuss issues in its work environment. The meetings are held on a rotating basis in each building or location for the “hosting” workforce members to review their own unique environment. These interactions are also documented in the blogs and support materials section on the administrative management server.

The academic and administrative management servers are used as resources to document and share best practices as well as resources for new workforce members and substitute or temporary workforce members to understand process requirements. The blogs and discussion notes are also used by the BLTs and ALT to monitor the issues of importance to the various work groups and to provide important input to the SPP.

The Communications Plan (Figure 1.1-2) outlines the interactive methods that BCS uses to transfer relevant knowledge from and to students, partners/suppliers, and other stakeholders. In addition, funds are available on request for ALT or BLT members to support two weeks of transition for departing or retiring workforce members to support their replacements in learning the new responsibilities (5.2c[1]).

Each summer, the director of community and quality facilitates a Best Practice Workshop during the SPS for members of the BLT from each building and selects individual certified

Figure 4.1-3: Data Analysis Methods

Data under Review	Frequency	Analysis Used	Process Supported
Student, Parent, and Other Stakeholder Complaints	Monthly	Pareto, trending	Complaint Management Process, Staff Development Process
Student Achievement	Daily	Trending	Student Learning Process, Instructional Delivery Process
	Weekly	Trending	Student Learning Process, Instructional Delivery Process
	Monthly	Trending, statistical process control (SPC)	Student Learning Process, Instructional Delivery Process, Learning Monitoring Process
	Quarterly	Trending, SPC	Student Learning Process, Instructional Delivery Process, Learning Monitoring Process
	Annually	Trending, SPC	Instructional Delivery Process, Learning Monitoring Process, Curriculum Development Process, Staff Development Process, Shared Vision Development Process
Fiscal Performance	Monthly, quarterly, annually	Comparison to budget	Business Services Process, Performance Management System (PMS)
Attendance	Daily	Individual student	Instructional Delivery Process
	Quarterly	Trending	Instructional Delivery Process, Student Learning Process
	Annually	Comparison to plan	Instructional Delivery Process, Learning Monitoring Process, Business Services Process
On-Time Supplier	Quarterly	Performance to plan	Business Services Process
SMAT (Social Media)	Monthly	Trending, suggestions	Instructional Delivery Process, Business Services Process, Curriculum Development Process
Driving Violations (Bus)	Monthly	Trending	Business Services Process
Worker’s Compensation Claims	Monthly	Trending	Business Services Process

and classified staff members to attend. Coordinated with the development of objectives and action plans in the SPP (Figure 2.1-1), the workshop helps to identify both issues and best practices from the knowledge base (largely based on best-practice documentation from the academic and administrative management servers), and SLT members integrate them into the subsequent year’s planning cycle. The IIE (Figure 6.1-1) is then used to ensure that appropriate processes are created or modified for implementation. The academic and administrative management servers are kept up to date to ensure that relevant knowledge is always available to support innovation and the SPP.

4.2a(2)

With the review of work processes and best practices on a regular basis, areas of improvement are identified by the staff work groups (both classified and certified) and are addressed as learning opportunities. Minutes and notes of meetings are reviewed by the director of community and quality to ensure that the reviews are complete, that appropriate actions are taken, and that results are disseminated.

4.2(b)

4.2b(1)

Information systems at BCS are segmented into two primary network systems and several different servers (Figure 4.2-1).

The Business Systems Network, including financial and personnel records, is maintained on an internal private network with a secure firewall that protects it from outside intrusion. Access is secured through a log-in process that requires bio-secure (i.e., fingerprint) access at the time of log-in and is available only to those administrative personnel members based on their job functions. The Business Systems Network is not accessible from any off-campus location, and on-campus access can only be gained from specifically authorized workstations.

The BCS School Network is a multiserver network that covers all administrative and academic facilities and is available from any off-campus computer. Secured by high-level encryption, the system provides multiple portals for access. Each “portal” allows the user to log-in to specific servers that only provide access to authorized information. Within the specific server, information is only made available based on the need to know. For example, parents have access to the grade management and attendance servers but only to the grades and academic records for their own children.

The servers (Figure 4.2-1) include class registration (e.g., class schedules, course rosters, and registration forms), academic support (e.g., assignments, links to resources for students, study aids, learning tools, and Bulls Eye performance tracking), attendance (e.g., information on absences, tardiness, and early dismissals), classroom support (e.g., teaching tools, best-practice blogs, subject-matter resources, surveys, and effectiveness data), district calendar/events, grade management (e.g., in-class test results, grade book management, and standardized test results), supply management (inventory control), and building security (e.g., door lock control, safety/

security sensors, the fire alarm system, and video camera feeds and controls).

To further ensure the accuracy, integrity, and reliability of its data, BCS benchmarked a Baldrige Award recipient school district in designing its systems to facilitate data accuracy. Internal research and evaluation processes, conducted by the IT Group (4.2b[3]), subject data and information to statistical analysis, internal reviews, and evaluation to ensure alignment with programs and strategic goals.

Each server is managed by a specialized software package that is specifically tailored to the needs of the users for that kind of information. For example, the student grades component of the academic support server is managed by LargeGrade software, and the complaint management system component of the district calendar/events server is operated by the ServicePhoenix system.

4.2b(2)

In addition to the secured network access, network services are available as both wireless and wired access in all libraries, classrooms, offices, and conference rooms. This provides integrated technology throughout the schools. Additional support is provided in each classroom for large screen displays, smart boards, and LCD projectors, as required for each room. Hand-held and tablet devices are allocated to classrooms where they are supportive of the curriculum.

Figure 4.2-1: School Network Access Privileges

Server Access	Server
Students	Class Registration Attendance Academic Support Grade Management District Calendar/Events
Parents	Grade Management Attendance Academic Support District Calendar/Events
Teachers	Academic Support Attendance Classroom Support Grade Management District Calendar/Events
Administrators	Administrative Mgmt. Academic Support Attendance Classroom Support Grade Management Supply Management District Calendar/Events
Staff and Volunteers (as needed)	Supply Management District Calendar/Events
Public	District Calendar/Events
Partners and Suppliers	Supply Management District Calendar/Events
Law Enforcement	Building Security District Calendar/Events

Additional tablet devices are available for allocation to students who require access to the Internet for their studies and lack access at home. All portable devices—both those used in the classroom and those assigned to individual students—include GPS and network tracking to ensure the security of the devices and prevent loss.

Partners/suppliers have access to needed data and information through their BCS School Network privileges (Figure 4.2-1).

4.2b(3)

IT Group workforce members facilitate network-user discussion groups as part of department or grade-level meetings every quarter throughout the school year. While users are encouraged to report issues or suggestions at any time, BCS learned through focus groups that quarterly meetings with workforce members allow them to provide the best input, especially regarding user-friendliness and reliability. Workforce members also attend meetings with PO leaders to solicit ideas and suggestions for improvement of the district's IT systems.

To determine if the systems are adequate for current needs, the hardware and software systems are analyzed annually during the summer months with data from user feedback, performance statistics, and various vendors. As part of steps 8 and 9 of the SPP (Figure 2.1-1), the network systems are evaluated against

the next year's goals and plans to ensure that they will properly and securely support both deployment and completion.

4.2b(4)

Both the Business Systems and BCS School networks (4.2b[1]), including all servers, are backed up daily through a secure connection to a local business partner, WYSI, which is also the district's primary technology provider. In a collaborative agreement, the BCS data are securely maintained on a private storage device located at the partner's manufacturing facilities. As a part of the agreement, a private secure storage device is maintained at BCS's school board office and contains the backup data for WYSI. A rotating backup schedule is used to maintain copies of approximately the last 13 weeks of data (aligned with the school schedule), with one backup from each quarter maintained for two years and an annual backup maintained (with no expiration) in a local bank vault.

Network server and router hardware are duplicated at BCS's district office and the high school building, providing redundancy that would permit the complete restoration of services within four hours should a catastrophic event occur. Further, maintenance contracts with hardware and software vendors ensure a restoration of a fully functional data center within 48 hours. These restorations are included in the IT Disaster Recovery Plan.

Category 5: Workforce Focus

5.1 Workforce Environment

5.1a

5.1a(1)

BCS begins the assessment of its workforce capability by ensuring that all workforce members meet the certification requirements for their jobs. For certified instructional teachers and teaching assistants, No Child Left Behind (NCLB) requirements led to the Ohio standard of "highly qualified" based on academic courses and national examinations passed. Administrative workforce members must also meet state requirements for certification, and classified workforce members are held to the standards for their specific jobs. Certification status for all district workforce members is collected and analyzed annually for all job codes to ensure 100% compliance (Figure 7.3-1).

The skills and competencies of all workforce members are assessed through their job performance results. BCS assesses its instructional workforce capability through annual root-cause analyses of the results of districtwide student performance on the OGT and OAA (Figures 7.1-2a, 7.1-2b, and 7.1-3). The Learning Monitoring Process provides in-depth analysis of students' mastery (6.2a) of state learning standards, which indicates knowledge areas in which instructional capability is producing high-level results or needs improvement.

In addition to analysis of student achievement data, parents' satisfaction data (Figure 7.2-3) are analyzed to determine opportunities to improve their engagement and satisfaction.

The capability of principals is assessed through the performance of their schools on state and national assessments (Figures 7.1-1–7.1-5) and their performance on the Grecco Principal Assessment Survey that collects teachers', parents', and community input on principals' performance. Performance is assessed based on behaviors defined by six core components and six key processes—all of which have been proven to influence student achievement.

The capability of other classified and administrative staff members is assessed through achievement of performance goals that are established for their jobs. These performance goals are established in the annual alignment of department action plans with the district action plans during the SPP and link employee performance to the achievement of district action plans. Capability is also assessed by analyzing the completion of district-level action plans (Figure 7.4-18) developed during the annual SPP.

Results of these capability assessments for various workforce segments inform the planning of professional development for each segment for the next school year.

As part of the Staff Development Process, instructional workforce capacity is assessed primarily through the monitoring of student-to-teacher ratios (Figure 7.3-2) and adherence to district standards for school staffing (i.e., principals, assistant principals, administrative workforce members, custodians, related classified members, etc., per building). School support

staffing requirements have been established and approved by the BCS school board and are the basis for assessment of district-office capacity.

BCS also benefits from the capability and capacity of volunteers who serve at every school. These volunteers are primarily parents but also include local business employees who are allowed release time for community service. Volunteer placements are made by the Human Resources Department, which matches volunteer capabilities and capacities with school needs.

5.1a(2)

Based on the instructional capability needs established in the analysis of achievement data, BCS develops a recruitment plan for certified instructional teachers at the end of each school year. The recruitment plan, which is a component of the Human Resources Plan, includes not only statewide advertising for seasoned teachers but also recruitment of local university students who have completed student teaching experiences in BCS and networking with the placement offices of nearby colleges. The recruitment plan also includes administrative and support staff members. The Human Resources Plan includes the key workforce plans described in Figure 2.2-3.

Hiring decisions are based on the Human Resources Department's identification of a pool of applicants for any vacancy or anticipated vacancy. Hiring decisions for building-based instructional and noninstructional staff members are made at the school level, where the principal can select the applicant who best meets the school's needs from the applicant pool. Noninstructional and district-office staff hiring decisions are based on two-tier interviews by district-office workforce members.

As BCS has become a top-performing district in Ohio, other districts have begun to actively recruit its teachers, creating a workforce strategic challenge. Proactive approaches to retain staff members are addressed in the continuous improvement of the workforce climate and engagement factors.

Through monitoring the demographic characteristics of district instructional, administrative, and support workforce members, the Human Resources Department has established that the BCS workforce represents the diverse ideas and cultures of the student and stakeholder community.

5.1a(3)

BCS's workforce is organized and managed in the traditional public school manner of deploying instructional staff members to schools that instruct children of specific grade levels, which builds on both CC-2 (application of instructional technology/computer learning as sources of tailored instruction matched to student's individual needs) and CC-3 (curriculum design, counseling, and delivery of a college educational curriculum). Classified workforce members are organized via assignment to provide services either to specific schools or to all schools. The action plans that are developed during the district SPP provide the direction to staff members at all levels to plan and organize their work based on accomplishment of the district action plans, which address core competencies, strategic challenges, and performance expectations.

Within the traditional public school organizational structure, BCS uses a team approach to organize workforce members' contributions to achieve district action plans. All instructional workforce members have weekly collaborative planning time that is built into the school schedule. Building on CC-1 (engagement of parents as volunteers and co-educators of their children), this time is dedicated to making collaborative, evidence-based decisions about curriculum and teaching strategies that will make instruction effective for every student and both engage parents and meet stakeholder expectations. Classified staff teams develop plans to deliver outstanding service to their internal customers, based on internal customer surveys and analysis of complaints.

5.1a(4)

During the annual SPP, BCS conducts an analysis of student enrollment projections to determine if significant changes are projected for grade-level enrollment at the various school levels. Once baseline capacity at the school level is established, adjustments may be made to address capability needs.

Recent financial uncertainty based on state funding decreases and enrollment fluctuations due to students choosing alternative educational offerings has created pressure on workforce management. To date, state funding reductions that have impacted staffing have been addressed through attrition via resignations and retirement.

As a proactive approach to workforce change management, BCS encourages instructional staff members to acquire dual certification (e.g., general education/special education, elementary education/middle school education, middle school education/high school education, etc.). This approach, in conjunction with "vertical teamwork" through which instructional workforce members meet with sending and receiving school workforce members twice yearly to clarify learning expectations across school levels, was developed to facilitate more seamless transfers of workforce members among schools, if needed.

5.1b

5.1b(1)

BCS is required to meet state and national health, safety, and accessibility requirements for various school levels and special schools. Workforce members develop goals for the maintenance of these requirements in their department action plans as part of their annual action planning during the SPP. Formal safety reporting data are found in Figure 7.3-4.

Performance measures for workplace environmental factors are shown in Figures 7.3-3 and 7.3-6; the goal is 5% improvement from year to year. BCS's different workforce environments are its schools, for which there are not any significant differences in regard to their performance measures and targets.

In the 2012–2013 school year, following recent national tragedies and challenges to school safety, BCS, in collaboration with stakeholders and partners, strengthened school safety policies, which now include a visitor sign-in and emergency drills. The superintendent also chartered a School Safety Task Force, composed of parents, community members,

and school-based and district-office workforce members, to research and recommend school facility and safety procedure changes that should be made to continue to ensure school safety. As the recommendations have been implemented, safety policies continue to be reviewed annually and updated as needed.

5.1b(2)

BCS offers its workforce members choices of health, dental, life, and disability insurance, as well as savings plans. During annual open-enrollment seasons, workforce members from all segments can select the package of benefits that best meets their needs, allowing them to tailor their benefits to meet their own diverse needs. The district also offers wellness counseling and programs and an employee gym for evening use in the high school. These benefits are available to all workforce members. Employee satisfaction with benefits is reported in Figure 7.3-7. In addition, BCS fully supports and is compliant with the FMLA law and regulations.

5.2 Workforce Engagement

5.2a

5.2a(1)

BCS enhanced its focus on workforce engagement in 2010 during the analysis of various employee satisfaction surveys. ELT members identified questions that addressed commitment to the accomplishment of BCS's vision and mission and conducted focus groups with both instructional and noninstructional staff members to explore what factors contributed to workforce commitment to the organization. This led to adoption of the annual, national Best Career Location® Workforce Engagement Survey, for which BCS segments results by its workforce groups (Figures 7.3-3, 7.3-5–7.3-15).

5.2a(2)

BCS's organizational culture is one of "reciprocal accountability" as described by Harvard Professor Richard Elmore in "Building a New Structure for School Leadership" (*American Educator*, Winter 1999–2000): "The exercise of authority requires reciprocity of accountability and capacity: If the formal authority of my role requires that I hold you accountable for some action or outcome, then I have an equal and complementary responsibility to assure that you have the capacity to do what I am asking you to do."

The ELT believes that "reciprocal accountability" is a significant workforce factor that is not usually addressed in the school-based accountability models of NCLB and its modifications. Reciprocal accountability is BCS's approach to open communication for high-performance work and is embedded in the structure of the EPPs (5.2a[3]). In addition, EPPs require workforce members to take a direct role in setting their own performance goals that relate to organizational goals; this has resulted in an organizational culture characterized by an engaged workforce.

The participation of workforce members from all departments and work units on district-level committees and work groups ensures that the BCS organizational culture benefits from the diversity of its workforce.

5.2a(3)

The PMS reinforces a focus on students, other customers, and student learning, as well as innovation and intelligent risk taking, to achieve student success and goals. Workforce members are expected to experiment with innovative methods to achieve student learning performance. The PMS is an annual process that requires workforce members from all workforce segments to align their work with the district action plans, developed during the SPP, that address student, stakeholder, and organizational goals. The PMS results in individual EPPs. In their EPPs, all district workforce members (including the superintendent) and their supervisors meet to

- (1) set individual performance goals to accomplish their school or departmental action plans;
- (2) define the employee actions that will accomplish the goals; and
- (3) define the training, equipment, supplies, or other supports that will be provided by the supervisor for the workforce member to achieve the goals.

At the end of the school year, workforce-member goal accomplishment is documented, and evaluation ratings are based on the degree of goal accomplishment. High performance that exceeds EPP goals qualifies workforce members for district-level recognition.

The superintendent and his direct reports have annual 360-degree leader reviews that include recommendations for improving how performance goals are set in the PMS.

Workforce compensation and incentive practices are governed by the state of Ohio. Teachers' compensation is determined by a statewide schedule based on years of service and education level. Teachers with longer years of service and higher education levels receive greater compensation than teachers with the same education level but fewer years of service. The salaries of classified staff members, with the exception of administrators, are negotiated with the respective bargaining units for a three-year period. Administrators' compensation is determined by the superintendent based on each administrator's performance evaluation. As noted in category 1, workforce members are recognized by senior leaders for superior performance.

5.2b

5.2b(1)

BCS invests in administering the Best Career Location® Workforce Engagement Survey annually to all workforce members, across all workforce groups and segments. This survey, which also covers workforce satisfaction, provides data that can be segmented by different workforce groups and comparisons with education organizations in Ohio and other states. (Trends on employee satisfaction and engagement questions are analyzed by the ELT as a part of the SPP SWOT.) These data inform the goals of the Human Resources Plan.

To measure workforce engagement, ELT members review staff turnover, absenteeism, grievances, and safety violations quarterly in order to monitor any emerging trends in staff engagement. During the SPP, the results of these indicators of employee engagement are analyzed in tandem with the annual

survey to identify opportunities for improvement, which are then addressed in the Human Resources Plan.

5.2b(2)

ELT members use statistical tools to explore relationships between assessments of workforce engagement and organizational results. For example, after two years of implementing “reciprocal accountability,” scatter diagrams of individual school data demonstrated a positive relationship between school-level teacher engagement responses and student achievement. As shown in Figure 7.3-16, the four-year improvement trends in OAA results mirror the improving trend on instructional and other certified staff members’ responses to engagement questions.

5.2c

5.2c(1)

The BCS Learning and Development System is an evidence-based approach to planning learning opportunities for the workforce that begins with the analysis of multiple data sources, including student achievement, parent and stakeholder satisfaction, and school safety incidents. Workforce capability indicators (5.1a[1]) drive the district-level offering of required professional development to build capacity when opportunities for improvement are identified. For example, when analysis of OAA and OGT results during the Learning Monitoring Process indicated that BCS students were not successful on state assessments of specific mathematics concepts at various grade levels, teaching for mastery of these concepts became a theme of midyear teacher professional development. In addition, teachers were given expedited approval to receive tuition reimbursement for mathematics courses that taught these concepts at state colleges. The Learning and Development System is deployed through the PMS and aligned, respectively, with workforce members’ EPPs.

Through BCS’s partnership with Trechter and Hannibal, the superintendent and his direct reports participate in the same leadership training provided to Trechter and Hannibal executives. With topics ranging from managing relationships with boards of directors to monitoring fiscal oversight, these year-long curricula have provided the ELT with training for systematic leadership in every aspect of the organization. The ODE provides annual training opportunities for principals, and BCS supplements this training with tuition reimbursement for courses that are identified in the principals’ EPPs.

Core Competencies, Strategic Challenges, and Action Plans: The Learning and Development System for workforce members uses the evidence of their current performance in the PMS to plan professional learning opportunities that are designed to support them in meeting the organization’s needs. Taking an evidence-based approach to staff development focuses the development on opportunities at the individual level in order to increase the core competencies and skills that are needed to address BCS’s strategic challenges through successful completion of action plans.

Organizational Performance Improvement and Innovation: The EPP includes a responsibility for each individual and supervisor to identify the learning and development needs that are required in order to achieve organizational goals. Workforce members in any position can be recognized for innovation, based on accomplishments in the PMS.

Ethics and Ethical Business Practices: In the highly visible environment in which educators work today, a focus on ethics is critical. As part of the Staff Development Process, schools and departments conduct leader-led discussions of ethics each quarter, using scenarios and discussion questions provided by the district (1.2b[2]).

Student and Stakeholder Focus: The PMS is aligned with the district-level action plans that address student achievement and satisfaction and stakeholder satisfaction (5.2a[3]).

Learning and Development Needs: Learning and development needs are identified at the district level in the Human Resources Plan and at the individual level in the PMS (5.2a[3]).

Transfer of Knowledge from Departing or Retiring Workforce Members: Funds are available on request for ALT or BLT members to support two weeks of transition for departing or retiring workforce members to support their replacements in learning the new responsibilities. Exit surveys and interviews are also used to collect and transfer knowledge from departing workforce members (3.1a[1]).

Reinforcement of New Knowledge and Skills on the Job: After professional development activities, ALT and BLT members, as well as department chairs, are given “Watch Lists” of expected behaviors based on professional development completed. Leaders are expected to record observations on the “Watch Lists” and submit them weekly for analysis and “make-up” sessions, if needed. Professional development workforce members review the data to determine strengths and opportunities for improvement in the learning activities provided.

5.2c(2)

The effectiveness of learning and development in all workforce segments is evaluated via three approaches:

- (1) quarterly self-reporting of the adoption by workforce members of instruction strategies or other work process improvements,
- (2) results of “Watch List” observations, and
- (3) interim data collected on student achievement or other district goals that are aggregated to calculate district goals.

5.2c(3)

All workforce members are encouraged to state their career advancement goals in their EPPs. Workforce members can then pursue additional education and training to achieve their goals through the Tuition Reimbursement Program and job shadowing opportunities with workforce members at the levels to which they aspire.

Vacancies are first posted internally, giving workforce members the opportunity to apply and document their capabilities

before external candidates are recruited. Managers and leaders can mentor staff members whom they feel are well-qualified and poised to succeed them during their last year with the district.

In the last three years, the superintendent and treasurer positions have been filled from outside the district; however, all other principal, supervisor, and superintendent direct reports positions have been filled from within BCS.

Category 6: Operations Focus

6.1 Work Processes

6.1a

6.1a(1)

BCS designs its educational programs and services and core and support processes at the district and school levels using the IIE (Figure 6.1-1). The IIE utilizes either DMADV (for creation of new processes) or DMAIC (for improvement of existing processes).

The DMADV steps for creation of new processes are

- Define the project goals and customer (internal and external) deliverables.
- Measure and determine customer needs and specifications.
- Analyze the process options to meet the customer needs.
- Design the process to meet the customer needs.
- Verify the design performance and ability to meet customer needs.

The DMAIC steps for improving existing processes are

- Define the project goals and customer (internal and external) deliverables.
- Measure the process to determine current performance and defects.
- Analyze and determine the root cause(s) of defects.
- Improve the process by eliminating defects.
- Control future process performance.

BCS has defined standards (key requirements) for its educational programs, services, and processes. The standards are placed into the Bulls Eye database, similar to the way that standards and performance targets for each curriculum are loaded into Bulls Eye and used by students in their classrooms. (Student mastery is also recorded in Bulls Eye and verified using Standards Clearing Assessments [SCAs; 6.2a].) Standards for educational programs, services, and processes include incorporation of new technology, retention of organizational knowledge, program and service excellence, and agility. Scoring guides, which include measures of program, service, or process effectiveness, have been developed for each standard.

All programs, services, and processes are evaluated annually during the SPS

using the scoring guides, and resulting scores are recorded in Bulls Eye. The process owner then modifies the process using DMAIC to improve the score in the next cycle (Figure 6.1-1).

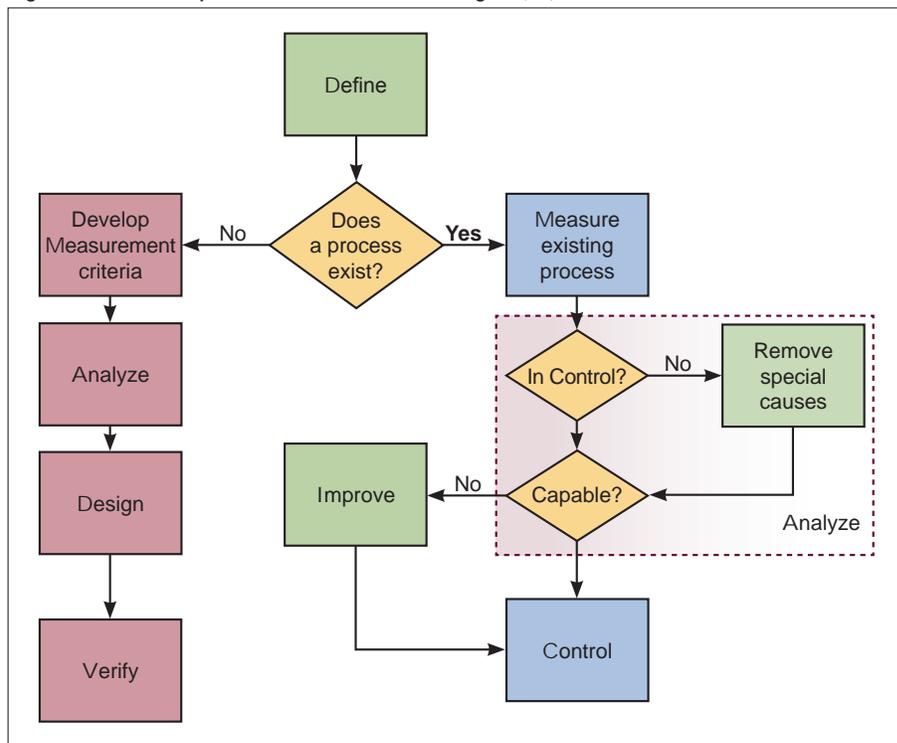
At the classroom and individual student levels, BCS uses the Plan-Do-Check-Act (PDCA) process to create and innovate systems. Teachers share a wide variety of student-friendly PDCA templates and model PDCA in their creation of classroom processes, which often include student-generated process maps.

6.1a(2)

Key educational and service requirements are determined using the Shared Vision Development Process (3.2a[1]). In addition, during the SPS, Process Development Teams use the “measure” step of the DMADV process to determine process requirements. During this step, customer needs and specifications related to the process are retrieved from DASH, organized using an affinity diagram, and prioritized using the weighted voting tool. Final requirements are entered into the process standards bar chart in Bulls Eye. Requirements are refined in the “improve” step of DMAIC using an identical process.

BCS’s core work process is the BCS Learning Process (BCSLP). It forms the basis for derivative key work processes

Figure 6.1-1: BCS Improvement and Innovation Engine (IIE)



(Figure 6.1-2) that encompass classroom learning, professional development, and process development, as well as school board operations. BCSLP is built on the following core requirements:

- Learners know what standards need to be mastered.
- Learners generate their own SMART learning goals to meet BCS goals. (SMART learning goals are specific, measurable, action-oriented, realistic, and time-achievable.)
- Learners are able to self-assess their standards mastery.
- Learners have the means to achieve standards mastery.
- Key groups and stakeholders (learners, parents, teachers, administrators, board members, and community members) can track learning progress at the individual and aggregated levels, as appropriate.

These requirements are consistent for each derivative process (i.e., key work process based on BCSLP), whether for individual student learning, teacher professional development, board operations, or process development. In addition to these standard requirements, each derivative of the basic BCSLP has additional requirements that indicate success (Figure 6.1-2). Additional indicators are available on-site.

6.1b

6.1b(1)

Each key work process includes explicit performance targets and monthly performance reviews. The performance reviews are facilitated by Bulls Eye, which visually highlights actual performance against goals. When gaps are identified, root causes are determined, and corrective action initiatives are created to address the gaps. During the SPS, each process is reviewed and innovated using the IIE based on the previous year's performance and identified gaps.

In addition, the Student Learning Process includes compliance with IDEA and NAEP standards, as appropriate.

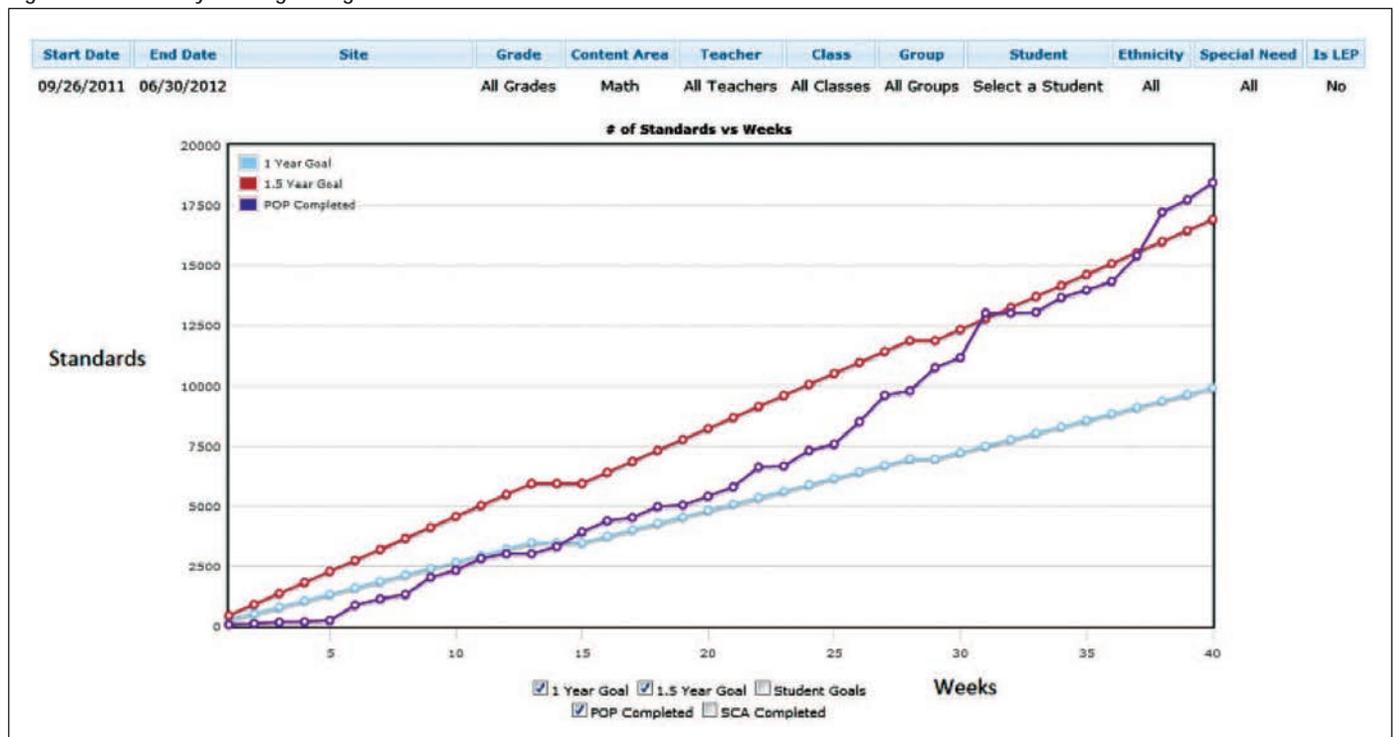
Figure 6.1-3 is an example of Bulls Eye performance monitoring: shown is a Bulls Eye graph of academic performance on math skills at an elementary school campus. The light blue line shows the number of standards needed to be mastered to achieve one year's growth, the red line shows the number needed for 1.5 years' growth, and the purple line shows the number of standards that students have mastered (as entered by their teachers) during the 2011–2012 school year.

The BCSLP includes dynamic entry of each standard mastered by each student into Bulls Eye and how long it took to master, as well as which resources were used to achieve mastery.

Figure 6.1-2: Key Work Processes

Key Work Process (Derivatives of the BCSLP)	Specific BCSLP Requirements	Key Indicators of Efficiency, Effectiveness, and Productivity	Results
Student Learning Process	Students ready for next grade level (achievement levels are on track)	PPE reduction	7.1-10
		Student-to-teacher ratio reduction	7.3-2
		District PI improvement	7.1-1
		Improvement of 10th-grade students' proficiency on OGT	7.1-2a, 7.1-2b
		Improvement in results on OAA for 3rd through 8th grade	7.1.3
		ACT results improvement	7.1-4
		SAT results improvement	7.1-5
		Instructional staff use of Bulls Eye improvement	7.1-14
Staff Development Process	<ul style="list-style-type: none"> • Workforce members prepared to assume next-level position • Workforce needs aligned with capacity 	Staff members completing coursework on effective teaching improvement	7.1-11
		Staff members implementing teaching techniques improvement	7.1-11
Business Services Process	<ul style="list-style-type: none"> • Best-in-class business services delivered to meet customer needs: every time and on-time • Operated within financial constraints and improved efficiency and effectiveness 	Parent and student satisfaction improvement	7.2-2a, 7.2-2b, 7.2-3
		District PI improvement vs PPE reduction	7.4-19
		Financial audit results improvement	7.4-6
		Waste reduction results improvement	7.4-16
		Bus transportation cost reduction	7.1-12
		Full compliance with regulatory requirements	7.4-7
		Lawsuits and open meeting violations reduction	7.4-8
		Full compliance with policies and agreements	7.4-9

Figure 6.1-3: Bulls Eye Pacing Manager and Database



Together, as part of the Learning Monitoring Process, these entries enable sophisticated analysis of cycle time, productivity, and other efficiency and effectiveness factors.

During the SPS, a team of BCS educators and performance improvement specialists analyze the results in Bulls Eye to determine program, service, and process effectiveness. Using regression analysis, various relational tools, control charts, and other techniques, the educators and specialists use these results to determine the effectiveness of various instructional media and approaches. All programs, services, key processes, and key support processes (including the Instructional Delivery Process) are analyzed in this fashion. Priorities for improvement are established, and action plans are created for high-priority improvements.

6.1b(2)

BCS’s key support processes (Figure 6.1-4) are determined during the SPS as follows. During the “analyze” step of the IIE, BCSLP performance is examined, and the effectiveness of support processes evaluated. The following questions are asked:

- Are the BCSLP requirements currently being met by the key support processes? If not, what gaps exist?
- Does any key support process need to be changed in order to better meet the requirements?
- Are any key support processes superfluous to achieving the requirements?
- Are any additional key support processes needed to achieve the requirements?

Each key support process has associated requirements and process measurements (Figure 6.1-4). Each process has a designated process owner who reviews performance results

(including process measures such as cycle time, cost, quality, and process efficiency) at defined time periods. Most process measures are updated monthly on the BCS Dashboard that highlights significant variations for intervention; this scorecard is reviewed during the monthly ELT meeting.

6.1b(3)

All BCS processes are evaluated periodically, most at least annually. The evaluation schedule is embedded in each process (as part of the IIE). The vast majority of processes are reviewed during the annual SPS. The IIE is used to perform the evaluation and improve the processes to increase student learning, improve educational programs and services and performance, and reduce variability.

Figure 6.1-4: Key Support Processes

Key Support Process	Requirements	Process Measures
Shared Vision Development	Stakeholders are engaged.	Agreement on requirements beyond state standards
Curriculum Development	Curriculum effectively supports learning.	Use of curriculum resources reported in Bulls Eye
Instructional Delivery	Instruction effectively meets student learning objectives.	<ul style="list-style-type: none"> • Cycle time to master standards • % meeting achievements
Learning Monitoring	Stakeholders monitor real-time student learning against goals.	Satisfaction level of stakeholders with reporting system
PMS	Performance is effectively managed.	Performance to goals

6.2 Operational Effectiveness

6.2a

Within the IIE, the “design” step of DMADV and “improve” step of DMAIC ensure integration of cycle time, productivity, prevention of errors and rework, and other efficiency and effectiveness factors in BCS’s key work and support processes (6.1). How well the process incorporates these elements is included in Bulls Eye, and incorporation continues to be evaluated and improved during the SPS. BCS’s performance mastery approach (the Learning Monitoring Process)—with its electronic recording of student mastery of each standard, the resources used to master the standard, and the time it took to master the standard—has proven to be an especially valuable system for monitoring and improving BCSLP’s efficiency and effectiveness.

The costs of inspections, tests, and process or performance audits are minimized by a subprocess in the IIE that evaluates the needs for these items and designs them into the process. For example, the BCSLP includes SCAs that are used to verify that students have actually learned standards that the teachers report have been mastered. SCAs are administered by independent assessment coordinators. Prior to 2012, SCAs were administered to verify every standard mastered by every student. In a cycle of improvement in 2012, SCAs were administered randomly to the approximate square root of the total number of standards mastered, dramatically reducing expense while maintaining a statistically valid verification of standards mastery.

Cost control is balanced with the needs of students and other customers through the Shared Vision Budgeting Process (a subprocess of the Business Services Process), which presents stakeholders with choices between various budget alternatives and priorities.

6.2b

BCS manages its suppliers using a three-tier system. Vendors are characterized as partners, suppliers, or casual suppliers. Systems for selection and management vary based on the nature of the relationship. All vendor contracts include the district’s MVV, along with specific, measurable performance expectations. Key performance expectations for all vendors include on-time performance of orders, quality of goods and services, and both prepurchase and post-delivery support, as well as other items discussed below. Vendor performance is assessed at the end of each quarter. Vendors not meeting performance expectations are given one quarter to return service to contract standards. Vendors may be dismissed if performance is not rectified in time.

Casual suppliers are vendors who provide limited unique goods or services, such as commodity products, purchased largely on price. Use of casual suppliers is discouraged and is managed by the Purchasing Department at the school board office. The requesting party finds an appropriate vendor, negotiates price, and must certify that the purchase requisition cannot be fulfilled by a pre-approved source. All requests for over \$20,000 must be accompanied by at least three quotes from proposed vendors. Casual suppliers are normally used

only once or twice before they are required to submit credentials to be approved as a supplier or partner.

Suppliers are organizations approved for general purchasing of goods or services not available through a partner. Suppliers are required to provide financial terms of at least net 45 days, and any contracts for services cannot exceed 60 days. To remain competitive, suppliers are also asked to provide (1) return privileges for all purchases without restocking fees and (2) price-match guarantees. Where applicable, volume discounts are negotiated based on annual purchase commitments. A vendor’s status as a supplier is reviewed annually based on its performance in delivery, quality, and price. A vendor is typically not maintained at the supplier level for more than three years. If the supplier is not willing to participate at the partner level, a new vendor will typically be sought to provide competitive service. However, if the total dollar values are not significant, and/or the vendor provides unique value, it may continue as a supplier as long as it remains competitive.

Partners are organizations who have been suppliers for at least two years and have shown improvement or demonstrated best-in-class results in all three areas of monitoring (delivery, quality, and price). Partners provide best-price guarantees, return privileges, and quarterly reports of performance summarizing all transactions; maintain a proactive quality management system designed to drive continuous improvement (Baldrige-based is preferred); and participate in an annual review at the end of the school year. Results must be provided through a suitable, statistically significant, auditable measurement system. In return, BCS enters into long-term (multiyear) contracts for goods and services and works closely with the partner on new projects as appropriate. Partner relationships are often for three–five years, and while each contract is reviewed competitively at renewal, the partner organization is always given the first and last opportunity to demonstrate that it remains the appropriate vendor for the situation.

For example, WYSI Technologies Corporation has been a partner for IT and network support services for three years. It was originally selected in 2007 as a supplier for the installation of a new network infrastructure in the high school but has since qualified as a partner. The expanded data services of the DASH system were designed by WYSI in partnership with BCS. The creation of the online charter school was done as a project with WYSI, and the company remains BCS’s primary supplier of computer hardware, software, and support services.

For key support areas, BCS maintains seven partnerships—each creating an exclusive relationship within the scope of the partners’ expertise. They provide services for academic materials (three suppliers: one each specializing in math/science, general education, and early childhood), IT, facility maintenance and cleaning supplies, general office supplies, and vehicle maintenance and parts.

6.2c

Using the IIE, BCS created standards for safety and emergency preparedness and entered them into Bulls Eye during the 2011 SPS. The standards, and their supporting processes, include prevention, continuity of operations, and recovery. Specific

standards include student and staff safety, health and wellness, facility security, and emergency response. Emergency response plans and processes comply with ODE requirements.

6.2c(1)

Safety processes include annual inspections by an insurance risk assessor provided (at no cost) by BCS’s insurance company and monthly safety inspections at all BCS locations conducted by BCS’s risk manager or her designee using survey tools required by the processes. The surveys specifically address accident prevention, unauthorized entry into a BCS facility, and unauthorized use of vehicles or other property. Results are tracked and reported in the monthly ELT performance reviews. Gaps in performance are subjected to root-cause analysis by the risk manager in association with staff members at the impacted location.

6.2c(2)

BCS has developed a fully functional Emergency Response Plan (ERP) to guide the district and individual schools in responding to disasters. The ERP includes the IT Disaster Recovery Plan and the School Disaster Plan. The School Disaster Plan includes, but is not limited to, responses for disasters such as fires, tornadoes, the pandemic flu, and school lock-downs that may occur for a variety of reasons (Figure 7.1-16). School plans have a coding system to indicate the level of alert. Code Blue is a low-level alert, while Code Red is the highest level of alert.

In addition, BCS has developed joint ERPs with the local community since BCS schools may become disaster centers for local citizens in the event of natural disasters such as tornadoes.

Disaster and emergency response systems include quarterly drills with feedback reports whose results are entered into Bulls Eye. Results are analyzed during each SPS under the leadership of the risk manager, and the underlying systems are improved as required using the IIE. In addition, BCS invites the risk assessor provided by its insurance company to evaluate (considering prevention, continuity of operations, and recovery) its disaster and emergency response systems during the SPS. The results of this evaluation are entered into Bulls

Figure 6.2-1: Innovation Opportunities

Year	Innovation Opportunity
2010	Improve social media communications.
2010	Take advantage of IT learning opportunities.
2011	Reduce bus transportation expense.
2011	Improve OAA results at high school level.
2012	Reduce middle school suspensions and expulsions.
2013	Reduce student obesity.
2013	Reduce bus transportation student incidents.
2013	Reverse enrollment decline due to home schooling/ other competitive alternatives.

Eye and included in the annual SPS review of the systems. Deficiencies or critical improvements identified by the risk assessor are corrected within the quarter.

6.2d

Incremental innovation is addressed in the “design” step of the DMADV process and the “improve” step of the DMAIC process used in the IIE. Larger-scale innovations are initiated during step 6 of the SPP, when needs for significant interventions are identified. Innovation Teams are formed to address each required intervention consistent with strategic opportunities. These teams use the Baldrige *Education Criteria for Performance Excellence* as a guide. In 2013, the committee that was formed to take advantage of social media opportunities received a Distinction-Level LTMA (3.2b[1]), an example of managing innovation and taking an intelligent risk. Other innovation opportunities have also been recognized (Figure 6.2-1).

The teams undertaking innovation initiatives conduct analyses of financial and other resources, as well as cost-benefit analyses, needed to develop and implement the initiatives in their proposals. The proposals include milestones at which go/no-go decisions for projects should be made. Each milestone includes criteria for the go/no-go decision.

Category 7: Results

7.1 Student Learning and Process Results

7.1a

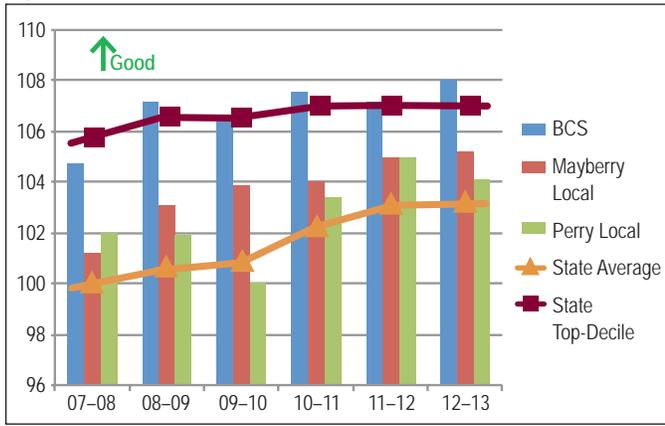
BCS has a proud tradition of high performance that is best exemplified by the excellent educational outcomes of its students. The district continues to achieve top-decile state performance while also becoming more efficient with financial resources, as shown in Figure 7.4-19 and the 7.1 results below.

BCS uses two key performance indicators: PI (Figure 7.1-1) and PPE (Figure 7.1-10) that are based on ODE’s indices. The district’s balanced scorecard captures measures that roll up to the two key indicators. As part of the PI, BCS measures the

performance of students in terms of their academic performance within each school, their performance on standardized evaluations, and their post-educational performance. The ODE’s PI aggregates several overall measures of each state school district’s success in educating its own students. BCS performance is shown in Figure 7.1-1.

In addition to overall performance, specific critical periods in each student’s educational career are monitored relative to the standards in use throughout the state. Figures 7.1-2a and 7.1-2b show improving performance at or above state top decile. As noted in the Organizational Profile and item 2.1a(4),

Figure 7.1-1: BCS Performance Index



In addition to academic performance, BCS considers it important to prepare students to be competitive in advancing their education. Results on the standardized ACT (Figure 7.1-4) and SAT (Figure 7.1-5) exams show that BCS's students perform exceptionally well compared to state and national comparisons.

The engagement of students and the workforce is critical to ensure not only BCS's present successes but the ability to continue to enable students to succeed. Graduation and attendance rates are one way that BCS tracks engagement. Figure 7.1-6a demonstrates the relationship between graduation and attendance and shows BCS's ability to engage its students and workforce members. Figure 7.1-6b shows similar information for Serendipity Charter School.

Figure 7.1-2a: BCS Percentage of 10th-Grade Students Proficient or Above on OGT

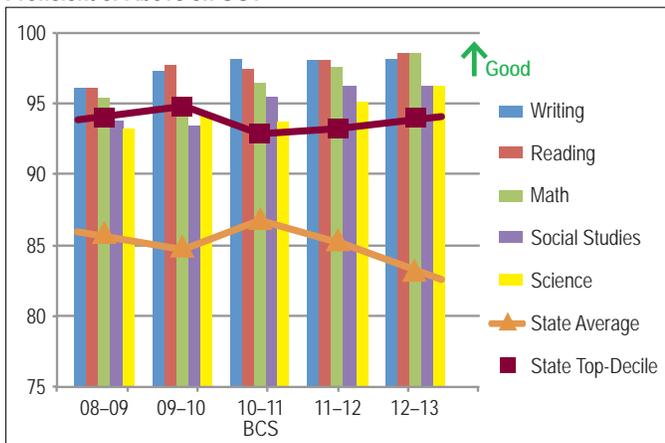
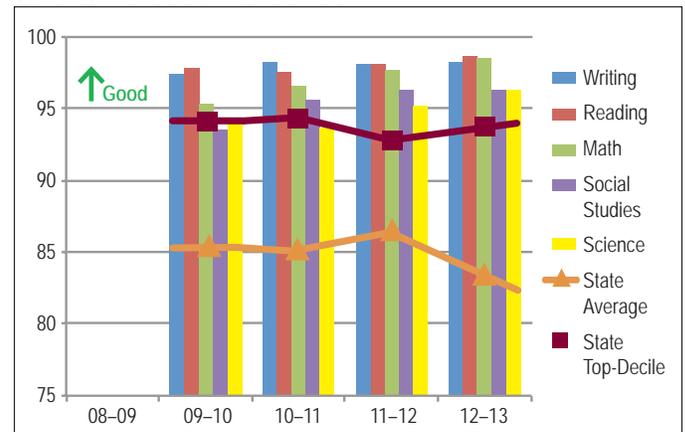


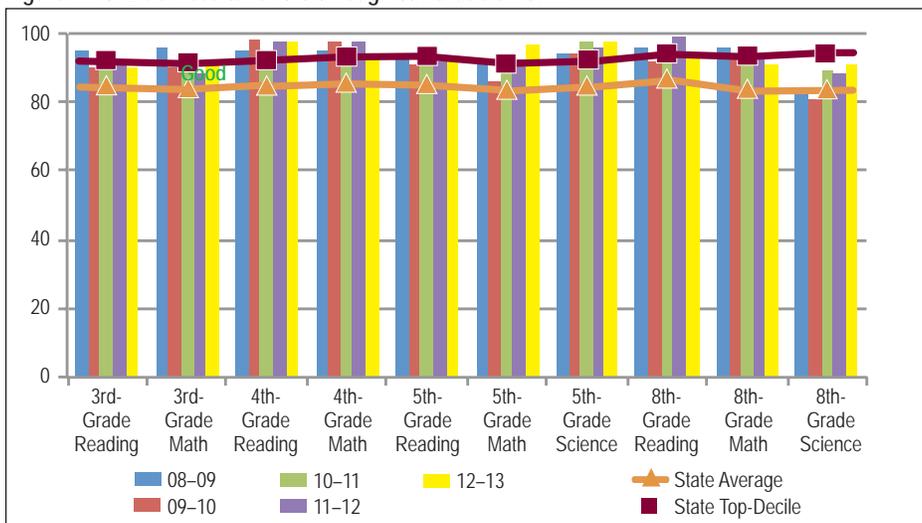
Figure 7.1-2b: Serendipity Percentage of 10th-Grade Students Proficient or Above on OGT



Serendipity Charter School is run in collaboration with several other school districts. Data on student learning, when available, are shown for comparison purposes.

Figure 7.1-3 demonstrates improving overall results for performance on the OAA state academic standards tests and shows excellent performance that is close to or exceeding state top-decile performance.

Figure 7.1-3: BCS Results for 3rd through 8th Grade on OAA



Figures 7.1-7a and 7.1-7b look at the specific questions in the Exit Survey that measure students' engagement in regard to academic achievement and ability to succeed.

Advanced Placement (AP) tests are an important measure of academic performance and an indicator driven by the best of the best. Students who score high enough on AP tests to secure college credit (Figure 7.1-8) are an indicator of BCS's success at engaging students and bringing out the best in their performance.

Stakeholders who are informed about and engaged in the processes of the district are an indicator of the district's ability to continue at its high level of performance. Figures 7.1-9a and 7.1-9b clearly demonstrate the results of effective communication.

Funds allocated by the Ohio legislature to fund education have continually declined over the past five years. As a result, school districts have had to manage declining resources while still providing excellent education to their students. Figure 7.1-10 demonstrates that BCS's strategies and action plans

Figure 7.1-4: ACT Results

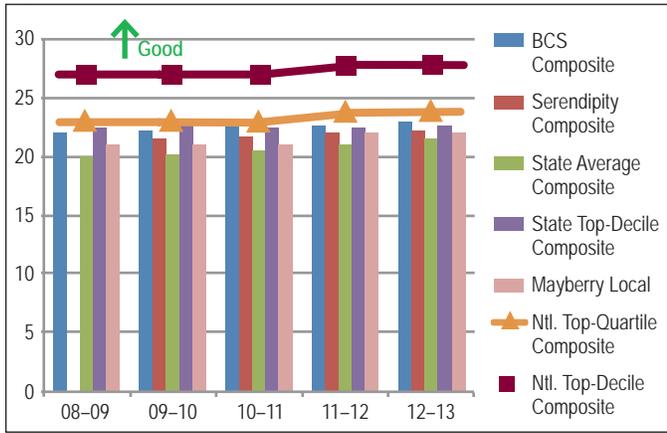


Figure 7.1-6a: BCS Rates for Graduation, Student Attendance, and Staff Attendance (%)

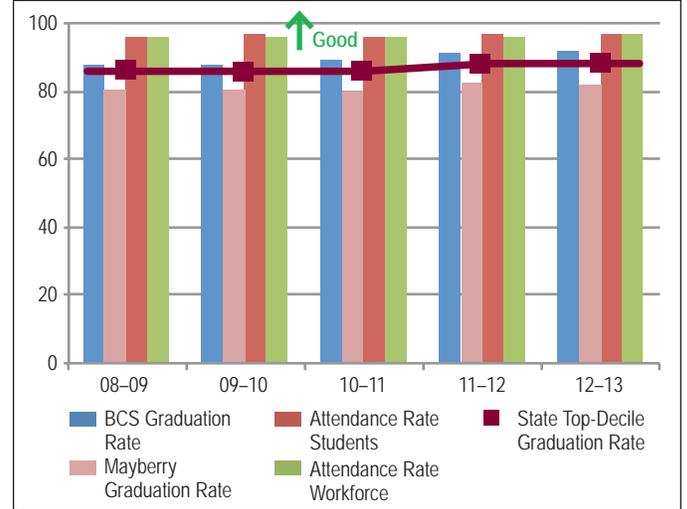


Figure 7.1-5: SAT Results (Combined Score)

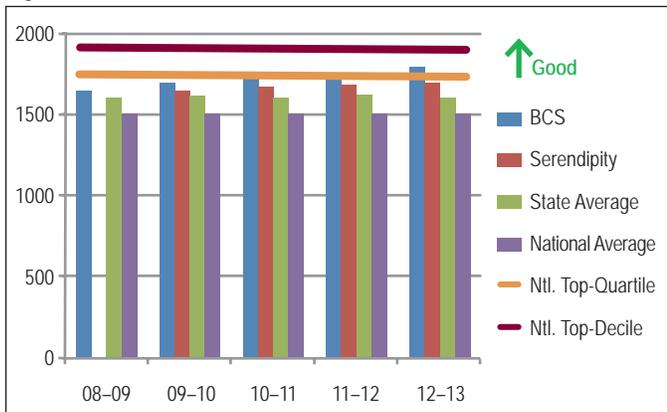


Figure 7.1-6b: Serendipity Rates for Graduation, Student Attendance, and Staff Attendance (%)

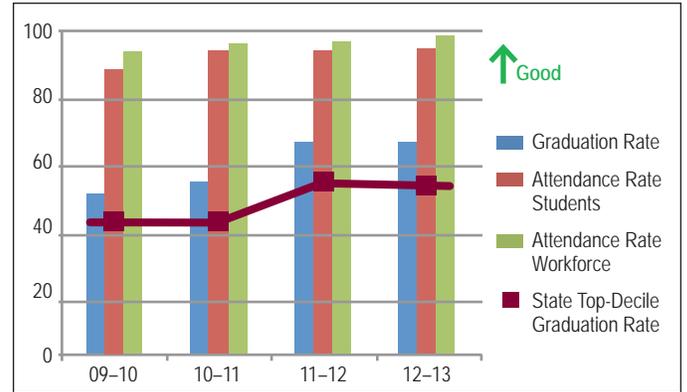


Figure 7.1-7a: BCS Student Engagement Based on Exit Surveys (%)

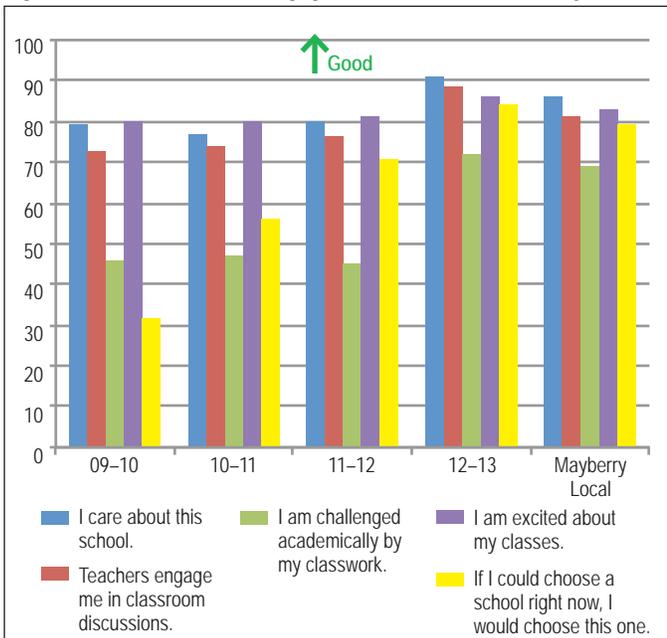


Figure 7.1-7b: Serendipity Student Engagement Based on Exit Surveys (%)

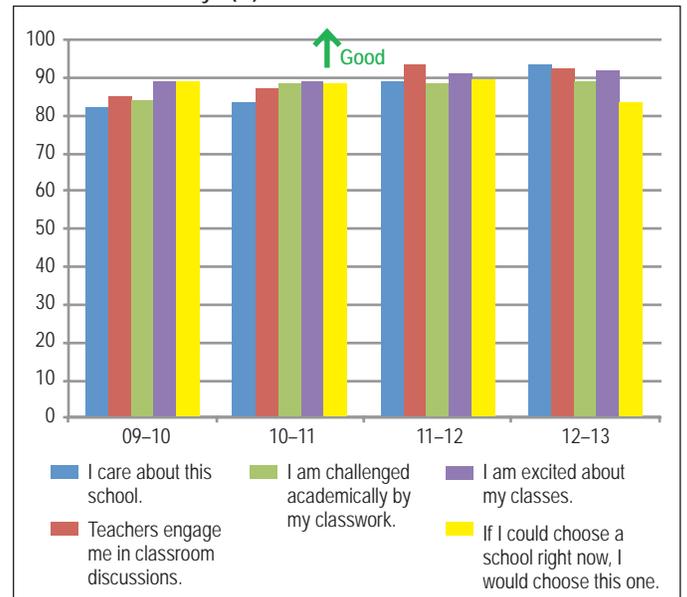


Figure 7.1-8: AP Test Results (Percentage of Students Scoring a 3 or Higher on at Least 1 AP Test)

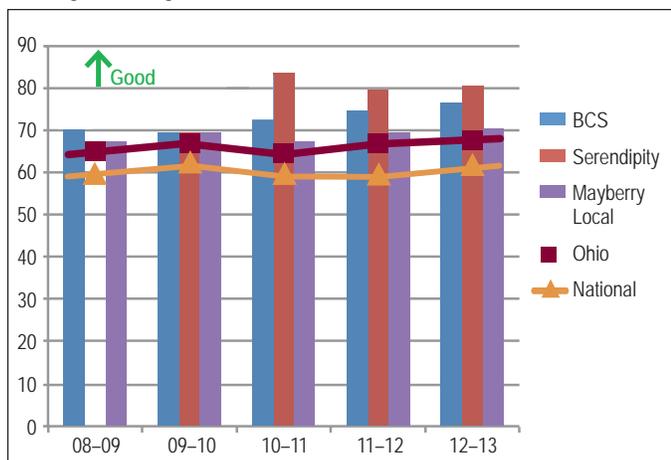


Figure 7.1-9a: BCS Workforce Satisfaction with Communication (%)

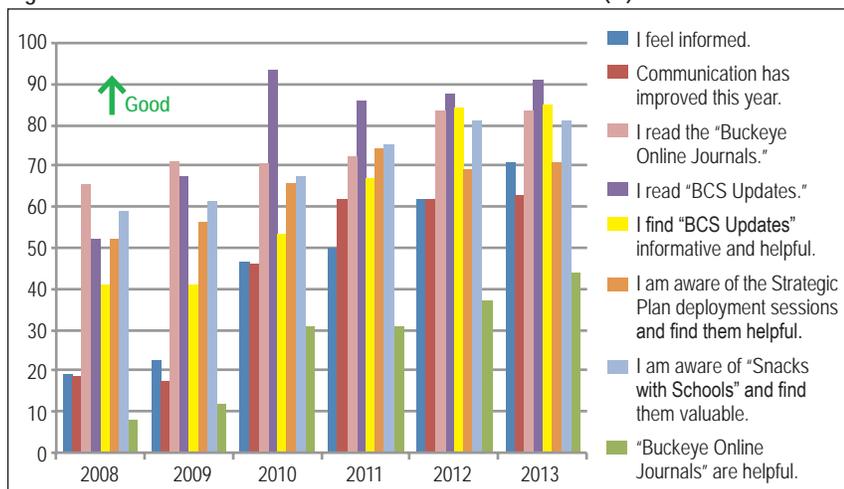
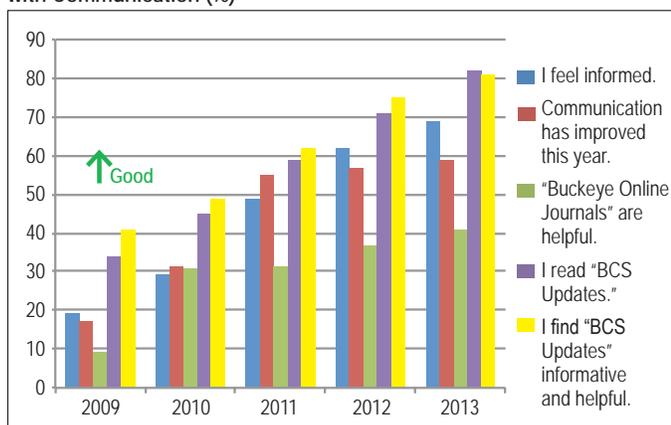


Figure 7.1-9b: Serendipity Workforce Satisfaction with Communication (%)



to manage its financial resources have succeeded extremely well, as PPE is close to the Ohio top decile and better than the neighboring county Mayberry Local Schools. The goal of most school districts is to decrease or maintain PPE while student achievement increases (2.2b).

7.1b

7.1b(1)

Key Work Process: Student Learning Process

Through the Bulls Eye process (6.1b[1]), BCS monitors the efficiency, effectiveness, and productivity of its Student Learning Process. Key indicators of efficiency are reductions in PPE (Figure 7.1-10) and student-to-teacher ratios (Figure 7.3-2). Key indicators of effectiveness and productivity are demonstrated by district PI, percentage of 10th-grade students proficient or above on OGT, and results for 3rd through 8th grade on OAA (Figures 7.1.1 through 7.1-3). Another key indicator of effectiveness is improvement in the performance of students ready for the next grade level as shown by the percentage of students proficient in reading, math, and science for 3rd, 4th, 5th, and 8th grades (Figure 7.1-3). Further segmented data are available on-site. Student cycle times to achieve standards for each grade level are decreasing.

Key Work Process: Staff Development Process

Key indicators include student achievement results shown in Figures 7.1-1 through 7.1-5 and customer satisfaction results as shown in item 7.2. Two additional key indicators of instructional staff development are the participation rate in the latest effective teaching methods to achieve higher student achievement and the demonstration of these methods in the classroom as observed by principals or mentors (Figure 7.1-11).

Key Work Process: Business Services

BCS is extremely effective in delivering business services to meet customer needs, as shown by overall improvements in parent satisfaction (Figure 7.2-3). A key requirement of business services is to operate within financial

constraints and improve efficiency and effectiveness. This effectiveness is demonstrated in BCS's declining PPE while simultaneously improving academic performance and graduation rates (Figures 7.1-2a through 7.1-6, 7.1-10).

In addition, BCS has improved the effectiveness of many of its internal processes. For example, the district reduced its transportation costs in each year since 2011 (Figure 7.1-12) by designing more efficient and quicker bus routes.

Another example of improved effectiveness are the thousands of purchase orders processed each year. BCS has improved

Figure 7.1-10: Per-Pupil Expenditure

Year	BCS PPE (\$)	Ohio PPE Top Decile (\$)	Mayberry Local Schools PPE (\$)
08-09	8,500	8,600	8,700
09-10	8,500	8,600	8,900
10-11	8,400	8,300	9,000
11-12	8,300	8,250	8,900
12-13	8,300	8,200	8,800

Figure 7.1-11: Instructional Staff Participation re: Effective Teaching Methods

Year	Taking Coursework on Effective Teaching Techniques	Implementing Teaching Techniques Learned in Coursework
2011	65%	60%
2012	72%	67%
2013	85%	81%

the efficiency and shortened the purchase-order processing time from five days in 2009 to one day in 2013. Two other key indicators of business work processes include financial audit results (Figure 7.4-6) and waste reduction results (Figure 7.4-16).

Key Support Process: Shared Vision Development Process
The key indicator is the Engagement and Community Survey, which has shown improving stakeholder satisfaction since 2009 (Figure 7.1-13). Since this is a unique process to BCS, comparative information is not available.

Key Support Process: Curriculum Development Process
Key indicators or outcomes of effective curriculums are shown in BCS’s student achievement metrics (Figures 7.1-1 through 7.1-5).

BCS has enhanced its three core competencies by using key curriculum resources in instructional delivery and incorporating and reporting student achievement through Bulls Eye. BCS has steadily enhanced instructor use of Bulls Eye for the 3rd, 4th, 5th, and 8th grades (Figure 7.1-14). Student achievement results show steady improvement due to improved curriculums, and cycle time for mastery of grade-level skills has also improved. Segmented data are available on-site.

Key Support Process: Instructional Delivery Process
Key indicators include improved efficiency and academic

Figure 7.1-13: Satisfaction with Shared Vision Process

Year	
2009	70%
2010	72%
2011	81%
2012	85%
2013	86%

Figure 7.1-14: Instructional Staff Use of Bulls Eye

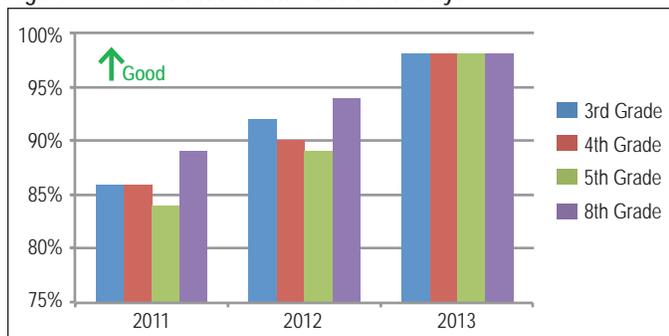


Figure 7.1-12: Bus Transportation Cost Reductions

Year	
2011	5%
2012	6%
2013	4%

performance (Figures 7.1-1 through 7.1-5) and cycle time for students to master key learning standards.

Key Support Process: Learning Monitoring Process
Key indicators include customer satisfaction over time (Figures 7.2-2a, 7.2-2b, 7.2-3) and parents’ satisfaction with their ability to monitor student performance real-time and online (Figure 7.1-15).

Key Support Process: PMS
Key indicators include both the development of performance goals and the annual review of workforce members’ EPPs. All workforce members’ EPPs are evaluated annually on goal performance.

7.1b(2)

Individual School Disaster Recovery Plans are modeled on the districtwide ERP and are tested by BCS workforce members quarterly with disaster drills. Drills are scored in percentages based on how quickly each school implemented the appropriate response to the disaster. Scores are shared with other schools in the district. Average scores assigned by BCS for disaster recovery drills are shown in Figure 7.1-16. Segmented data are available on-site.

The insurance risk assessor also provides a score based on the scores from school drills and the overall detail and action steps of School Disaster Recovery Plans (Figure 7.1-16). The insurance risk assessor score is based on a percentage, with 100% being perfect. Segmented data by school are available on-site.

Figure 7.1-15: Parent Satisfaction with Student Performance Monitoring and Reporting System

Year	
2011	75%
2012	85%
2013	92%

Figure 7.1-16: Average School Score Assigned by BCS (left) and Insurance Risk Assessor (right) for Disaster Recovery Drills

Disaster	2010–2011		2011–2012		2012–2013	
Fires	90%	88%	92%	89%	95%	91%
Tornadoes	85%	82%	87%	83%	89%	84%
Lock-downs	75%	65%	85%	77%	95%	85%
Pandemic Flu	65%	55%	70%	63%	77%	71%

Figure 7.1-17: Partner and Supplier Performance

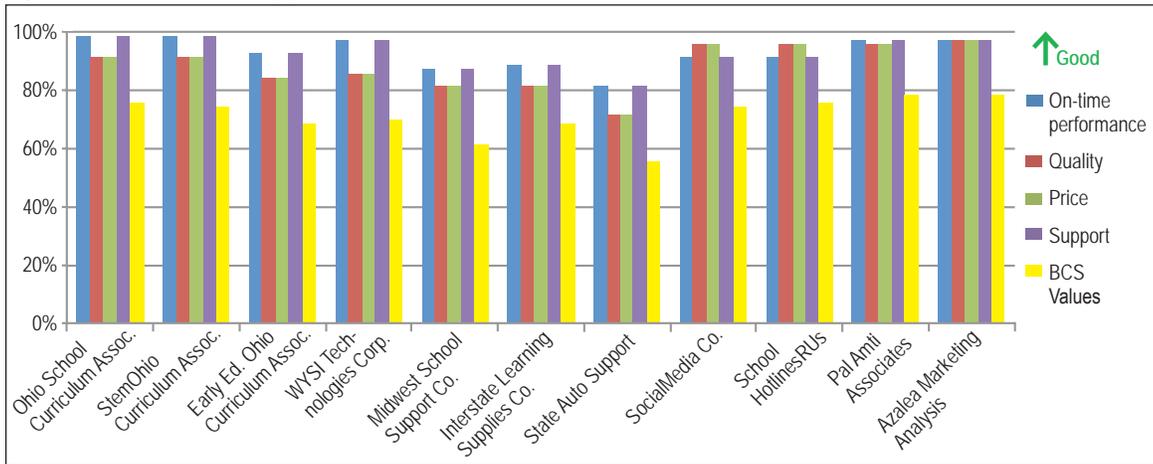
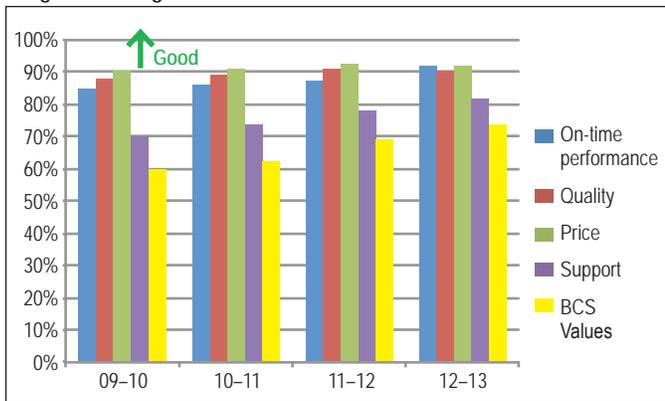


Figure 7.1-18: Partner and Supplier Performance Overall Weighted Average



The district office uses this information to further improve the district ERP. Schools use the information to improve their School Disaster Recovery Plans.

7.1c

Partner and supplier evaluations are done quarterly based on 100% performance (Figure 7.1-17). The overall weighted

average is based on the volume of partner support as well as performance in the five key areas (6.2b). Figure 7.1-18 shows the overall weighted average. Segmented data by partner/supplier are available on-site.

7.2 Customer-Focused Results

7.2a

7.2a(1)

Separate lower and upper elementary, middle, and high school Student Satisfaction Surveys are administered, each designed with the level of maturity of their target student group in mind. A standard elementary student statement is “I am learning a lot at this school,” and a standard middle/high school student statement is “I am getting a good education at this school.” The percentage of students who agree or strongly agree with these statements is given in Figure 7.2-1. The percentage of students who agree or strongly agree with the statement, “I would recommend Buckeye City Schools to a friend” is given in Figure 7.2-2a.

Figure 7.2-1: Student Satisfaction: Learning/Education

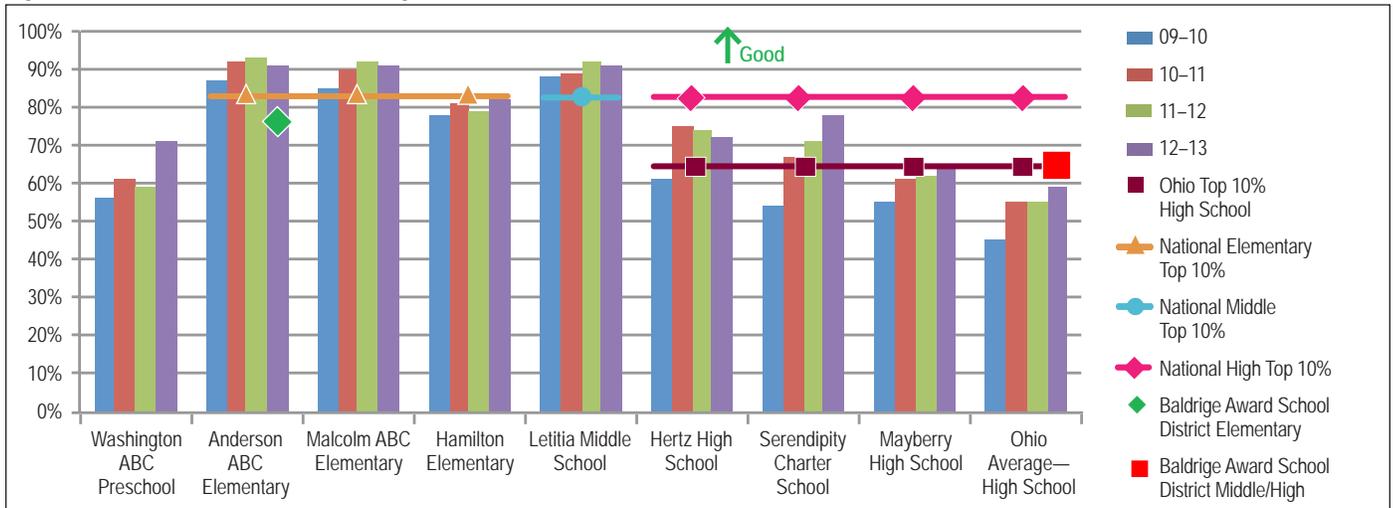
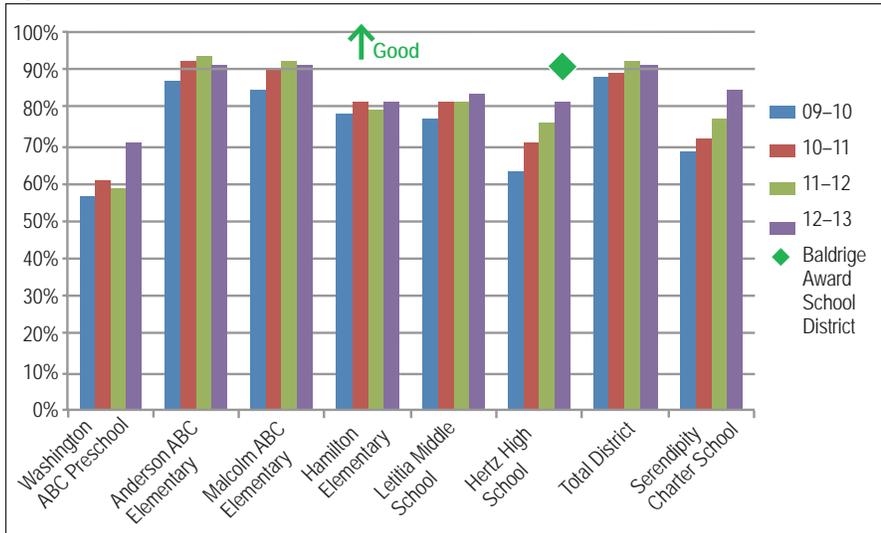


Figure 7.2-2a: Student Satisfaction: Would Recommend



In addition to focus groups, BCS determines satisfaction through monthly and annual surveys. The percentages of students and parents giving BCS a grade of “A” and agreeing or strongly agreeing with the survey statements are given in Figures 7.2-2b and 7.2-3.

Student enrollment is an important measure for BCS, as workforce planning is based on student enrollment numbers, projections, and recent enrollment fluctuations due to students choosing alternative educational offerings. During the annual SPP, BCS conducts an analysis of student enrollment projections to determine if significant changes are projected (Figure 7.2-4); these data represent a headcount of students in attendance during the first full week of classes in October.

Figure 7.2-2b: Student Satisfaction

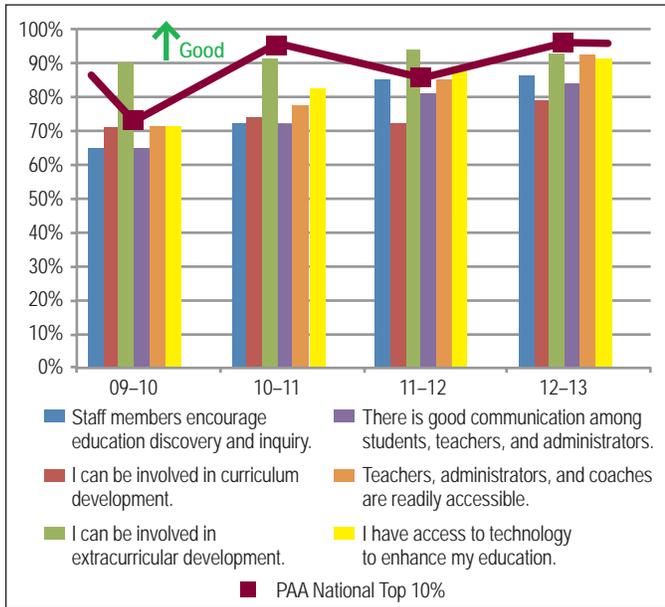


Figure 7.2-3: Parent Satisfaction and Engagement

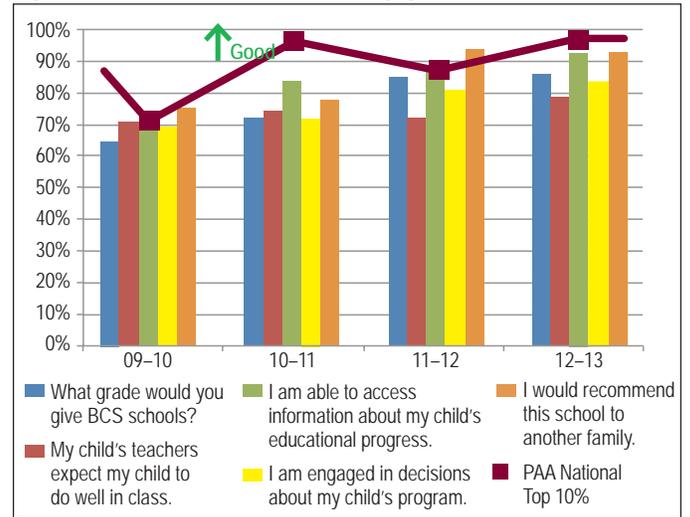


Figure 7.2-4: Student Enrollment

	07-08	08-09	09-10	10-11	11-12	12-13	12-13 Market Shares
District Students Who Choose Schools in the District	3,984	3,868	3,907	4,028	4,069	4,139	85%
District Students Who Choose Schools out of the District	172	156	176	146	208	146	3%
Parochial	479	456	407	416	412	292	6%
Private	228	218	198	202	149	146	3%
Home Schools	22	18	20	29	52	49	1%
Serendipity Charter School				82	91	97	2%
TOTAL	4,885	4,716	4,708	4,821	4,891	4,869	100%
BCS Students in Mayberry Local Schools	56	79	78	85	105	99	

Figure 7.2-5: Average Daily Student Attendance

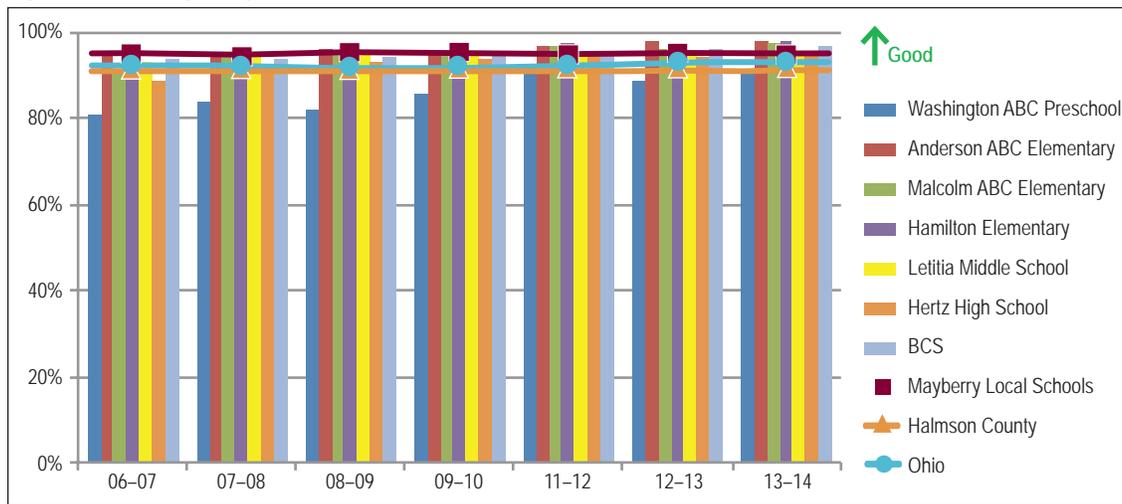
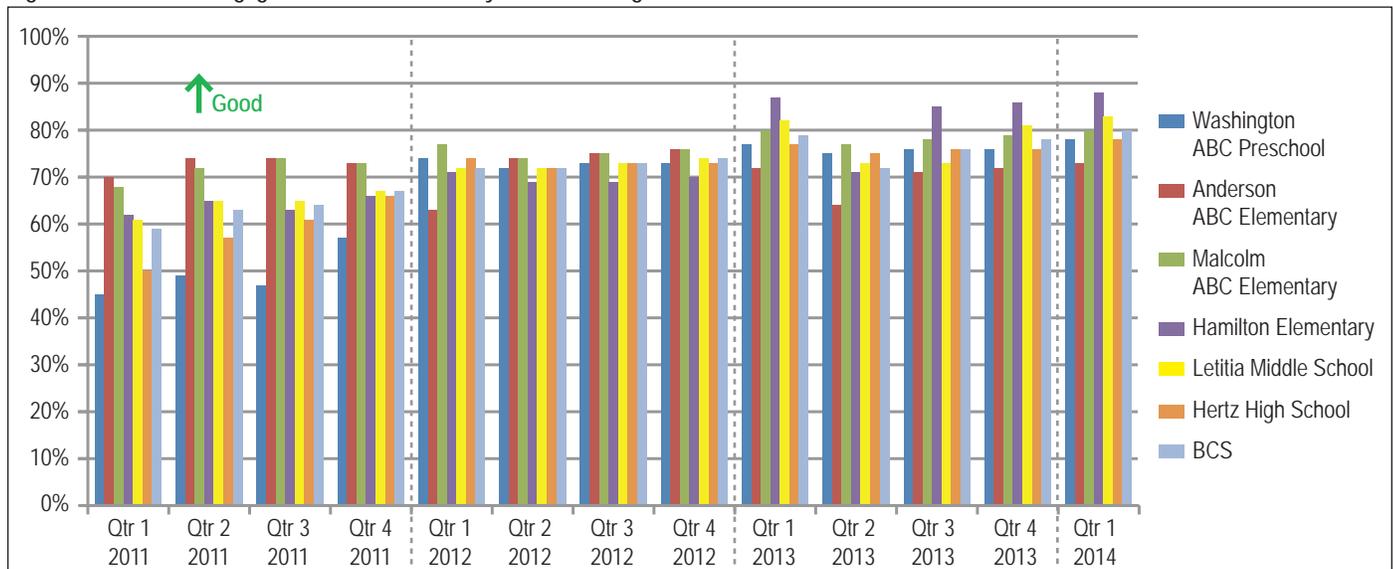


Figure 7.2-6: Student Engagement: How I Feel Today about Learning



Attendance information is included in a server for which parents have access; giving parents this access leverages BCS’s CC-1. BCS uses student attendance as another means to track student engagement. Average daily student attendance (Figure 7.2-5) measures the proportion of enrolled students who are attending school on any given day.

7.2a(2)

The core student engagement measurement is the “How I Feel Today about Learning” survey. Teachers administer this survey monthly and engage in dialogue with their students about what can be done to improve the level of engagement. The percentage of students in BCS reporting that they felt “good” or “very good” about learning today is reported in Figure 7.2-6.

Other important indicators of engagement that demonstrate the relationships built with students are high school drop-out rate (Figure 7.2-7), graduation rate (Figure 7.2-8), and out-of-school suspension rate (Figure 7.2-9). The drop-out rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either

a diploma or an equivalency credential such as a General Educational Development [GED] certificate). Suspension rates are another indicator of student engagement, as engaged students have lower suspension rates.

Community engagement is measured through the Engagement and Community Survey and through vote results and community support measures. Positive referral for BCS is one measure in the survey to determine the current level of community support (Figure 7.2-10). The community further shows its support for the school through volunteering (Figure 7.2-11).

BCS measures the satisfaction of other school districts that run Serendipity in collaboration with BCS (Figure 7.2-12) and tracks problem resolution (top-box percentage) using Service-Phoenix (Figure 7.2-13).

District Web pages are kept up to date through random statistical checks called online information sweeps that track the percentage of pages with missing links, dated material, or other deficiencies not meeting standards (Figure 7.2-14).

Figure 7.2-7: High School Drop-Out Rate

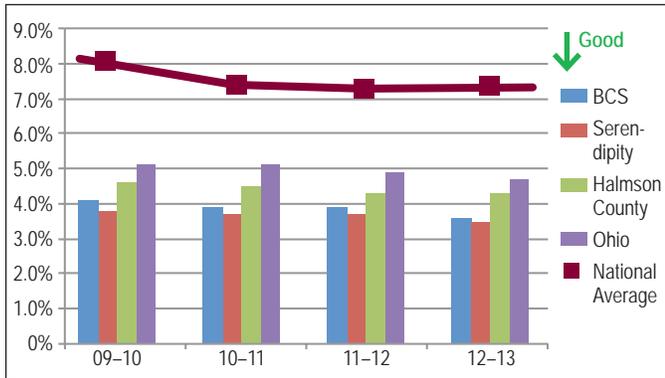


Figure 7.2-8: Graduation Rate

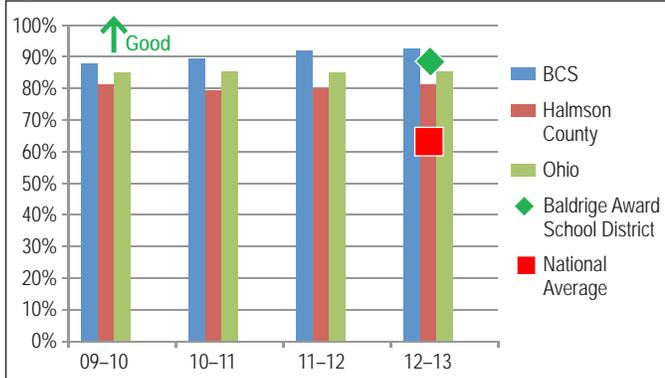


Figure 7.2-9: Out-of-School Suspension Rate

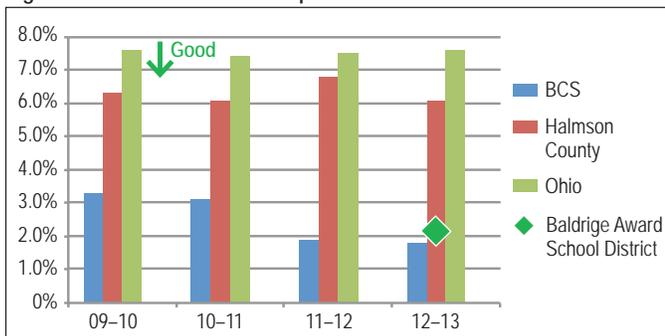


Figure 7.2-10: Engagement and Community Survey: Positive Referral

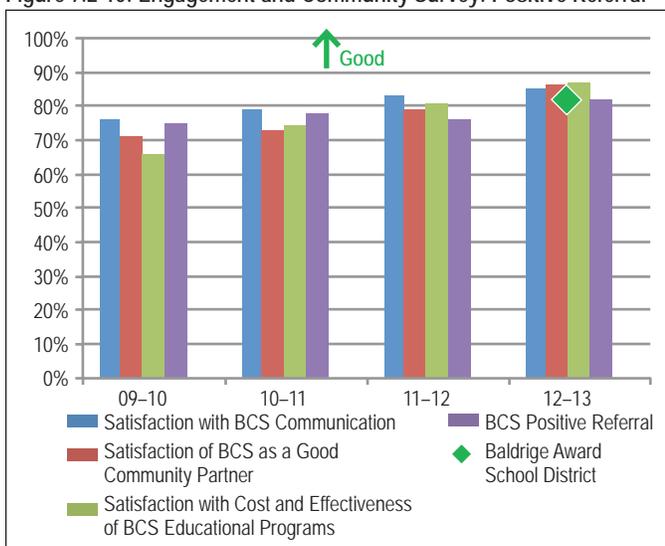


Figure 7.2-11: Volunteer Satisfaction and Engagement

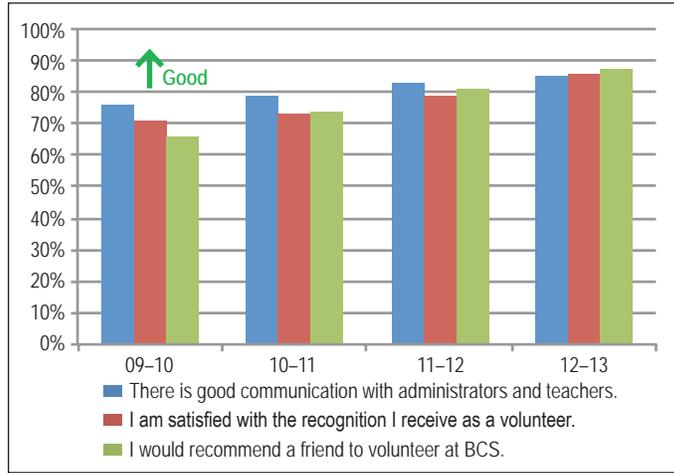


Figure 7.2-12: Key Collaborators Satisfaction and Engagement

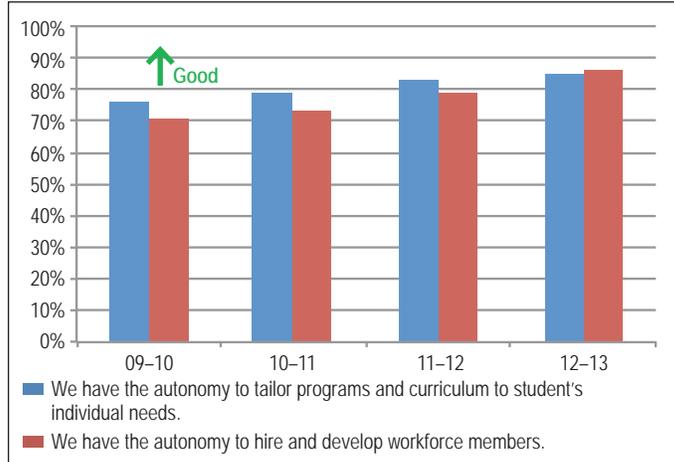
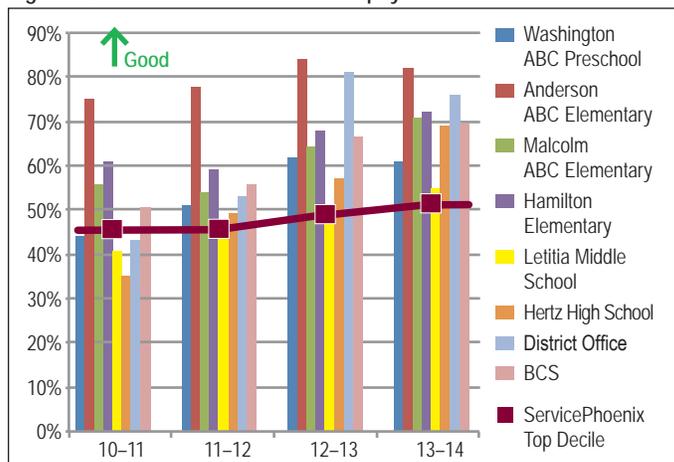


Figure 7.2-13: Problem Resolved Promptly to Satisfaction



The percentage of families (at least one parent) who attend the semiannual SLCs is an indicator of parent engagement (Figure 7.2-15), as is the percentage of parents attending at least one PO meeting during the school year (Figure 7.2-16).

Bond vote passage rates are also an important proxy for community engagement. BCS has increased its bond passage rate in each of the last three elections, and its voter approval rates are much higher than the statewide approval rates (Figure 7.2-17).

Figure 7.2-14: Pages with Deficiencies, below Standard

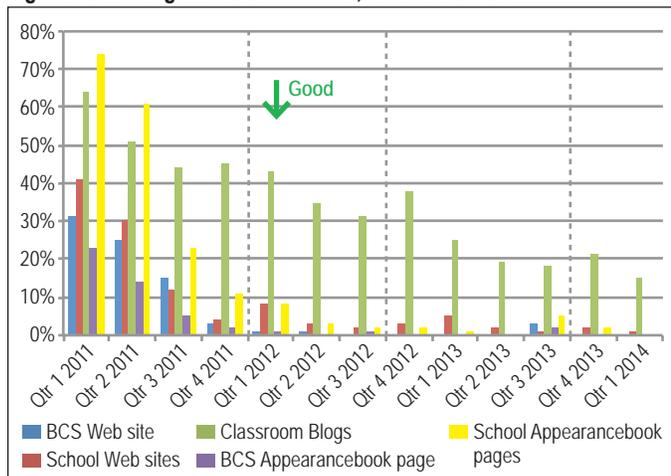


Figure 7.2-15: Parent Attendance Rate at SLCs

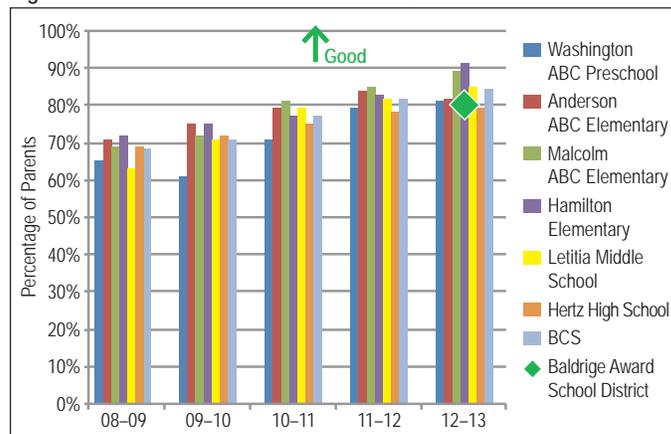


Figure 7.2-16: PO Participation Rate

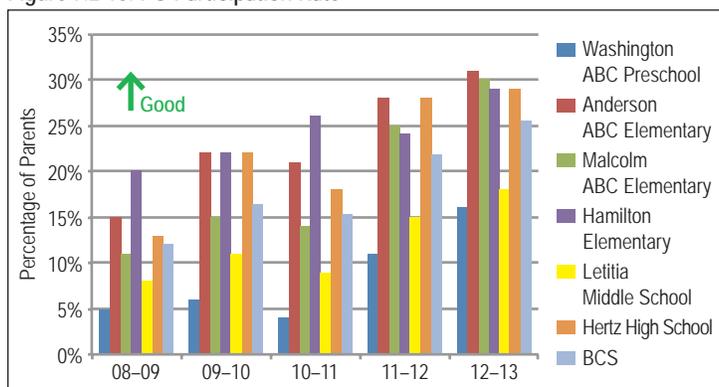
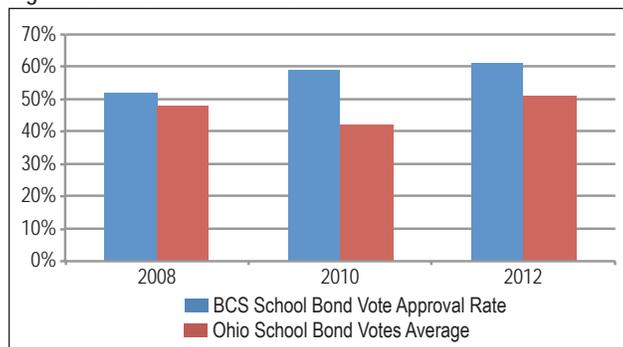


Figure 7.2-17: Bond Vote Results



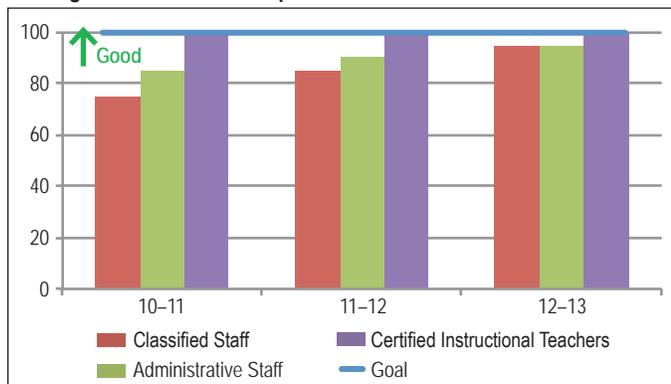
7.3 Workforce-Focused Results

7.3a

7.3a(1)

Certification status for all district workforce members is collected and analyzed annually for all job codes to ensure 100% compliance (Figure 7.3-1). Additional measures of certified instructional and administrative staff capacity can be found in item 7.1 (student achievement results) and item 7.2 (student and stakeholder satisfaction results). The percentage of district action plans completed (Figure 7.4-18) is an additional indicator of classified staff capacity.

Figure 7.3-1: Percentage of Staff Members Meeting Job Certification Requirements

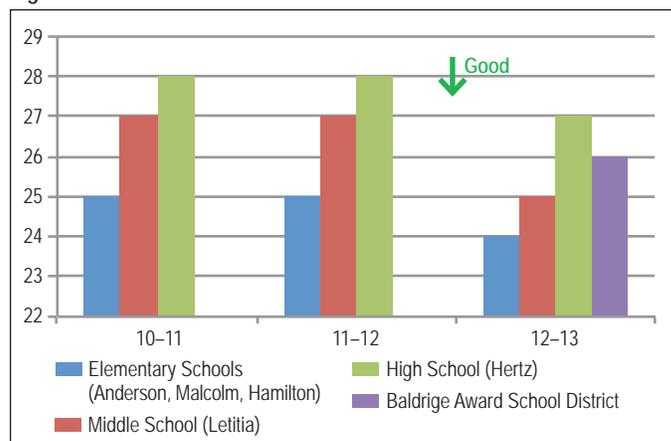


Another critical measure is the ratio of students to teachers (Figure 7.3-2). Instructional workforce capacity is assessed partly through the monitoring of the student-to-teacher ratio, which measure the number of students per teacher.

7.3a(2)

Safety is a key element of workforce engagement. Figure 7.3-3 represents the percentage of staff who feel protected from health and safety threats at BCS, and Figure 7.3-4 shows the number of incidents regarding staff safety.

Figure 7.3-2: Student-to-Teacher Ratio



7.3a(3)

The national Best Career Location® Workforce Engagement Survey is used to collect data that represent the percentage of respondents who indicate agree and strongly agree that key elements of engagement have been met (Figures 7.3-3, 7.3-6 through 7.3-15).

Figure 7.3-16 is an example of the correlation between workforce engagement and organizational results. Relating findings from the assessment of workforce engagement to key organizational results has led to the identification of opportunities for improvement.

Figure 7.3-3: I Feel Protected from Health and Safety Threats in My Workplace

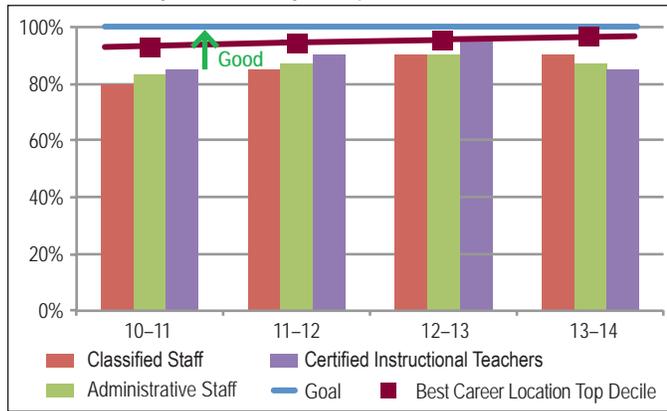


Figure 7.3-6: Physical Conditions in My Workplace Allow Me to Do My Job Well

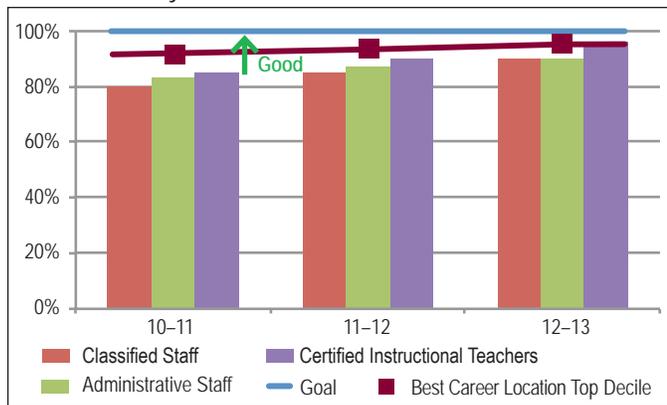
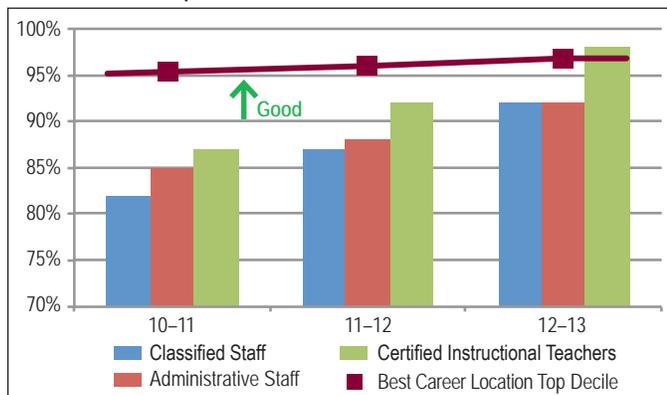


Figure 7.3-8: The Work I Do Gives Me a Sense of Personal Accomplishment



7.3a(4)

All workforce members are encouraged to pursue education and training to achieve their stated career advancement goals through the Tuition Reimbursement Program (Figure 7.3-17).

In the last three years, the superintendent and treasurer positions have been filled from outside the district; however, all

Figure 7.3-4: OSHA and Worker Accidents and Claims

Number of Reportable OSHA Incidents, 2010–2013	0
Work-Related Accidents, 2010–2013	12
Workers' Compensation Claims, 2010–2013	6

Figure 7.3-5: Staff Turnover

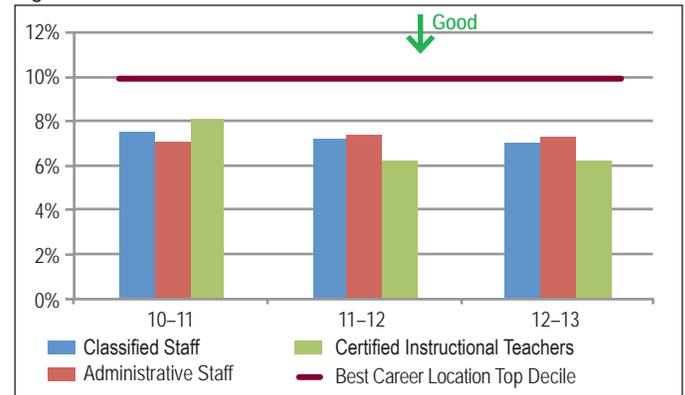


Figure 7.3-7: I Am Able to Select Benefits and Services That Meet My Needs

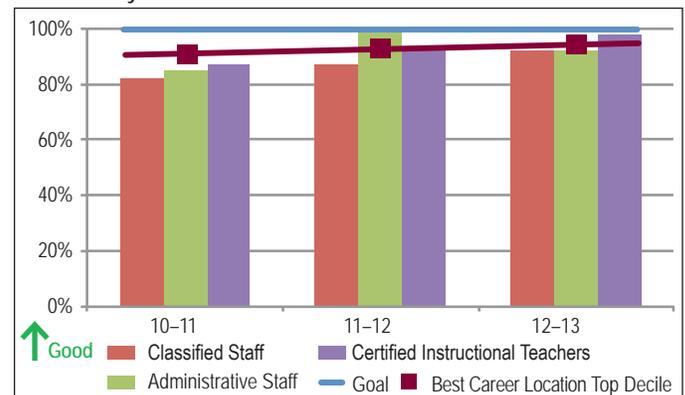


Figure 7.3-9: I Am Given a Real Opportunity to Improve My Skills

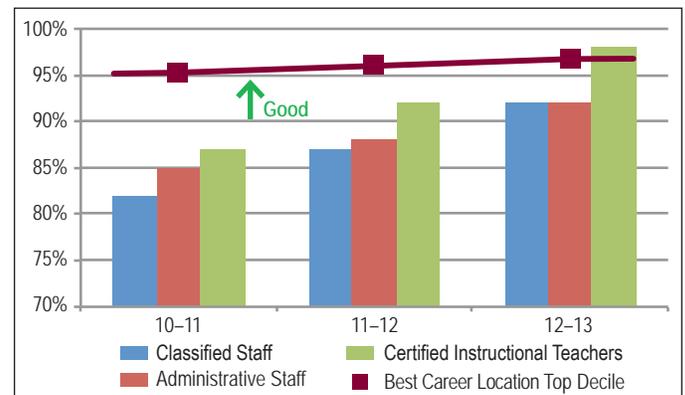


Figure 7.3-10: I Have Sufficient Resources (Time, Materials, Budget) to Get My Job Done

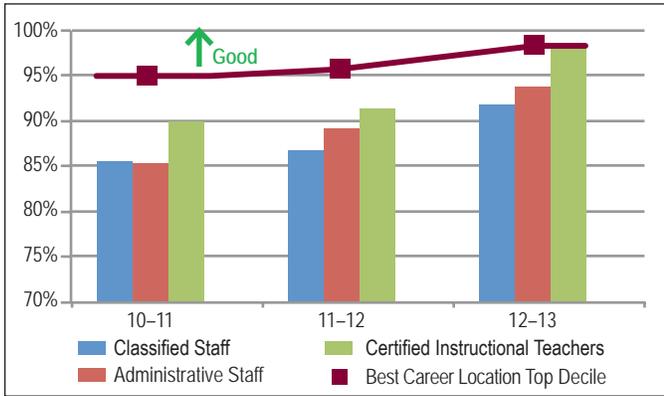


Figure 7.3-14: Participating in the Professional Learning Community Helps Me to Improve My Teaching Skills

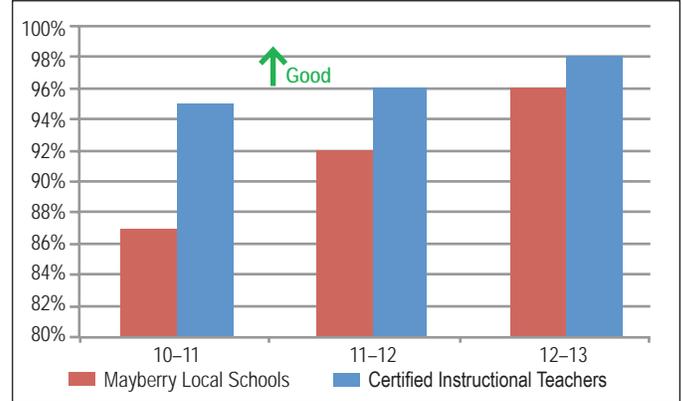


Figure 7.3-11: I Can Contribute to Decision Making in My School or Work Unit



Figure 7.3-15: Participating in Collaborative Planning with My Peers Helps Me to Improve My Daily Instruction

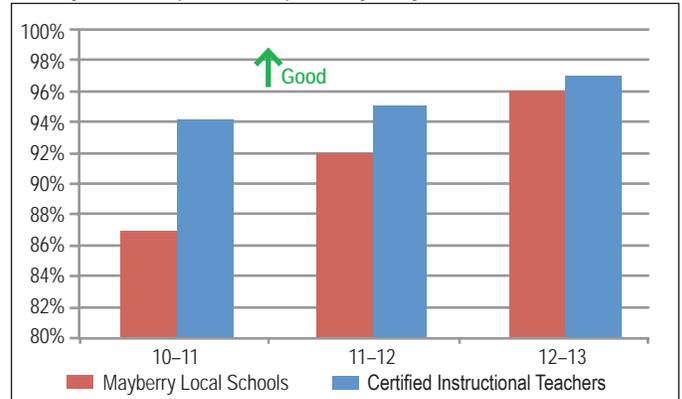


Figure 7.3-12: I Can See the Impact of My Work on Students' Learning

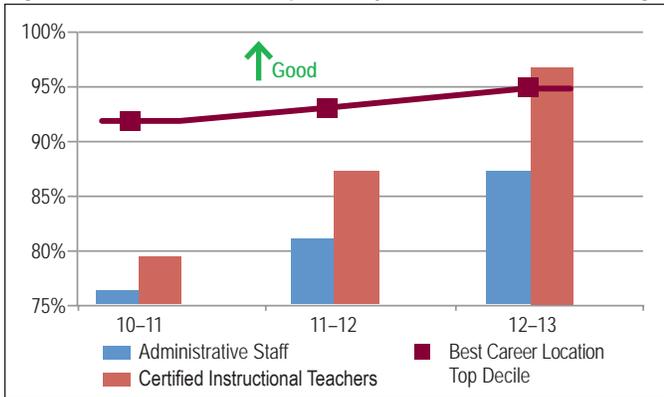


Figure 7.3-16: Example of Correlation between Workforce Engagement and Organizational Results

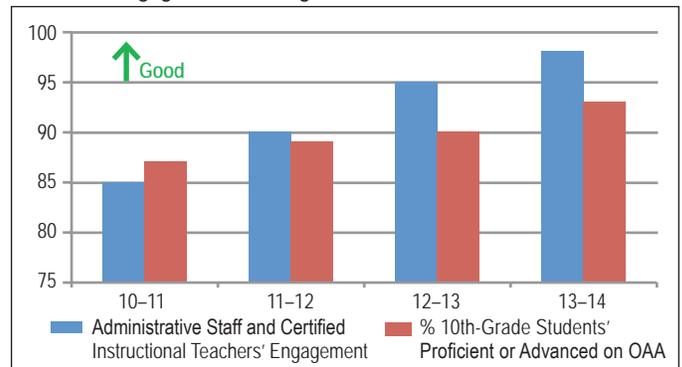


Figure 7.3-13: Reward and Recognition in My Workplace Is Based on How Well We Do Our Jobs

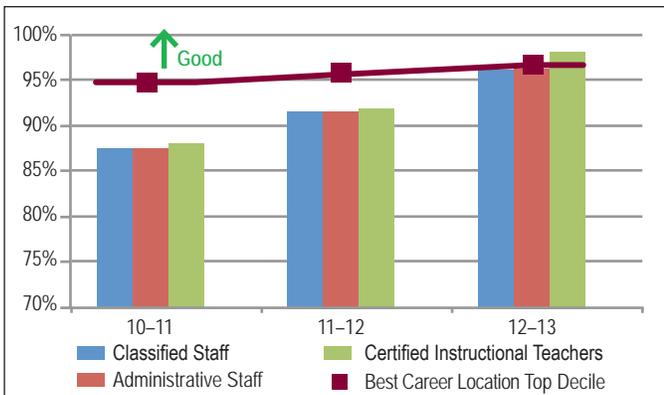


Figure 7.3-17: Percentage of Staff Receiving Tuition Reimbursement

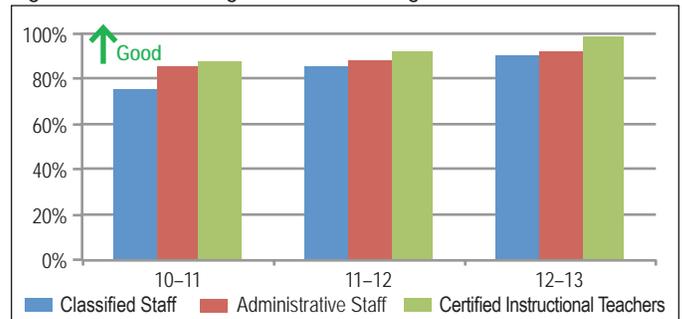
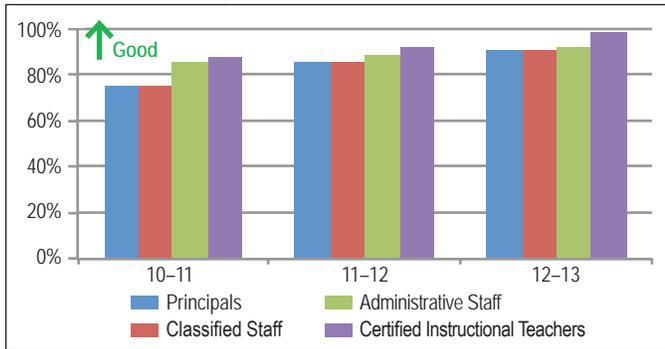


Figure 7.3-18: Percentage of Promotions Filled from within the District



other principal, supervisor, and direct reports to the superintendent positions have been filled from within BCS (Figure 7.3-18).

7.4 Leadership and Governance Results

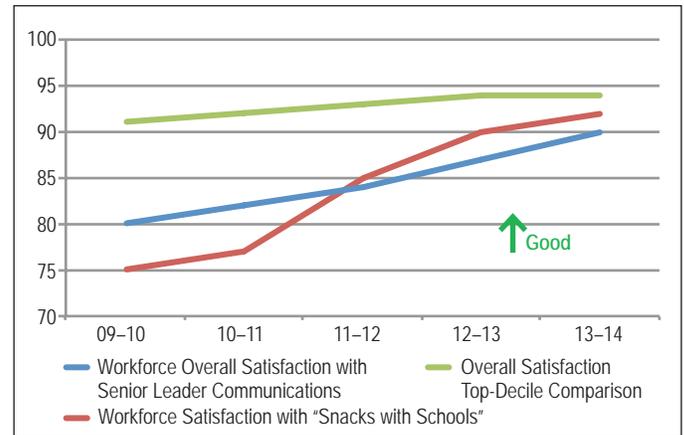
7.4a

7.4a(1)

BCS recognizes that effective senior leader communication with its workforce, stakeholders, and students is essential to balancing their needs and requirements. Segmented communications data are available on-site.

Annually, BCS conducts the Workforce Engagement Survey (5.2). Figure 7.4-1 shows survey results and specifically the workforce’s overall satisfaction with the ELT and ALT’s

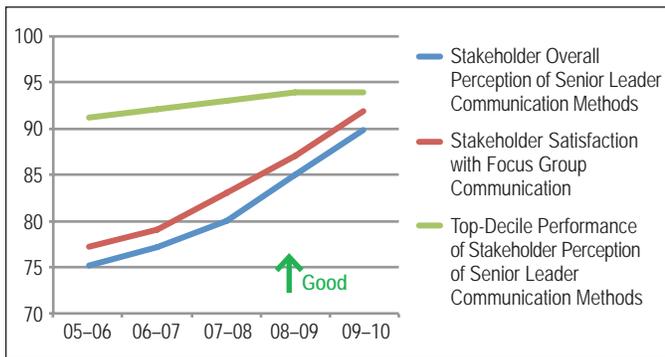
Figure 7.4-1: Workforce Satisfaction with Senior Leader Communication Methods (%)



communication methods to deploy the MVV (e.g., through “Snacks with Schools”).

Figure 7.4-2 demonstrates the improving performance of the ELT and ALT’s communication methods with the community. Annually, BCS contracts with Azalea Marketing Analysis to conduct the Engagement and Community Survey that allows for national comparisons. Community and stakeholder satisfaction with senior leader communication is also gathered through quarterly focus groups, a unique BCS program, and other methods (3.1a[1]). These focus groups and survey results are key inputs into the SPP and therefore create a focus on action.

Figure 7.4-2: Stakeholder Perception of Effectiveness of Senior Leader Communication Methods (%)



Through the student and parent monthly and annual satisfaction surveys, student satisfaction with senior leader communication methods has steadily improved (Figure 7.4-3). The annual Student Satisfaction Survey is unique to BCS and does not provide for comparisons.

BCS continuously keeps students, stakeholders, and the workforce informed of BCS performance through the superintendent’s quarterly blog, “BCS Updates” (Figure 7.4-4).

Figure 7.4-5 shows satisfaction with other social media methods. Segmentation is available on-site, in addition to data for Web site usage and hits on Appearancebook and Bird-Call. The district has experienced a “learning curve” with its use of social media. Through ongoing review, initial static postings

Figure 7.4-3: BCS Student Satisfaction with Senior Leader Communication Methods (%)

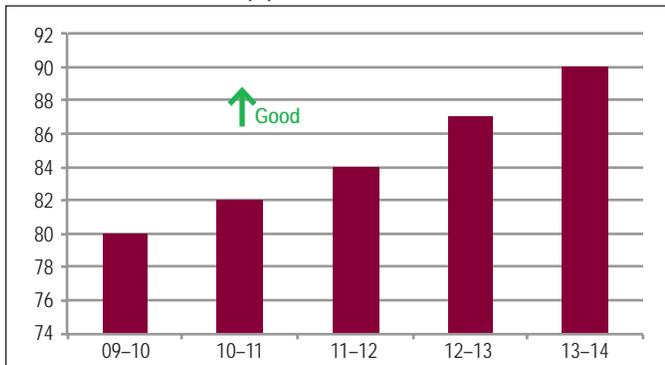


Figure 7.4-4: Satisfaction with “BCS Updates” (%)

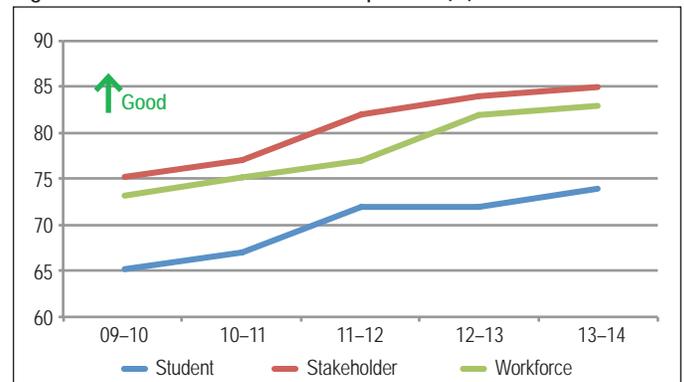


Figure 7.4-5: Satisfaction with Social Media

	2010	2011	2012	2013
“Buckeye Online Journal”	72%	75%	81%	85%
Supt. on Social Media	77%	80%	85%	90%
BCS Web site	51%	59%	68%	78%

have evolved and been refined to more interactive, two-way communications for which BCS has been recognized (3.2b[1]).

7.4a(2)

BCS uses a variety of governance and internal and external fiscal accountability metrics (Figure 7.4-6).

7.4a(3)

BCS, like most educational organizations, is subject to a variety of legal and regulatory requirements (Figure 1.2-2). Figures 7.4-7 through 7.4-9 show results for those requirements. Comparisons are shown where available.

BCS strives not just to be accredited by the state of Ohio, which is the minimum standard for a school system, but to exceed accreditation requirements (Figure 7.4-10).

Figure 7.4-6: Governance and Fiscal Accountability Results

	2009	2010	2011	2012	2013
Internal Audit Findings	2	0	0	0	0
External Audit Findings	0	0	0	0	0
Conflict of Interest Form Signing Compliance	65%	68%	75%	85%	100%
IRS 990 Audit Compliance	100%	100%	100%	100%	100%

Figure 7.4-7: Key Regulatory Requirements

Year	FLS Score	Title 1, 504 Accessibility; ADA; FMLA; IDEA; FDA
2009	89	Compliant
2010	89	Compliant
2011	91	Compliant
2012	93	Compliant
2013	94	Compliant

Figure 7.4-8: Lawsuits and Open Meeting Law Violations

	2009	2010	2011	2012	2013
Successful Lawsuits/Legal Actions against District	2	2	2	1	1
Open Public Meeting Law Violations	1	0	0	0	0

7.4a(4)

Figures 7.4-11 and 7.4-12 show BCS data for ethical behavior and breaches of ethical behavior.

Senior leaders emphasize the use of the ethics hotline and ethics scenario questions (1.2b[2]) for staff members who need to report an ethics breach, get advice, or pose questions about possible ethics breaches. The use of ethics scenarios and questions asked has been increasing over the past five years; this increase indicates that workforce members are serious about ethics in the workplace.

Workforce trust in senior leaders and workforce perception of their integrity have steadily improved over the past five years, with both measures achieving top-decile performance (Figure 7.4-13). Stakeholder trust in senior leaders and the board and perception of their integrity also demonstrate improving performance (Figures 7.4-14 and 7.4-15).

7.4a(5)

Figure 7.4-16 demonstrates how BCS is fulfilling its societal responsibilities and supporting key communities through the Green Team initiatives (Figure 1.2-4). Electricity consumption and gas and diesel use have steadily decreased due to mitigation initiatives implemented over the past five years. Green Team initiatives have also resulted in ever-increasing volumes

Figure 7.4-9: Compliance with Policies and Agreements

	2009	2010	2011	2012	2013
Compliance with Policies: # Complaints Sustained	20	15	14	13	12
Compliance with Negotiated Agreements: # Grievances Sustained	10	10	9	8	7

Figure 7.4-10: Accreditation

Year	State Accreditation	Accreditation Score	Top-Decile Accreditation Scores
2009	Accredited	90%	87%
2010	Accredited	90%	88%
2011	Accredited	91%	88%
2012	Accredited	93%	87%
2013	Accredited	93%	88%

Figure 7.4-11: Ethical Behavior

	2009	2010	2011	2012	2013
Code of Conduct Signing	90%	90%	98%	99%	100%
Conflict of Interest Breaches	0	1	0	0	0
Criminal History Update Completion	90%	90%	98%	99%	100%
Annual Ethics Training and NEO Attendance	92%	93%	95%	100%	100%

Figure 7.4-12: Ethical Behavior

	2009	2010	2011	2012	2013
Ethics Hotline Use: # of Calls	7	6	7	5	6
Ethics Scenario "Hits"	10	12	20	24	26
Ethics Investigations	1	1	1	2	1
Ethics Violations	1	0	0	0	0

Figure 7.4-13: Workforce Trust/Perception of Senior Leaders (%)

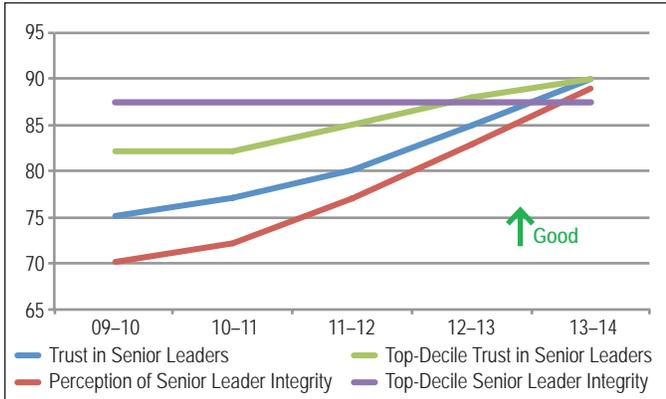


Figure 7.4-14: Stakeholder Trust/Perception of Senior Leaders (%)

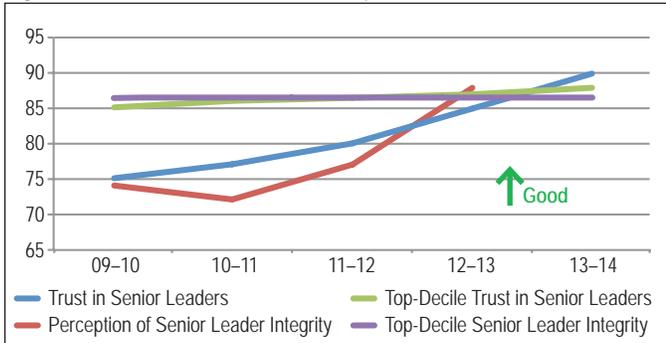
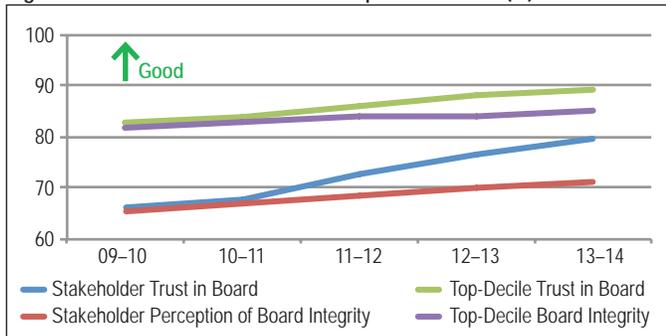


Figure 7.4-15: Stakeholder Trust/Perception of Board (%)



of recycling, therefore reducing waste and saving valuable community landfill space.

Further metrics of key community support (Figure 7.4-17) show increasing numbers of Together Path contributions by staff members and increasing numbers of staff volunteer hours participating with community organizations.

Figure 7.4-16: Green Team Initiatives (Cumulative Results)

Year	Electricity Consumption: Reduction in KWH Use	Gasoline and Diesel Consumption: Reduction in Fuel Use	Recycling Amount: Pounds Recycled
2009	0%	2%	0
2010	15%	6%	800
2011	16%	9%	1,300
2012	21%	11%	1,600
2013	28%	15%	2,400

Figure 7.4-17: Together Path Contributions and Staff Volunteer Hours

Year	Together Path Contributions (\$)	Staff Volunteer Hours for Together Path	Staff Volunteer Hours for All Community Activities	Percentage of Staff Participation
2009	3,000	1,500	2,300	55%
2010	3,000	1,600	2,225	56%
2011	5,000	1,800	2,950	71%
2012	7,000	1,900	3,000	82%
2013	9,000	2,200	3,750	95%

7.4b

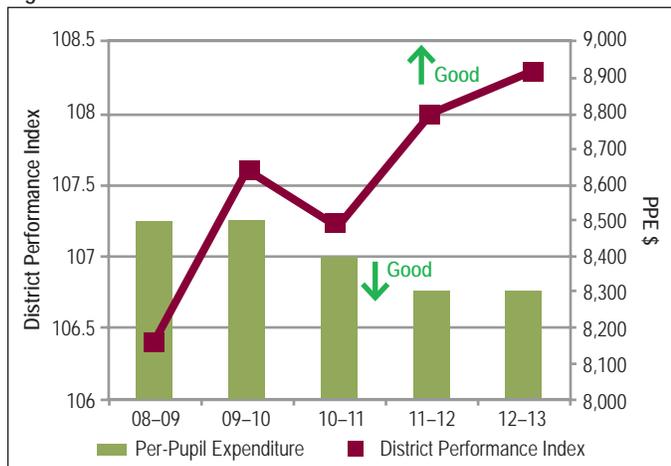
Key metrics of achievement of strategy and strategic objectives are those shown on the BCS Dashboard. Metric outcomes of key BCS actions are shown in the respective category 7 items. The overall impact of implementing action plans over the years (Figure 7.4-18) to achieve key strategic objectives is demonstrated by improving educational outcomes (7.1) and wise use of educational financial resources. Taking intelligent risks and building and strengthening core competencies are addressed throughout the application.

The overall impact of BCS strategies and actions to improve educational outcomes and reduce costs is shown in Figure 7.4-19. BCS has continued to achieve top-decile academic performance while at the same time becoming more efficient with financial resources.

Figure 7.4-18: Percentage of Action Plans Completed

Year	Percentage of Action Plans Completed
2009	81
2010	83
2011	89
2012	93
2013	95

Figure 7.4-19: PPE vs. PI



7.5 Budgetary, Financial, and Market Results

7.5a

7.5a(1)

The effective education of its students is the district’s primary obligation and responsibility, but the accomplishment of its mission takes resources. BCS is dedicated to managing those resources effectively. A zero-based budgeting model is planned to be deployed in 2015.

The funding model for most Ohio public schools is based on primary funding through local tax revenue. BCS has been able to successfully generate revenue through a capital campaign levy in 2009 (funds restricted to capital improvements) and an

Figure 7.5-1: Total Revenue (\$)

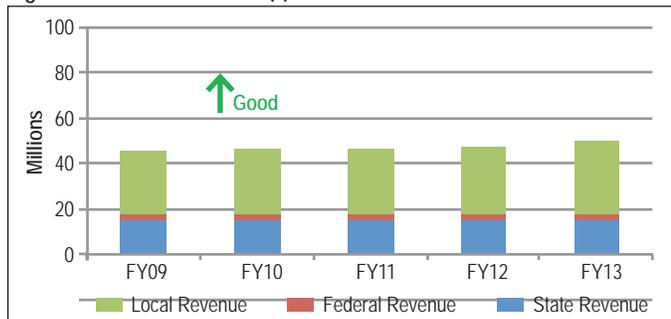
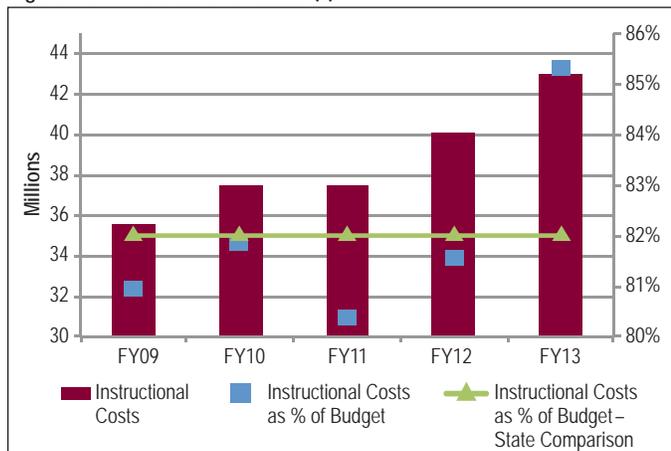


Figure 7.5-2: Instructional Costs (\$)



operations levy in 2012. The last unsuccessful levy campaign was in 2008. The local community has been supportive enough to maintain positive overall revenue growth even with reductions in state funding (Figure 7.5-1).

Figure 7.5-2 shows that BCS has been able to successfully reallocate resources to the instructional mission and now operates with a level of performance greater than the highest-performing district comparisons for the state of Ohio. Instructional costs as well as other district costs are included in the PPE.

With the current state funding uncertainty (SC-1), BCS knows that being prepared for the future is a significant financial challenge given the model for school funding in Ohio. Each district is permitted to maintain a fund balance at the end of each year of no more than 8% of its annual budget, without the fund balance impacting the amount of state funding. Higher balances result in lower state funding. BCS has been able to manage this relationship to effectively keep resources available and maximize state funding (Figure 7.5-3).

7.5a(2)

As a public school, BCS is required to accept all children within the district who want a public education. Families have choices, however, and not all children are obligated to attend BCS schools (SC-2). State and some federal funding levels are contingent on the number of students attending BCS. Figure 7.5-4 shows that BCS has been successful at building and maintaining a significant market share. The figure also illustrates that the strategy in collaborating on the Serendipity Charter School was effective, with total BCS market share now at approximately 85%.

Figure 7.5-3: Carry-Over Fund Balance

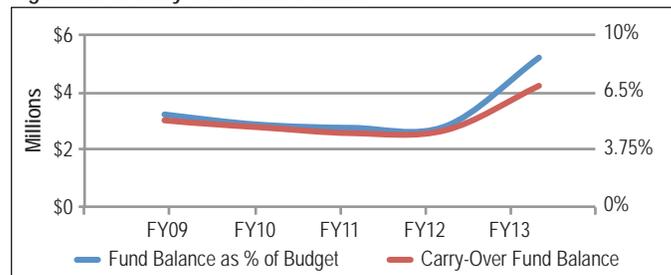
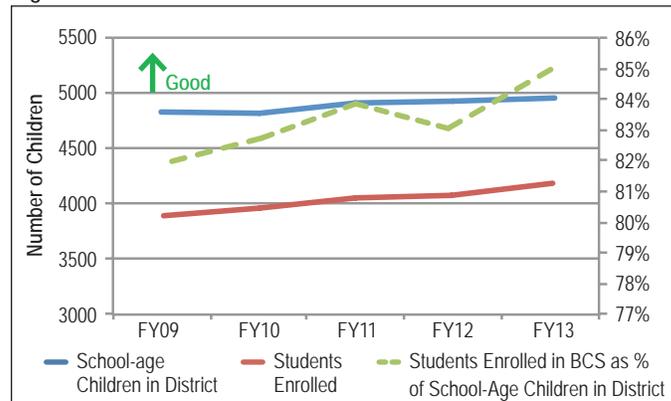
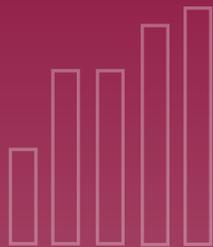


Figure 7.5-4: Market Share





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 | 301.975.2036 | baldrige@nist.gov

