

BCER Successful Strategies Series

Dancing with the Bear

Real Life Adventures in Transforming Education

PEGGY SIEGEL



Acknowledgements

Many people generously contributed both their time and energy to this ambitious education improvement initiative. The National Alliance of Business (NAB) would like to pay tribute to the following individuals, particularly for their unyielding dedication to improving the lives of all students and of those adults who work closely with them:

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Many individuals contributed invaluable insights, but in the end, all are absolved of responsibility for the contents.

One final comment is both timely and appropriate. In 1988, President Reagan awarded the first national Baldrige Awards for Performance Excellence, named after Malcolm Baldrige, his late U.S. Secretary of Commerce. The early advocates and creators of "Baldrige" did not envision the award as an end in itself. Rather, they viewed the award process as a means to rekindle the American economy by having Baldrige winners – role models of world-class performance – accelerate the sharing of successful practices across diverse American companies, large and small. In 1998, Congress wisely extended award eligibility to education and health care organizations.

As the first draft of this publication was being written, Don Evans, the current U.S. Secretary of Commerce, announced that three education sites – Chugach School District in Anchorage, Alaska; Pearl River School District outside of New York City; and the University of Wisconsin, Stout – had joined the ranks of America's leading companies in winning the Baldrige Award. They serve as fitting role models, providing compelling evidence that the education sector is equally capable of meeting world-class standards of performance excellence.

The contents of this publication, and the spirit in which it was written, are intended to demonstrate how state and local education leaders, by working together in new ways, can create a policy context that accelerates and sustains such outcomes in classrooms and with students nationwide.

Sincerely,



Peggy Siegel, PhD
Director, Business/Education Leadership Initiatives
National Alliance of Business

Dear Reader,

In 1983, *A Nation at Risk* conveyed an urgent message about the failings of the American education system. This national commission report sparked a 20-year effort to make things better.

In 2002, *No Child Left Behind* legislation articulates a national commitment to forge a long-term solution. No less urgent, this time the message is being conveyed on behalf of every student.

Try as we'd like, it is not possible to legislate improved student performance – only policies intended to have that impact. Policy makers can, however, target resources on building the organizational capacity of education to accelerate and sustain achievement gains for all students.

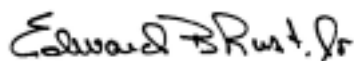
This document presents a promising improvement strategy to do just that. *Dancing with the Bear* captures the experiences of and lessons learned from six state leadership teams that used the *Baldrige Criteria for Performance Excellence* to focus and align their improvement efforts.

Some of the “ah-ha’s” you will read about are:

- ❑ Many education and business leaders engage with “Baldrige” intellectually when they see its potential to align education policy and best practice, coupled with gains on state assessments. They connect emotionally when encountering students who both meet performance standards and can articulate confidently why they are in school and what they hope to accomplish. It is at this point that the rationale for using Baldrige in education shifts – from “why do this” to “how can we do this better, faster, and in more places?”
- ❑ Transforming education calls for reconfiguring existing relationships between and among state and local policy makers. It means forging new decision-making structures around the shared goal of raising student achievement.
- ❑ Baldrige is not a magic potion for every educational ailment. However, it does have attributes that most other education improvement efforts lack. For example, the Baldrige Criteria can prompt strategic alignment of the education system at all levels. And the Baldrige terminology of organizational excellence can facilitate participation from non-educators, particularly business people.

Business leaders can become part of such education improvement efforts in their own backyards, and growing numbers of businesses have. Where they have participated, their own leadership skills have been enriched in the process.

Sincerely,



Edward B. Rust, Jr.
Chairman and CEO
State Farm Insurance Companies

When it comes to improving education, North Carolina State Superintendent of Public Instruction Mike Ward likes to quote some down-home wisdom. “Once you decide to dance with a bear,” he cautions, “you’d better be prepared to hold on until the bear gets tired!”

Ward’s counsel is well founded. Transforming education into a high performing system is certainly turning out to be a bear of a task and the dance is indeed a marathon.

Undaunted by the challenge, education and business leaders from six states signed up to dance together from November 1999 through November 2001. Although their selection of tunes reflected the distinct rhythms of each state, their lyrics echoed a common concern – how to enhance the education system so that it can, in fact, raise the achievement level of all students.

The teams had to engage in some fancy footwork, especially in determining who would lead. And although they occasionally stepped on toes, the dancers grew to realize that it is far better to embrace the bear than to run away or wind up as lunch.

This document captures what the state teams did and, for a broader audience, what they learned.

Context: Transforming Education through New Rules of Engagement

Raising the achievement level of all students necessitates not just reforming but transforming the way in which the state education system operates.

Specifically, organizational transformation challenges state education leaders – governors, legislatures, state boards and chiefs, and higher education boards and commissioners, collectively – to define the aims, goals, and performance measures of the education system; articulate their individual responsibilities to ensure success; generate relevant data and use it for decision-making; empower individuals at all levels with decision-making authority and the requisite training needed to make wise decisions; and, despite inevitable leadership transitions, continually assess and improve organizational performance.

Accountability has become the ruling byword in education. Thoughtful state policy makers realize that the notion of being held accountable for performance extends to them as well. After all, it is they who must make policy and funding decisions that result, ultimately, in student achievement gains. And it is they who must provide a setting that accelerates, expands, and sustains successful local practices over time.

The Challenge: Transforming, Not Just Reforming, Education

“Politicians. Business leaders. Educators. Parents. For years each has tried in many different ways to positively affect education. Yet, even when improvements were made, it was often hard to identify specific reasons for the successes or apply any lessons learned to other settings. And, as wonderful as these individual acts of good will were, unfortunately they never formed the critical mass needed for systemic change. In order to truly affect education, what [is] needed [is] a successful long-term improvement strategy and the staying power to see it through.”

— *Strengthening Quality in Schools*
Governor’s Business Executives for Education, New Mexico

Origins of BiE IN: A Catalyst for Collaborative Leadership in Education

With this context as backdrop, in mid-1999, 26 national business and education organizations, co-led by the National Alliance of Business (NAB) and the American Productivity & Quality Center (APQC) launched **BiE IN**, the **Baldrige in Education Initiative**.

BiE IN sought to accelerate the use of *the Baldrige Criteria for Performance Excellence* as a rigorous self-assessment framework in education. The Baldrige Criteria are based on seven management categories aligned to help organizations document, achieve, and sustain high performance.¹

¹In education, the seven Baldrige Criteria are: 1) Leadership; 2) Strategic Planning; 3) Student, Stakeholder and Market Focus; 4) Information and Analysis; 5) Faculty and Staff Focus; 6) Process Management; and 7) Organizational Performance Results.

“Baldrige” is not a magic potion for every educational ailment. However, it does have certain attributes that most other education improvement efforts lack. The Baldrige Criteria can prompt strategic alignment of the education system at all levels. The Baldrige terminology of organizational excellence can facilitate active participation from non-educators. And periodic self-assessments, enriched by external feedback, can provide education leaders at all levels with the means to continually improve student and system performance. In sum, Baldrige offers a *systems approach* to a *systems challenge*.

In playing matchmaker between Baldrige and education, BiE IN had three main objectives:

- ❑ Forge a partnership among leading national business and education organizations to build awareness and support for using Baldrige in education;
- ❑ Partner with a group of states to expedite implementation and lessons learned; and
- ❑ Target materials and assistance on meeting the needs of key stakeholder groups involved in such efforts.

BiE IN National Partners

*Achieve *American Association of School Administrators *American Business Conference
*American Federation of Teachers *American Productivity & Quality Center *American Society for Quality
*Association for Quality & Participation *Business-Higher Education Forum *The Business Roundtable
*Council of Chief State School Officers *Council of Growing Companies *Council of the Great City Schools
*Council on Competitiveness *Education Commission of the States *International Council of School Accreditation
Commissions *National Alliance of Business *National Association of Elementary School Principals
*National Association of Secondary School Principals *National Association of Manufacturers
*National Association of Partners in Education *National Association of State Boards of Education
*National Conference of State Legislatures *National Education Association *National Governors’ Association
*National School Boards Association *U.S. Chamber of Commerce *Utility Business Education Coalition, Inc

BiE IN invited education leaders from all 50 states to submit applications to participate in a two-year collaboration to accelerate Baldrige implementation in education. The intent: *provide a rigorous, but safe haven for teams of state and education local leaders, with business support, to forge new working relationships based on their common commitment to raise student achievement.*

Seventeen states sent in formal letters of intent to apply, 11 states submitted applications and six states – Illinois, Indiana, Maryland, Ohio, New Mexico, and Texas – were selected as BiE IN partners.

BiE IN spent the next two years helping the state leadership teams align their education improvement initiatives and implement plans to roll out Baldrige awareness and follow-up training to their school districts. BiE IN provided coaches to each state in order to facilitate their change efforts. The teams also met together six times to share their experiences, shore each other up, and otherwise participate in educational group therapy.

This document highlights their activities and lessons learned. It is offered in the strong belief that those who seek to lead comprehensive change efforts can benefit from the experiences of others.

Such experiences do not necessarily produce the right answers, but they often prompt the right questions.

BiE IN State Leadership Teams: A Snapshot

Illinois: The Illinois Business Roundtable submitted a BiE IN proposal on behalf of four existing education reform networks. The proposal envisioned that the Lincoln Foundation – Illinois’ Baldrige-based quality program – would play a critical training and support role. The Illinois state leadership team used BiE IN to align their separate reform efforts, enhance working relationships between business and education leaders, design a statewide rollout strategy for school districts, and create a collaborative Baldrige in Education web site for use by all states and districts.

Indiana: Governor Frank O’Bannon (D) and State Superintendent Suellen Reed (R) submitted a bipartisan proposal on behalf of a broad coalition of state and local business, education, and government leaders. Earlier, Indiana had enacted legislation that allowed school districts to use Baldrige to meet school accreditation requirements. Indiana has focused its BiE IN activities on defining the aims, goals, and measures for the state education system as well as creating an entity to oversee the effort to train school districts statewide.

BiE IN State Leadership Teams: A Snapshot (continued)

Maryland: The State Department of Education submitted Maryland's BiE IN proposal on behalf of a broad-based coalition of state education associations and local school districts. The Department also funded the Maryland Quality and Productivity Center to provide Baldrige training to five pilot school districts. Six additional pilots were added in year two, accounting for 47% of Maryland school districts statewide.

New Mexico: The Governor's Business Executives for Education (GBEE) submitted New Mexico's BiE IN application on behalf of their Congressional delegation, Governor, state quality award, and Department of Education. They saw BiE IN as a way to bolster the state department's leadership of a school-based reform effort that had begun nearly a decade earlier. With strong business support from the GBEE and Sandia National Laboratories, the New Mexico state leadership team focused on building a collaborative decision-making culture at the state level, reorganizing the State Department of Education, working with three pilot school districts, and accelerating rollout of its Strengthening Quality in Schools (SQS) initiative.

Ohio: Submitted by the Department of Education, Ohio's BiE IN proposal also enjoyed strong support from the Ohio Board of Regents and the Ohio Education Association. Ohio has used BiE IN to adopt new state standards, align its accountability measures, restructure the Department of Education, train five school district pilots, and implement Baldrige-based train-the-trainer and grant-making strategies as the core of its statewide roll-out plan. By year two, 187 (of 613) school districts had signed up for Baldrige training.

Texas: The Texas Business and Education Coalition and the Quality Texas Foundation co-submitted the BiE IN proposal. They chose a bottom-up implementation strategy, using BiE IN to provide Baldrige training to three pairs of local school districts with neighboring regional education service centers. Over the two years, they offered a combination of hands-on and electronic training for local administrators, intended to demonstrate to state education leaders that use of Baldrige can accelerate district efforts to meet state accountability requirements.

The BiE IN Change Management Model: A Promising Transformation Strategy

As the state leadership teams began designing their alignment and rollout strategies, it quickly became apparent that they needed structured guidance on how to implement Baldrige. Consequently, BiE IN worked with the coaches to craft an appropriate change management model. In education terminology, the Baldrige Criteria provided the *curriculum* for performance excellence and the change management model became the *instructional* blueprint to guide state and local implementation.

The Quality Journey Roadmap (on the next page) highlights the eight components of the BiE IN change management model, which is supplemented by state team exhibits and reflections. Although this document focuses on *state-level* implementation, the change management model can apply to any level of the education system, from the classroom to the federal government.²

I. Leadership Awareness and Commitment

Key leaders share:

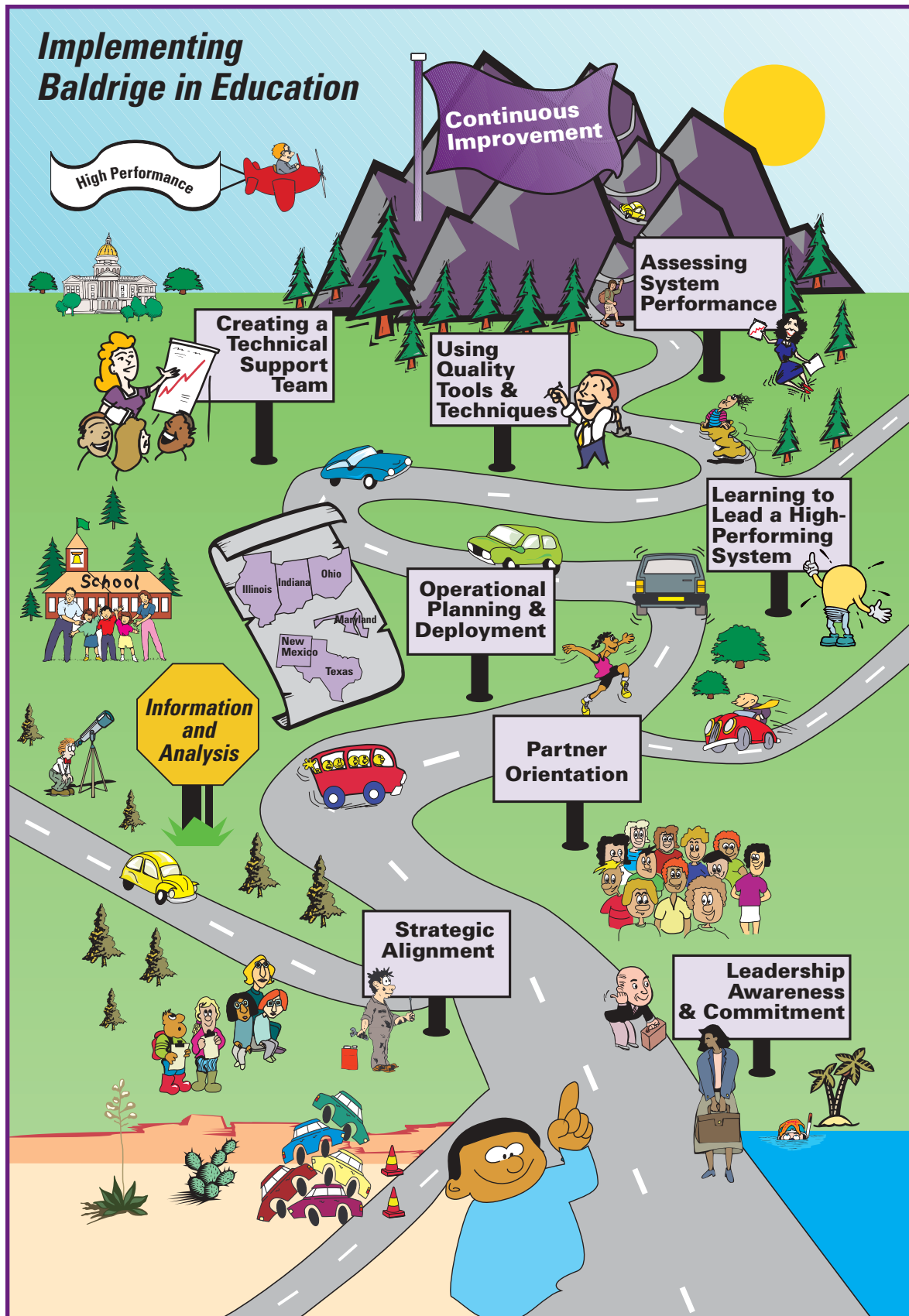
- *An understanding of and a common language to explain systemic transformation;*
- *An approach and deployment strategy, based on Baldrige; and*
- *A commitment to create the organizational infrastructure that will support high performance at every system level (state, district, school and classroom).*

"Education leaders want to change," notes Maryland BiE IN coach Chris Collins, "once they realize that doing the same things, by digging in deeper, harder, and longer, won't get them to where they want to go." Where they want to go is ensuring that *all* students are able to meet rigorous performance objectives.

Step one in the change process is therefore moving leaders out of their current comfort level so they come to see the value of making decisions in a new way.

²This explanation borrows generously from an interview with Maryland BiE IN coach Chris Collins, senior consultant with Jim Shipley & Associates. Although the eight components of the change management model are presented sequentially for purposes of description, in application they occur simultaneously and continually. Leadership awareness and commitment, the first component, is the only exception; it precedes the other seven. For transformation to succeed, leaders need to understand the need for change and commit to action, not only for others, but also for themselves.

The BiE IN Quality Journey Roadmap



Source: The American Productivity & Quality Center (APQC)

Expressions of Leadership Awareness and Commitment

“By using [Baldrige] on all planning and deployment strategies developed at the state level a consistent message is conveyed to all stakeholders that improving results is not just for a few, but for *all* stakeholders in the education process... When business leaders, governmental officials, and educators work together through the Baldrige lens, education truly becomes a system that is owned by all and improved by all.”

— Susanna Murphy
New Mexico Deputy Commissioner of Education

“The degree to which collaborative relationships and partnerships are required to support a state/district/school-level system of continual improvement is staggering. As key system owners wrestle with the question of ‘what do we have to do together’ the bigger question of ‘what are we willing to do differently’ takes on real meaning. The only way to address this hurdle is a lot of training, trust building and joint effort in understanding what a true ‘learning system’ looks like and what is needed to get there.”

— Illinois BiE IN State Leadership Team survey
October 2001

II. Strategic Alignment

Leaders articulate a common set of goals and measures based on valid customer requirements.

Goals set the direction for the education system and measures articulate what success will look like. Both are based on meeting valid customer requirements – in essence, state and community expectations for the education system that will result in student success.

Leaders create the awareness that goals and measures have to be aligned so that educators at all system levels can focus their particular contribution, whether direct or indirect, on improving student performance.

Step two in the change process is when leaders agree on what goals and measures they will use to determine expectations for success.

Ohio BiE IN State Performance Goals and Performance Indicators

Goal #1: Assure high achievement for all learners

Measures: Percentage of students passing proficiency tests based on curricular standards. Average proficiency test scores and variation. Graduation rates. Percentage of teachers with appropriate qualifications (certification.) National Board of Professional Teaching Standards and Praxis scores.

Goal #2: Promote a safe and secure learning environment

Measures: Percentage of students, parents, faculty, and community members feeling safe (survey). Youth Risk Behavior Survey. Percentage of schools completing a Safe School Audit (caveat: instrument is a self-evaluation.)

Goal #3: Preserve and nurture enthusiasm for learning

Measures: Percentage of students feeling enthusiastic about learning; desire to come to school; voluntary library usage, etc. (survey). Percentage of parents feeling that their children are enthusiastic about learning (survey). Percentage of parents feeling enthusiastic about learning; volunteer hours; percentage of parents involved in schools. Attendance rates-students and faculty.

Goal #4: Help every generation learn, enhance, and practice the character traits valued by their communities

Measures: Percentage of community members who feel district priorities are aligned to community; percentage satisfied with schools; perception of community children’s behavior (survey.) Percentage of students participating in community service; hours of community service. Parent involvement-ratio of volunteer hours and percentage of parents involved. Rate of voter registration and turnout for school levies.

Goal #5: Support efficient, effective and continuously improving systems of learning

Measures: Baldrige scores by district, school, Department of Education. Number of state performance indicators met.

— Ohio Department of Education

III. Partner Orientation

Strategic partners share:

- *A commitment to the same education priorities; and*
- *The responsibility to develop an action plan that aligns their respective and collective efforts in support of those priorities.*

Recruiting strategic partners can occur throughout implementation of a comprehensive reform strategy. However, it is best to think about such outreach early in the process so that state leaders can build collective ownership around education priorities and decisions.

“In Maryland,” observes Chris Collins, “BiE IN team members believed initially that they were there to encourage the State Department of Education to do things differently and that their role was to cheer lead. It took a lot of work before they understood that *each of them and their organizations* had to transform, too.”

Engaging Critical Partners in the Change Process

Processes: Identify key partners. Develop process to share commitment, roles, and responsibilities. Develop partner trust and joint efforts. Disseminate information. Support and publicize the establishment of demonstration sites to orient other participants. Act as critical friends – get into each other’s silos.

— Maryland State Leadership Team
Change Management Plan

State education associations are strategic partners on most of the state leadership teams. For example, teacher union leaders play many roles – as active change advocates, bridge-builders to business leaders, professional development resources for their own members, and sponsors of team activities. The Indiana State Teachers Association published a booklet designed to facilitate school and district use of Baldrige. Association leaders in Maryland, Ohio and Illinois participate on the executive board and as examiners in their state (Baldrige-based) quality programs. In a serious effort to improve internal operations, teacher associations in Ohio and Illinois each submitted Baldrige applications to their respective state quality awards.

The state school board association has been an active strategic partner in Maryland’s improvement efforts. Maryland requires prospective local BiE IN partners to create district leadership teams, which must include local school board members, to oversee their improvement efforts.

“School boards make policy,” explains Carl Smith, veteran executive director of the Maryland Association of Boards of Education (MABE). “So if they don’t *get it* [implementing Baldrige] eventually it will die.” In order to reinforce board understanding and participation, MABE sponsored an orientation session for its own board and local board members from the BiE IN pilots, an activity which it plans to repeat. In addition, four MABE board members have been trained as Maryland Quality and Productivity Center [the state quality award] examiners, a number that will likely double in 2002.

Thus, step three in the change management process compels state policy makers to think about which partners need to be at the reform table with them. Such partners are often critical to progress – either in moving ahead or in making it impossible to do so.³

IV. Operational Planning and Deployment

Articulation of:

- *A set of aligned, interlocking action plans that support implementation of the strategic goals*
- *Implementation processes and in-process measures that will track progress.*

The state leadership teams used Baldrige to address the challenges prompted by recent state and federal accountability requirements. Ohio and New Mexico, for example, used BiE IN to reorganize their state departments of education in order to focus more effectively on school district needs.

³The lessons learned section of this document highlights business partner roles on the BiE IN teams.

Helping school districts align their improvement plans to meet state academic standards was a high priority in all six states, as is meeting the provisions of the federal *No Child Left Behind* legislation.

Step four is all about moving from strategy to operations. It is determining not only what actions are needed to meet the goals and measures, but also formulating work around actually meeting them.

Ohio Deployment Plans

State Modeling. Using Baldrige, the Ohio Department of Education is engaged in the same work [using an assessment framework] as school districts across Ohio.

School Operating Standards, approved by the State Board of Education in December 2000, have their foundation in Baldrige and will be used by all Ohio school districts.

Site Evaluations are mandated in law for all school districts designated in Academic Emergency on the first “official” Local Report Card. The evaluation process and instruments are Baldrige-based.

— Ohio Department of Education

V. Learning to Lead a High Performing System

Facilitative leadership that:

- *Sets and communicates direction;*
- *Models quality principles and core values;*
- *Monitors and reports results; and*
- *Coaches other team members.*

Leaders in high performing organizations empower their workforce to address valid customer needs and expectations. This means providing opportunities for individuals to work effectively in teams so they can create a trusting culture that supports information sharing and collaborative decision-making. In the context of education, it also means articulating the responsibilities of leaders at all levels – from Congress to the classroom – to enhance student learning.

Step five focuses on designing opportunities for individuals to collaborate in leading the change process. Such activities are not add-on responsibilities to regular jobs. Quite the opposite, they become the regular jobs.

New Mexico Department of Education Empowering Staff to Succeed

“Staff are actively engaged in a variety of cross-functional teams, addressing leadership development processes, morale improvement processes, and daily operational process improvement. Prior to our involvement with BiE IN, top down management models guided the work of the department. Employee empowerment and the building of positive work relationships is now recognized as key to performance excellence. In the near future, the Leadership Council, composed of 50 employees from all levels of the organization, will be activated. The Council will track performance improvement of the department’s internal operations and workplace conditions. Decision-making, through data-driven approaches, will guide the work of this Council. The council structure is being designed by employees and will allow opportunities for employees to continuously improve their work environment, allowing senior leadership to focus on their strategic leadership role.”

— Susanna Murphy, Deputy Superintendent

VI. Creating a Technical Support Team

The organizational capacity to:

- *Coach, mentor, and facilitate implementation of Baldrige as well as behaviors that reinforce the core values within the organization; and*
- *Provide assessment, analysis, feedback, and strategic alignment to units at all levels within the organization.*

High performing organizations provide needed training to their workforce on a continuous basis. Consequently, leaders need to determine how best to build an ongoing professional development capacity – either within their own ranks and/or by partnering with service providers.

Fortunately, all of the BiE IN states except one (Indiana) have state Baldrige-based quality programs they can tap into as an internal resource in designing or enriching their statewide rollout strategies. Educators who volunteer as quality examiners in these programs are able to refine their own organizational assessment skills, which also benefit their school systems and organizations. In addition, the Ohio and Texas quality programs offer Baldrige training to regional education service center staff who, in turn, provide professional development resources to area schools and districts.

In essence, step six of the change management process creates the capacity to provide needed training and technical support so that individuals throughout the system can meet their responsibilities in achieving the goals and measures of the education system.

Ohio's Regional Rollout Strategy

Professional Development. The State Board of Education gave the Department a goal of engaging 100 school districts [out of a total 613 statewide] in the Baldrige Approach. To accomplish this, it made sense to use the ODE's regional service delivery system to serve school districts in Academic Emergency and on Academic Watch. Department staff, with several BiE IN coaches, are conducting a sequence of workshops and train-the-trainer sessions [during the 2001-02 school year]. The regions have enrolled 187 school districts in their deployment plans – far exceeding the State Board's goal.

Grants. The Department of Education distributed three types of grant applications to support Baldrige implementation for:

- **Regional Deployment** — \$350,000 to be divided between the 12 Regional Professional Development Centers for training school districts;
- **The five BiE IN Pilot Districts** — \$300,000, to accelerate local implementation; and
- **All other Ohio School Districts** — \$1.2 million, (the amount to be based on the number of school buildings per district) to integrate the use of Baldrige with district Continuous Improvement Plans.

— Ohio Department of Education

VII. Using Quality Tools and Techniques

The effective application of process improvement tools and approaches designed to accelerate performance improvement.

In meeting challenging organizational goals and measures, each individual wants to know, “what do I need to do – and how do I do it – so that it is aligned to everyone else's efforts?”

In step seven, the availability of quality decision-making tools and processes provides a way for each person to answer this question in accelerating transformation to a high performing education system.

Quality Tools and Techniques: a Sample

Ohio Training Materials:

- *Orientation to Performance Excellence* – provides an orientation to the Baldrige Criteria as a framework for supporting educational improvement.
- *Advanced Baldrige: Principles and Practices for Performance Excellence* – provides an in-depth study of the Baldrige Criteria as applied to continuous educational improvement.
- *Train-the-Trainer Orientation* – prepares regional service staff to provide Ohio Orientation training to school districts.
- *Teacher and Student Partnerships* – provides tools and techniques for implementing Baldrige in the classroom.
- *Coaching for Performance Excellence* – provides external coaches with tools and strategies for in-depth analysis of learning systems.

— Ohio BiE IN survey

Texas Software Support:

The Texas Business and Education Coalition created a systems change component, a Baldrige-based software package, delivered as part of the Technology Leadership Academy for superintendents and principals under the auspices of the Texas Association of School Administrators.

— Texas BiE IN survey; Interview with Ellen Bell, TASA

Illinois Web site:

Addressing Ongoing Skill Needs: “The Baldrige in Education web site will enable the partners, whether at the state or district level, to benefit from shared training opportunities that reduce costs and create networks of learners so that participants can continue the learning well after the trainer has left.”

— Illinois BiE IN survey

VIII. Assessing System Performance/Building in Continuous Improvement Cycles

The organization:

- *Completes an organizational assessment that meets the Baldrige criteria for performance excellence; and*
- *Incorporates feedback from the assessment into its strategic planning process.*

Implementing continuous improvement cycles is the ultimate test – and benefit – of successful transformation. State departments of education, districts, schools, and classrooms need to be able to assess organizational performance on an ongoing basis so that all the time and effort expended on strategic *planning* actually results in strategic *doing* that leads to continuous improvement.

Institutionalizing Continuous Improvement Opportunities

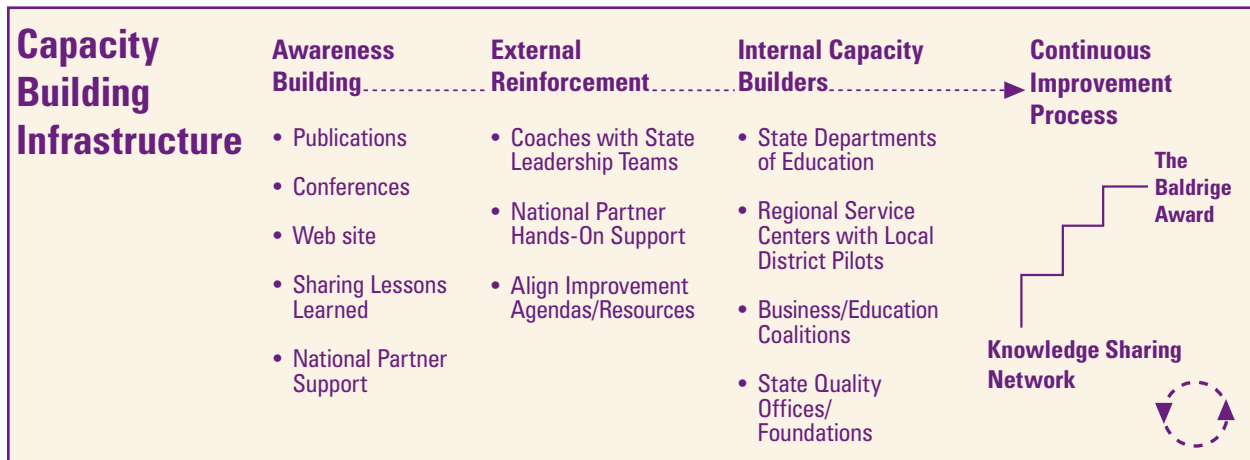
Schools participating in the Strengthening Quality in Schools (SQS) Initiative agree to complete and submit a first-level Baldrige application to Quality New Mexico, which provides formal feedback on ways to improve their organizational performance. The Department of Education recognizes the application as a way for schools to meet state accreditation requirements.

— New Mexico BiE IN Team

Most state quality award programs have recognized the need for continuous improvement cycles. They offer a continuum of organizational assessment frameworks that become increasingly rigorous as organizations develop the capacity to use them. Even education leaders whose commitment to high performance exceeds their current capacity can still use the state assessment process to get started. Once they gain experience in assessing organizational performance, these leaders can “graduate” to more challenging assessment frameworks and ultimately to the national Baldrige Criteria as a way to sustain their continuous improvement efforts.

The applications of state quality award recipients (as well as those of the 2001 national Baldrige award recipients) serve as documentation of performance excellence. Just as valuable as the results achieved are the actions described in their applications that produced such results.⁴

Thus, step eight in the change management process is the means by which organizations make continuous improvement an integral part not only of what they do, but also of how they do it. Consequently, BiE IN focused on helping the state teams build the internal capacity for continuous improvement, as illustrated in the following exhibit.



⁴See, for example Kent County Public Schools, a Maryland BiE IN pilot district, which received the 2001 Maryland Productivity (Baldrige) Award. Kent students led all Maryland school districts in the state with the highest scores on Maryland’s state assessment for two years in a row. In 1999, Community Consolidated School District #15 in Palatine, Illinois, received the Lincoln Foundation Award. And in 2000, Bushy Park Elementary School in Howard County, one of the largest school districts in Maryland and also a BiE IN pilot, became the first education recipient of the Maryland Productivity Award.

Ten Lessons Learned

After two years of “dancing with the bear,” BiE IN has produced a number of key learnings, which are summarized next.

1. The bottom line: using Baldrige to create a *learning system*

Many education and business leaders engage with Baldrige *intellectually* when they see its potential to align education policy and best practice, coupled with student performance gains on state assessments. They connect *emotionally* when encountering students who both meet performance standards *and* can articulate confidently why they are in school and what they hope to accomplish. It is at this point that the rationale for using Baldrige in education shifts – from “why do this?” to “how can we do this better, faster, and in more places?”

Cooperative Learning: A New Definition

“Our agents are learning how to manage their own offices from second and third graders. These students talk about the need for change and how Baldrige helps them in developing their goals, objectives, measures, and action plans. Seeing what second and third graders can do creates a passion for improvement in our own agents.”

— John Spears
Southwest Regional Manager, State Farm
October 24, 2001

Currently, the education system is focused on delivering curriculum content to students and assessing the results, based primarily on state annual testing. Within this context, students are the recipients and assumed beneficiaries, but not the co-producers of learning.

In contrast, what growing numbers of districts from the BiE IN states (and others) are discovering is that use of Baldrige in the classroom helps engage students as active learners, eager to analyze data and work with their peers to drive their own performance improvements. Having students play a dynamic role in the change process itself enables *them* to develop a passion for learning, a passion that can serve them well throughout a lifetime.

2. Transforming education means working *on* the system, not just *in* the system

If creating a performance-driven education system is the goal, then it requires more than simply adding new programs or providing more training. Transforming education, as illustrated by the state leadership team experiences, necessitates building effective decision-making structures that transcend formal governmental jurisdictions. It calls for reconfiguring existing relationships between and among state and local policy makers and forging new ones around the shared goal of raising student achievement. And it means collaboratively assessing progress over time.

The transformation process itself entails creating a collective sense of responsibility for improving performance, based on discovering and implementing successful practices. Finally, it means growing the capacity of everyone, from students to policy makers, to *embrace* accountability for making progress – with responsibilities clearly defined and collectively understood – rather than merely to be *held* accountable by the external expectations of others.

3. External coaches play a critical role in transforming state leadership

BiE IN provided state education leaders with the chance to develop new decision-making behaviors. Such behaviors do not evolve automatically. They need expert navigation and the BiE IN coaches were pivotal to this process. The coaches trained state leaders in using quality tools or a Baldrige assessment framework. Even more critically, they facilitated the teams as they wrestled with defining the state aims, goals, and measures of a high performing education system, their respective and collective responsibilities in achieving success, and ultimately, their approach in creating the long-term capacity for continuous improvement.

That the majority of coaches came from education settings that had undergone comparable change efforts was purposeful. Transforming state leadership behaviors requires an “in-the-trenches knowledge” of school systems, a vision of what could be accomplished, and a mental roadmap of how to get there.

The coaches also knew when to challenge team assumptions, prompt action, and avoid “ready, fire, aim” behaviors if the teams were not prepared to proceed. Finally, the coaches often relieved their teams of having to formulate agendas, record team decisions, and communicate among members between meetings – the nitty gritty activities so essential in sustaining momentum for long-term improvement.

4. State chiefs must lead, but not unilaterally

With passage of recent comprehensive state and federal education legislation, reform momentum has shifted from “defining” to “doing.” Chief state school officers and departments of education are the fulcrum of implementation. They oversee local progress in meeting state standards and hold schools and districts accountable for the results. They collect student, school and district performance data. They provide or fund professional development opportunities for school districts. And they issue periodic status reports to other education policy makers, stakeholder groups, and the public.

Chiefs in most of the BiE IN states leveraged BiE IN as an opportunity to reinforce their leadership efforts. These initiatives varied by state, but they included using Baldrige to: align state standards, accountability, training and grant-making; restructure and provide training to their departments of education; and reach out to other state and local education and business leaders in forging an effective state leadership team. Where chiefs did not assume the pivotal leadership role, the state teams struggled initially in defining their own role and in moving ahead.

Restoring State Education Leadership

“I wanted to create the need for change, and applying for the Ohio [Baldrige-based] Award for Excellence was a way to build credibility for the Department within the Legislature.”

— Susan Tave Zelman
Ohio Superintendent of Public Instruction

The leadership of chief state school officers, although necessary, is not sufficient to transform state education systems, however. “If individuals have the power to stop what you are doing,” advises BiE IN coach Chris Collins, “they must become part of the leadership transformation efforts.” Governors and legislatures certainly qualify. Just as chief executives and lawmakers can accelerate implementation of Baldrige in education, by overt action or benign neglect, they can also jeopardize long-term success.

Gaining Legislative Buy In for BiE IN

Indiana state representative Sue Scholer (R) values her time spent with the Indiana BiE IN State Leadership Team. The discussions have increased her understanding of the time it takes, based on the experiences of Bartholomew Consolidated School Corporation (BCSC), one of Indiana’s pilot districts, to build ownership for change and to achieve results.

“BCSC brought in its local leadership team, including the teacher union representatives, to meet with the State Leadership Team,” recalls Scholer. “This collaboration was good to see, especially in Indiana, where conflicts between the union and business have put the Legislature right in the middle. BiE IN helped draw the two sides together, which has made it easier for state lawmakers to address education priorities.” As evidence, Rep. Scholer relates how the Legislature was finally able to enact a charter school law after seven years of trying because the important parties – the governor, state superintendent, the Indiana State Teachers Association and business groups – all worked together to support it. “The process of sitting down at the table and bringing out everyone’s ideas helped to work through the disagreements in a systematic way. Using Baldrige helped everyone see the connections and understand that education reform is ongoing, unlike the typical situation where legislators want to fix something and have it stay fixed.”

Contends Scholer, “Legislators are trying to drive changes in education, often with very little knowledge of what goes on in the classroom.

“There are no ‘silver bullet’ solutions in education,” she observes. “We didn’t get here overnight, and we aren’t going to change things overnight either.”

5. **Baldrige can revitalize state/local relationships**

For years, most state-local relationships in education have been driven more by compliance than collaboration. In an effort to model new behaviors, BiE IN asked states leaders to include at least two school districts as strategic partners on their state leadership teams. The objective was to use local implementation experiences and advice to guide state policy and funding decisions.

Many of the state leadership teams took advantage of this valuable resource. In the most successful instances, state and local education leaders have been able to engage in an open and honest dialogue, whose contents formed the basis of state decisions regarding professional development, data collection, web site development, and networking opportunities.

Evolving New State and Local Relationships: A Case in Point

In 2002, Mike Copper was Superintendent of Bartholomew Consolidated School Corporation (BCSC) in Columbus, Indiana, one of Indiana's two pilot districts. Copper has been an active member of the Indiana state leadership team, which values his rich experience in implementing Baldrige at the district level. All 21 schools and programs in BCSC are using Baldrige to meet Indiana's accountability requirements.

Copper sees his role on the Indiana team as offering practical information to his team members, reminding them about alignment issues based on Baldrige. For example, during team meetings, Copper often asks them, "have they gathered any stakeholder input on that issue?" or "Have they set goals before taking action?" He constantly raises the "how do you know" questions, to insure that the Indiana BiE IN team has data to back up its decisions.

In 2000, the State Board of Education sought the state leadership team's input in drafting state education aims and goals. The Board endorsed the aims, but sent back the draft goals because they lacked measures. BCSC had undergone a comparable goal-setting process locally. Therefore, the team asked Copper to head up a subgroup to redraft the state goals.

Copper offers this advice to state education leaders: "In order to align the education system, you always need to think about what level you are in. If state boards of education want to monitor student achievement, they need to assess school *district* – rather than school – performance and hold the district accountable for overseeing school success. For example, in setting expectations for third grade reading, state boards need to assign responsibility to district leaders to meet the reading standard. What most state boards do, instead, is address school performance directly. Consequently, local school boards and superintendents are not accountable for anything."

6. **Informal leadership structures may have to pave the way for transformation**

All of the state leadership teams operate in a challenging political environment. Election cycles, further constrained by term limits and annual budgets, too often preclude consideration of long-term education solutions in favor of immediate policy victories, single programs, and simple messages. Added to this mix are other factors that feed a short-term political attention span — periodic economic slowdowns, partisan positioning on issues for the next campaign, executive/legislative battles, school finance litigation, governors' vetoes, and leadership turnovers.

As a result, the teams had to clarify their own informal leadership role vis-a-vis the authority of individual state education policy makers. The teams therefore spent considerable time and energy defining their leadership responsibilities in writing.⁵ In order to keep moving forward operationally, a subset of the larger team also worked behind-the-scenes to frame priorities for the formal decision-makers and/or create grass roots momentum for state action.

Before education transformation can succeed, ad hoc groups like the BiE IN teams – which lack formal decision-making authority but enjoy access to those who do – may well have to step into the breach to forge collaboration among state education policy makers that transcend existing partisan and jurisdictional boundaries.

⁵Appendices A-C contain action plans from three of the BiE IN state leadership teams – New Mexico, Indiana, and Illinois – that outline their goals, measures, and strategies.

7. “Just do it”⁶ only works in sports

For state and local education leaders immersed in implementation, getting out the message to others of what they are doing may not rank high on their priority list. Their reticence is understandable, especially if attracting public attention builds up expectations before leaders have had a chance to demonstrate and document results.

Yet it is precisely at the beginning of the change process that effective communications need to occur, if for no other reason than to manage expectations realistically. An equally compelling reason for sharing information on current activities and future plans is to broaden ownership of and support for such efforts.

Just making the effort to communicate is not sufficient, however. The message itself needs to match the knowledge and perceptions of the intended audiences. Consequently, several leadership teams adopted a segmented communications strategy, based on two very different objectives – activating supporters and informing the uniformed or the skeptics. For the former group, the teams were able to use quality terminology originally derived from business (such as *customer requirements* and *process improvement*) without any negative push back. In communicating with the latter group, the teams purposely shied away from the “B-words,” for fear that Baldrige and business terminology would be perceived negatively as some sort of cult. Instead, the teams chose to communicate their activities through more familiar and organization-neutral terms (such as *leadership*, *high performance*, and *continuous improvement*).

8. Baldrige can help educators “connect the dots”

The state leadership teams encountered no outright opposition to implementing Baldrige. Instead, their challenge was gaining airtime in a crowded education reform field.

The good news is that using Baldrige does not require educators to abandon their current reform efforts. Quite the contrary. Schools that have a robust strategic planning process, promising curricula and professional development initiatives, or comprehensive school-based reform models can use Baldrige not only to assess individual program effectiveness, but also to enhance their cumulative impact. Because Baldrige is data-driven, it helps advocates of other reforms argue the merits of their programs or identify opportunities for improvement. And because Baldrige is a comprehensive assessment framework, it aligns well with multiple reform initiatives.

To illustrate: during 2000-2001, the state leadership teams were able to connect their work with other grant opportunities designed to reinforce state leadership efforts. These included using Goals 2000 funds for Baldrige training in Maryland, designing Baldrige-based applications for federal Comprehensive School Reform Design (CSRD) grants in Ohio, coordinating BiE IN and Wallace-Readers Digest Funds for principal leadership initiatives in Indiana, and merging Bill and Melinda Gates Foundation technology grants for systemic improvements with BiE IN efforts in New Mexico, Illinois, and Texas.

Baldrige can also help state and local education leaders sustain long-term improvement initiatives. By reviewing prior Baldrige assessments completed by their sites, new leaders can gain valuable data on what occurred in the past in order to chart a thoughtful, stable course for the future.

Connecting the Dots of Education Improvement

“Due to its underlying belief in children’s capabilities for learning, Baldrige complements other models for restructuring schools, such as Effective Schools, Coalition of Essential Schools, Cooperative Learning, Accelerated Schools, and Success for All.”

— Ohio BiE IN Information Sheet

⁶With sincere admiration and deference to the Nike Corporation and its effective marketing slogan.

Connecting the Dots of Education Improvement (continued)

“In order to not have this, or any other initiative be viewed as ‘one more thing piled on,’ it is important to help partners and users understand how the Baldrige Framework can streamline and focus what an organization does.”

— Illinois BiE IN Survey

“It seems necessary in Texas that we bring this to our educators with a workable rollout strategy that covers a number of years...For the most part, people will not want to do a ‘Baldrige Initiative’ because they are already so involved in ‘reform and improvement’ activities. We plan to show them that we have tools and approaches that will help them be more successful at what they are already seeking to accomplish.”

— Texas BiE IN Survey

9. Business partners can and do play multiple roles in assisting educators to use Baldrige

During the 1980’s, numerous U.S. companies began using the Baldrige Criteria to reinvent themselves in order to succeed in a global market place. Consequently, many business leaders have invaluable experiences to share with educators who confront an even more formidable challenge – leading long-term change efforts so that all children can succeed.

Business leaders have been instrumental in education efforts to implement Baldrige. Here is a sample of the roles they have played in the BiE IN states and, depending upon the particular needs of educators at any point in time, they could play in other states:

- Catalyst and champion of change
- Co-sponsor of state BiE IN applications
- Trainer
- Funder
- Internal team advisor/facilitator
- Data collector and communicator
- Political consensus builder
- Recruiter of other business partners
- Sustainer through state quality programs and coalitions
- Hands-on school partners

Business Partner Roles: A Snapshot

Two places where information sharing has had a significant impact are in the State Legislature and the State Board of Education, according to former Xerox manager Jim Fauver, who has taken responsibility for formatting and communicating information about New Mexico’s BiE IN/SQS efforts. When a multitude of education reform proposals, submitted by different business groups, descended upon the Legislature, Fauver’s colleague Jack Jekowski, a former Allied Signal manager, designed a matrix highlighting the issues that the groups held in common as well as the outriders. The matrix helped sustain legislative support for the more mainstream issues, including BiE IN.

“Student results data,” notes Fauver, “have also been important in convincing schools and districts to participate in SQS... [Another impact] has been in keeping those school districts that are going through the trainings pumped up and believing in why they are participating.”

10. A focus on *results* prompts a new appreciation for *process*

It sounds counter-intuitive, but the most promising way that Baldrige has helped the BiE IN states drive performance improvements is to focus on process, not just results. Too often, particularly in education circles, the word *process* connotes an endless discussion, followed by inaction. In contrast, using Baldrige as a self-assessment framework compels leaders at every level of the system to ask, “how do you know?” in accounting for improved performance. It is only when the teams identified which particular set of related actions – the processes – led to improvements that they were able to enrich, expand, and sustain such results. And it is only when other individuals are able to dissect these processes for their own use that they will be able to attain comparable results.

Customization, not imitation, is the sincerest forms of flattery. To that end, the following transformation checklist, based upon actions taken in the BiE IN states, is offered in the spirit of accelerating improvement efforts elsewhere.

State Education Transformation Checklist

- [] Create a State Education Leadership Council in law, co-chaired by the Governor and Chief State School Officer. Include all key education jurisdictions to provide strategic direction in overseeing transformation to a performance-driven system.
- [] Empower a smaller working group to support Leadership Council decisions and communications. Include school districts as “learning laboratories” so their experiences provide valuable data that informs state policy and funding decisions. Provide training for the working group and the organizations they represent.
- [] Use experienced coaches from education to facilitate Leadership Council and working group decisions.
- [] Approve Baldrige as an alternative to state performance reviews.
- [] Adopt state aims, goals, and measures for the state education system as well as individual and collective action plans to accomplish them.
- [] Disaggregate student performance data according to race, gender, ethnicity, income, and mobility rates. Help districts use the data to address the learning needs of all students.
- [] Develop ongoing training capacity to help districts/schools implement Baldrige. Engage regional education service centers and/or state/local quality award programs as training and resources and sources of feedback.
- [] Align teacher/administrator certification with Baldrige. Engage schools of education in preparing future teachers and administrators to use quality principles and tools and Baldrige as a classroom assessment framework.
- [] Enlist business leaders/coalitions at all education levels as advocates, resource providers, and active participants.
- [] Use other grants and funding opportunities to support (and not fragment) transformation.
- [] Provide frequent progress reports to governors, legislators, and the public. Create opportunities for them to “experience” student improvement firsthand.
- [] Use a web site/e-mail to reinforce information sharing and training at all system levels.
- [] Use increasingly rigorous Baldrige-based assessments with external feedback at all system levels as an ongoing strategy to continually improve.

A Concluding Observation

By adopting academic standards, assessments, and accountability measures, state policy makers nationwide are defining expectations for a performance-driven education system – certainly a massive undertaking. But this is only half the battle. Before declaring victory, state policy makers also need to ensure that the education system is capable of meeting and actually does meet such expectations. That is why the first two years of BiE IN intentionally focused on building the *state* leadership structures so indispensable to sustaining local performance improvements.

In transforming education, state policy makers inevitably must also figure out a way to treat local school districts as equal partners. The reason is obvious: students attend class in schools and not state capitals. Consequently, the impact of state decisions, no matter how critical, is by definition indirect.

Parity in state/district relationships is unlikely to evolve naturally, however. Existing exchanges are too often defined and confined by a legacy of compliance. Many educators who currently champion higher state standards still chafe under state accountability measures based exclusively on annual test scores. They would rather focus on the learning needs of their students – as if the two were mutually exclusive. Consequently, state and local leaders need opportunities such as BiE IN to wrestle these issues to the ground so that education policy does, in fact, accelerate the attainment of lifelong learning skills.

If this two-year adventure in transforming education has illustrated anything, it is this: dancing with the bear, although risky, is not the greatest challenge that education leaders confront. Their greatest challenge is amassing the internal fortitude to prevail.

Fortunately, partners in several states have begun to dance. In the process, they have also begun to lead.

Resources

For a copy of the most recent *Baldrige Education Criteria for Performance Excellence*, contact the Baldrige National Quality Program, the National Institute of Standards and Technology, U.S. Department of Commerce, (301) 975-2036; nqp@nist.gov; To download a copy, go to: <http://www.nist.gov>.

In 2001, the Baldrige in Education web site, developed by the Illinois Business Roundtable and the North Central Regional Education Laboratory, went on line. The purpose is to encourage all states, districts, and schools that are using a Baldrige-based education improvement strategy to contribute best practices and network with each other. Please see: www.Baldrigeineducation.org.

The American Productivity & Center's Education Initiative provided the BiE IN state teams with a CD Rom containing three sets of Training Courses: 1) *Baldrige Overview*, 2) *School District Check Up*, and 3) *Quality Tools*. The BiE IN states are encouraged to customize these materials for their own use. They are also available on-line and at no cost from: www.Baldrigeineducation.org. APQC also provides a broad array of technical assistance and information services designed to reinforce the use of Baldrige in education. Contact Kristin Arnold, APQC, (713) 685-4751 or see www.apqc.org.

In 2000, the National School Boards Association published *The Key Work of School Boards Guidebook*. This document focuses on eight key areas – vision, standards, assessment, accountability, resource alignment, climate, collaboration, and continuous improvement – compatible with board leadership roles and responsibilities under Baldrige. For additional information, see <http://www.nsba.org/keywork>.

Additional resources that provided invaluable training and materials to the BiE IN states and their pilots:

- ❑ Jim Shipley & Associates provided coaches in four of the six BiE IN states. Also, for a complete set of training materials and organizational self-assessments called systems checks, from the student to the state level, contact Jim Shipley & Associates: (727) 394-8900, www.jimshipley.net.
- ❑ The Pinellas County Schools Quality Academy offers training on implementing Baldrige and has the classroom management system available on CD-ROM. Contact the Quality Academy, (727) 588-6295, www.pinellas.k12.fl.us.
- ❑ The North Carolina Partnership for Excellence (NCPE) is a statewide collaboration of 45 school districts, serving 70% of the student population. It tracks implementation progress of its members and provides training, information, and networking resources: Contact NCPE, (919) 477-8887, www.ncpe-online.org. Also, contact Judy Phillips, NCPE consultant, (919) 469-8390, jphillips@dockpoint.net.
- ❑ The Pinellas Classroom Teachers Association created a Learning Cooperative to assist union leaders and teachers in implementing a Baldrige-based improvement strategy. Contact Doug Tuthill, (727) 588-0858, Doug.Tuthill@Floridaed.org.

For additional information on the six state BiE IN teams, contact:

- ❑ *Illinois*: Richard Laine, Illinois Business Roundtable, (312) 236-7271; rlaine@businessroundtable.com.
- ❑ *Indiana*: Risa Regnier, Indiana Department of Education, (317) 232-0501, regnier@doe.state.in.us.
- ❑ *Maryland*: Cheryl Wilhoite, (703) 531-0185, chwilhoite@cs.com.
- ❑ *New Mexico*: Laurel Moore, Sandia National Labs, (505) 845-9955, limoore@sandia.gov or Susanna Murphy, New Mexico Department of Education, (505) 827-3876, smurphy@sde.state.nm.us.
- ❑ *Ohio*: Jon Williams, Ohio Department of Education, (614) 466-7036, jon.williams@ode.state.oh.us.
- ❑ *Texas*: Orbry Holden, Texas Business Education Coalition, (512) 480-8232, orbryh@aol.com.

Appendix A

New Mexico State Leadership Team Action Plan

Vision: Excellence and equity in all levels of education in New Mexico

Mission: From the schoolhouse to the Roundhouse, the State Leadership Team will provide the leadership to create and sustain high performing education systems, learners, and workers by using the Baldrige Criteria as a framework to: continuously improve student and system performance and align our educational systems at all levels.

Goal #1: The SLT will model and support using the Baldrige framework for New Mexico educational institutions.

Strategy 1: Conduct Baldrige-based self-assessments by SLT organizations.

Measures: Percent of SLT organizations: 1) Completing a Baldrige-based assessment; 2) Submitting executive summary and feedback report; and 3) Submitting BiE IN Summary Quarterly Report.

Strategy 2: Compile and disseminate an inventory of examples used by SLT members that model or support use of the Baldrige framework.

Measures: To exceed 100 examples in 6 months. Number of hits on web linkages.

Strategy 3: Build capacity of SLT members to be able to model and support use of the Baldrige framework.

Measures: Percent of members completing all training.

Goal #2: All member organizations will orient other participants and stakeholders to the Baldrige Criteria.

Strategy 1: Create and deploy a cadre of NM business and education advocates (i.e., speakers bureau)

Measures: Regional and statewide directory exists. Log of presentations exist that includes effectiveness rating. Completed PDSA (plan-do-study act cycle) on strategy.

Strategy 2: Create and distribute a list to foster visitation of NM sites noted by successful deployment of the Baldrige framework.

Measures: List created and distributed. Log of visitations to sites exists. Completed PDSA cycle on strategy.

Strategy 3: Design a core message and promote its use by SLT members for consistent communication.

Measures: Stump speech or presentation has been developed. Training process has been developed. Log established of SLT members who use the core message. Completed PDSA on strategy.

Strategy 4: Increase training capacity to support the use of the Baldrige framework within New Mexico.

Measures: Number of trainers at each level of the continuum. Completed PDSA on strategy.

Strategy 5: Design and implement a communication plan that shares the progress of NM BiE IN.

Measures: Communication process established for each area: mass media, selected audiences, internal communications within member organizations.

— New Mexico BiE IN State Leadership Team

Appendix B

Indiana State Leadership Team

The State Leadership Team is an advocacy group established to support and encourage school corporations [districts] and schools in Indiana to become high performing organizations committed to continuous improvement. The SLT promotes the alignment of all State leadership organization efforts to the five state AIMS for public education in Indiana, the development of capacity to provide educational leaders with continuous improvement skills and knowledge, the development of business/education partnerships, and leadership at all levels.

Goals and Measures:*

Goal 1 To improve coordination among and alignment of the activities of all State leadership organizations working on educational quality improvement.

Measures:

1. Number in attendance at executive and full SLT meetings.
2. Percent alignment of SLT activities to State goals.
3. Number of SLT member organizations publishing goals and activities in support of the Indiana Aims and Goals.
4. Number of SLT member organizations using continuous improvement principles.
5. Number of organizations participating in “entity” [training, networking] initiatives.
6. Number of unanimous Roundtable votes on issues related to Indiana Goals and Aims.
7. Percent positive perception of SLT, Roundtable, and Board of Education support of accomplishment of Indiana Aims and Goals.

Goal 2 To grow the number of educational leaders who have the knowledge and skills to practice and utilize continuous improvement.

Measures:

1. Number of customers of the “entity” or of “entity” partners who indicate a proficiency level or higher on a continuous improvement knowledge and application rating instrument.
2. Percent positive perception on availability of continuous improvement training capacity.
3. Percent positive perception on effectiveness of continuous improvement training offered by entity and entity partners.
4. Number of trainers/training entities available and skilled in continuous improvement.
5. Annual dollar amount available to the “entity” to support continuous improvement knowledge and skill building.

* The Goals and Measures also identify data sources.

6. Number of requests for services of the “SLT” or “entity.”
7. Number of school corporations using continuous improvement skills.

Goal 3 To grow the number of effective business/education partnerships in support of the state AIMS and GOALS

Measures:

1. Number of business contacts for the purpose of forming business/education partnerships made by the “SLT” and “entity” to support local school corporations.
2. Number of effective (published goals in support of the Indiana Aims and Goals) business/education partnerships formed by the “SLT,” the “entity,” and entity partners.
3. Increase in student achievement and comparison between partnership school districts, as defined in Goals 3 measure #2 above, and all state school districts.
4. Percent of 25 largest school corporations that report effective business/education partnerships.
 - a. Of those are reporting, percent indicating they are using or beginning to use continuous improvement principles and processes.
5. Number of Business Partnerships (as defined in Goal 3 measure #2 above) using continuous improvement principles.

Strategies to Achieve State Goals**

- A. Deploy State level AIMS.
- B. Complete development and then deploy State level GOALS and MEASURES.
- C. Assess alignment to the AIMS and GOALS of the strategic plans and actions of state leadership organizations working on educational quality improvement and make alignment improvement opportunities visible.
- D. Provide coaching and support services to the State Department of Education as it implements Public Law 221 [Indiana’s state accountability legislation.]
- E. Provide coaching and support services to help organizations coordinate and align with State AIMS and GOALS.
- F. Create or support the creation of and grow the capacity to educate, train, and coach by forming a not-for-profit “entity” that will provide training and coaching services to local school districts and organizations/groups/associations impacting education.
- G. Foster the development of additional capacity to train and coach.
- H. Provide marketing and communication services that support implementation of quality-based continuous improvement efforts in education, including results, trends, and best practices.
- I. Foster Business/Education/Community Partnerships to assist local school districts in their improvement efforts in support of PL 221, including providing templates and tools to support partnerships.

— Indiana BiE IN State Leadership Team

** The strategies also identify: Proposed activities, individuals and groups responsible for each strategy, a timeline, and

Appendix C

Lincoln/Baldrige in Education Initiative [L/BiE IN] *Draft: Selected Sections*

Vision: L/BiE IN will provide the state infrastructure to scale up implementation of Baldrige at the state level, in state organizations, and in all interested districts and schools throughout Illinois. Its vision is excellence and equity in K-12 education.

Strategic Goal #1: LEADERSHIP AND ADVOCATES – Build and improve a leadership system capable of supporting the Illinois L/BiE IN effort. Increase the level of engagement of key users and supporters.

Performance Targets by 2002:

- Senior leaders meet at least twice/year to define and act on state agenda and report out on the progress or action made
- 90% of state organizations committed to L/BiE IN
- L/BiE IN State Leadership Team meets 6 times/year
- State Strategic Plan aligned to Baldrige Criteria
- Increase capacity of L/BiE IN State Leadership Team
- 50 ambassadors and 25 mentors are used by school districts

Strategic Goal #2: TRAINING & EDUCATION/CONTINUOUS IMPROVEMENT & RECOGNITION — Increase the capacity of educators and key stakeholders to use Lincoln/Baldrige as a framework for improving the quality of student learning and organizational effectiveness. Expand the participation in the Lincoln/Baldrige process to promote the use of its criteria.

Performance Targets by 2002:

- 80% of state initiatives are aligned with each other, to the Baldrige framework, and to the state's strategic vision
- State application to Lincoln scores 300-500
- 25% of districts/schools/community colleges/universities and related organizations across the state have aligned their improvement planning process with the Baldrige framework
- \$1-1.5 million secured over two years to support Baldrige aligned grants/contracts (to districts/post secondary/Lincoln Foundation/Gates grant/providers/etc/)
- Baldrige Implementation web site developed and improved
- 25% of Lincoln examiner pool comes from Education sector
- 1500 administrators trained around Baldrige framework (Gates grant)
- Virtual Baldrige curriculum on leadership developed and implemented
- 50% of state level partner organization staff are knowledgeable and using Baldrige Criteria
- 20% of school systems (schools, community colleges, universities, etc.) across the state use the Baldrige curriculum

Strategic Goal #3: MEASUREMENT AND BEST PRACTICE – Increase student achievement (indirectly.) Document and share results and best practices.

Performance Targets by 2002:

- Have ten Level 1; five Level 2; and three Level 3 Lincoln applicants and two Baldrige applicants
- 500 participants will attend Best Practices Conference
- 75% of all state conferences have Baldrige link
- 500 hits monthly on ISBE/NCREL/IBRT (Illinois State Board of Education/North Central Regional Education Lab/Illinois Business Roundtable) school improvement web site
- Second year of L/BiE IN evaluation completed with detailed evaluations of district implementation efforts
- Balanced scorecard used by 50 school districts statewide

National Alliance of Business (NAB)



it represents, partners with policymakers and educators to raise public awareness, inform policy and stimulate action.

By focusing public attention and discourse on improving education systems, impacting public policy, and partnering with educators in communities across the country to stimulate action, corporate leaders will ensure education is a national priority. NAB is the voice of business in this effort.

The Alliance's 5,000 members include companies of all sizes and industries, their CEOs and senior executives, as well as educators, and community leaders. NAB manages a network of state and local business coalitions and convenes several national business coalitions including the Business Coalition for Education Reform and Business Coalition for Excellence in Education.

Business Coalition for Education Reform (BCER) “Successful Strategies” series



The BCER, a coalition managed by the National Alliance of Business, is comprised of 13 national business-led coalitions working in partnership with over 1,300 state and local business-led organizations to improve academic achievement for all students by supporting and expanding business involvement in education at the national, state, and local levels. The BCER supports efforts to: 1) raise academic standards for all students; 2) ensure standards reflect the knowledge and skills needed for workplace success; and 3) help the public understand the critical need for world-class academic standards and the changes needed for school systems to deliver them. Members include American Business Conference, Business-Higher Education Forum, The Business Roundtable, Committee for Economic Development, Council on Competitiveness, The Conference Board, Council of Growing Companies, National Alliance of Business, National Association of Manufacturers, National Association of Women Business Owners, Utility/Business Education Coalition, US Chamber of Commerce, US Hispanic Chamber of Commerce. Affiliate Members include Achieve, Inc., National Association of Partners in Education, and the US Department of Education.

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American Productivity & Quality Center (APQC)



APQC has been a world-renowned resource for process and performance improvement to organizations of all sizes in industry, government, healthcare, and education. APQC boasts a distinguished list of achievements including:

- spearheading the creation and design of the Malcolm Baldrige National Quality Award and jointly administering the award for its first three years;
- working closely with districts, such as Baldrige winner Chugach Schools in Alaska, to conduct a baseline district assessment and align district strategies; and
- leading over 360 benchmarking studies with more than 800 participating organizations involving more than 3,000 individuals.

APQC, a nonprofit organization, began working with education organizations in 1996. Our mission for education is to ensure equity and excellence for all students regardless of race, gender, or socioeconomic background. Since launching its Education Initiative, APQC has provided over 200 districts and schools with the quality tools needed to close the gap in student achievement and improve system performance.

Learn more about APQC's Education Initiative:

Online: www.apqc.org/education

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