

2011

# Feedback Report



**Malcolm Baldrige**  
National Quality Award

# Pewaukee School District

*What we've done [with Baldrige] is put together a string of wins based on continuous improvement, ... and it's changed the way we look at children, changed our expectations, changed the way that we look at outcomes, helped us look higher, changed the way that we keep track of data. It's not testing; it's measurement, measurement to improvement.*

*Dr. Jerry Weast, Former Superintendent  
Montgomery County Public Schools  
2010 Baldrige Award Winner*

### **Preparing to read your feedback report . . .**

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

If your organization last applied before 2008, you may notice a slight change in the report. Key themes, which serve as an overview or executive summary of the report, comprise four sections rather than three: (a) process item strengths, (b) process item opportunities for improvement, (c) results item strengths, and (d) results item opportunities for improvement. In addition, each 2011 feedback report includes a graph in Appendix A that shows your organization's scoring profile compared to the median scores for all 2011 applicants at Consensus Review.

If your organization applied in the recent past, you may notice a change in the way feedback comments are structured this year. In response to applicant feedback, the Baldrige Program now asks examiners to express the main point of the comment in the first sentence, followed by relevant examples, in many cases resulting in more concise, focused comments. In addition, the program has included Criteria item references with each comment to assist you in understanding the source of the feedback.

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

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

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

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

*Dr. Terry Holliday, Former Superintendent  
Iredell-Statesville Schools  
2008 Baldrige Award Winner*

## KEY THEMES

### Key Themes—Process Items

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

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

- a. **The most important strengths or outstanding practices (of potential value to other organizations) identified in PSD's response to process items are as follows:**
- PSD capitalizes on its core competency of continuous improvement by using a well-deployed Plan-Do-Study-Act (PDSA) approach to performance improvement that is aligned across work processes. Major work processes that incorporate a PDSA cycle include the strategic planning process (SPP), as PSD clarifies direction, aligns action, analyzes results, and continuously improves; the Communications Management process to make the voice of the customer (VOC) actionable; the Curriculum Renewal and Design Process (CRDP); the annual review of measures for the Balanced Scorecard (BSC); the evaluation of senior leaders (SLs); and the design and improvement of work systems.
  - PSD demonstrates a systems perspective, a core competency, through systematic and well-deployed approaches that are aligned across processes. For example, the Communication Plan is instrumental in deploying the District's Mission, Vision, and Values (MVV) as well as key strategic decisions, employee recognition, marketing, and student and stakeholder communication. This approach addresses the challenge of increasing employee, student, and stakeholder engagement using technology. In addition, PSD's work systems, which represent the framework for the entire District, and associated work processes are aligned with the strategic plan and have associated requirements and measures.
  - PSD's Performance Evaluation System (PES) represents a comprehensive approach to evaluation for SLs and all employees, with individual Action Plans aligned with strategic planning goals. Leaders create their organizational professional development plans based on the aggregated results from individual performance evaluations. With the PES, PSD engages the workforce and supports workforce members in meeting and exceeding performance expectations. This systematic approach supports the core value of valuing workforce members as well as a focus on the future.

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

- The lack of systematic processes in several key areas may affect PSD's ability to sustain its systems approach to management. For example, PSD does not describe how SLs improve their skills, how the Board of Education (BOE) evaluates and improves itself, or how the District captures and shares information from departing workers. Nor does PSD appear to have an approach for identifying needed core competencies or determining performance projections. In addition, it is not clear how PSD's listening and engagement approaches differ for key student, employee, or stakeholder segments or how the measurement system addresses these segments. It is also not clear how PSD deploys the MVV to or shares relevant elements of the strategic plan with key suppliers and current or potential partners, such as the First Student Transportation supplier, Taher Food Service vendor, and volunteers, or how PSD deploys legal and ethical requirements to volunteers.
- A process is not evident for collecting and using direct feedback from students on their engagement with the learning process, consistent with PSD's value to inspire all students to flourish, as almost all engagement methods appear parent-focused. The lack of direct student feedback in this area may affect PSD's ability to achieve student-centered excellence, gauge student satisfaction and dissatisfaction, innovate, and build and manage relationships with students throughout their experiences within the District.

**Key Themes—Results Items**

PSD scored in band 3 for results items (7.1–7.5). For an explanation of the results scoring bands, please refer to Figure 6b, Results Scoring Band Descriptors.

For an organization in band 3 for results items, results typically address areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.

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

- Some beneficial trends and favorable comparisons in student learning, process, customer, and workforce-focused outcomes validate PSD's core competency of continuous improvement. For example, PSD, which has the highest graduation requirements in the state, reports high school completion rates that have exceeded those of the state, the county, and aspiring districts consistently for the last three years (Figure 7.1-1) and ACT Composite Scores that have exceeded state averages for past five years (Figure 7.1-13). Other areas of improvement include cycle time for filling

posted positions (Figure 7.1-37), satisfaction with District quality and safety (Figure 7.2-1), the community's grading of PSD (Figure 7.2-8), and parent satisfaction with school safety. In addition, PSD reports improvement in staffing capacity (Figure 7.3-2) and the substitute teacher fill rate (Figure 7.3-3). Survey results show that employees in all workforce segments are satisfied with their workplace and perceive it as a safe place to work (Figure 7.3-8).

- PSD's results for measures of governance, regulations, ethics, financials, enrollment, and market share growth demonstrates its strategic advantages of strong leadership, fiscal stability, and growing enrollment. In governance, PSD reports full compliance or beneficial trends in numbers of open meeting violations, number of harassment complaints filed, test security violations, number of highly qualified recruits, and IRS violations (Figure 7.4-6). PSD also reports a fund balance with a beneficial three-year trend (Figure 7.5-2), net assets that have almost doubled since 2005, and grant/gift contributions (Figure 7.5-5) with a five-year beneficial trend. Open enrollment has been increasing for seven years, and overall enrollment has grown by 11%. PSD has maintained the second-highest market share among seven districts over the past four years (Figure 7.5-10).

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

- PSD does not report results for the key student and employee segments listed in Figures P-2 and P-3. For example, some student learning outcomes (Figures 7.1-1 through 7.1-5) and measures of student engagement (Figures 7.2-9 to 7.2-11) are not presented by ethnicity or gender. Similarly, results for employee satisfaction and engagement are not segmented by gender, ethnicity, or employee type (Figures 7.3-9 and 7.3-10), and results reported for three basic questions in PSD's 360-degree evaluation are not segmented by location or employee type (Figure 7.4-2). Without segmentation of results by key student and workforce segments, PSD may be unable to identify and address underperformance for specific segments.
- PSD appears to be in the early stages of developing trends (three historical data points) for many key measures. For example, results for assessments of student reading, writing, math, and early literacy (Figures 7.1-3 through 7.1-7 and Figure 7.1-10) have only one or two data points. Other results lacking trend data include Customer Satisfaction with IT and Facilities (Figure 7.1-33); Facilities Work Ticket Closure; Alumni Satisfaction (Figure 7.2-6); results for employee perception of safety, satisfaction, and engagement (Figures 7.3-8 through 7.3-10); employee ratings of SLs (Figure 7.4-1); Bond Ratings (Figure 7.5-1); and Student Fees (Figure 7.5-6). Without sustained trends for key measures, PSD may limit its ability to demonstrate the effectiveness of its core competency of continuous improvement.

- PSD compares many of its results to average performance rather than top performers, which may limit the District in demonstrating that it is achieving its vision to offer a world-class education. Examples are the student achievement data available on the Department of Public Instruction Wisconsin's Information Network for Successful Schools Web site (Figures 7.1-3 through 7.1-10, 7.1-14, and 7.1-15), high school failure rates, Academic and Non-Academic Work System Measures (Figures 7.1-21 and 7.1-28), and Student to Staff Ratio (Figure 7.3-1).
- PSD does not report results for some key processes that may demonstrate its core competency of a systems approach. For example, no results are shown for assessments of learning outcomes in the Academic Work System, which could enable PSD to evaluate key requirements of the related work processes (course rigor and students' critical thinking ability). Nor does PSD report results for the strategic objectives attained in long- and short-term planning horizons; for building its core competencies; and for its strategic advantage of a safe campus, including data from Safety Walks and Crisis Response Plan (CRP). Finally, PSD does not report results for budgetary performance and savings associated with cost containment efforts.
- Several of PSD's results indicate unfavorable current performance or adverse trends with no explanations, which may make it difficult for PSD to demonstrate the effectiveness of its culture of continuous improvement. For example, in Measures of Academic Progress (MAP) Reading Growth (Figure 7.1-4) and Math Growth (Figure 7.1-5), Grade 4 students are performing below nationally set MAP growth targets. In addition, some stakeholder-focused outcomes show adverse trends (e.g., Figure 7.2-5 and Figures 7.2-1 through 7.2-3), and Feedback for Principals (Figure 7.4-3) shows variable or adverse trends for three stakeholder groups.



## DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

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

### Category 1 Leadership

#### 1.1 Senior Leadership

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

#### STRENGTHS

- a(1) PSD systematically sets the MVV during the annual SPP and deploys them through numerous mechanisms (Figure 1.1-2). The MVV and its deployment have been revised, such as by branding the logo on fax forms, the Web site, shirts, coffee mugs, and screen savers.
- b(1) PSD facilitates communication through approaches defined in the Communication Plan (Figure 1.1-2). Processes for disseminating key decisions are also addressed in the plan. The plan is improved based on annual reviews; recent improvements are 45-day interviews and School Messenger Services.
- a(3) Systematic use of performance improvement approaches has evolved into the core competency of a culture of continuous improvement. SLs create a sustainable organization that focuses on performance improvement, driven by the annual SPP (Figure 2.1-1), which has been deployed for 20 years. PDSA cycles are used to improve key work processes, and the Baldrige Criteria for Performance Excellence are also used.
- a(2) SLs align their approaches for committing to and promoting an environment for legal and ethical behavior with the value of positive citizenship. The approaches are deployed to all employees and students through policy development and enforcement, hiring, professional development, and performance evaluation. These systematic processes ensure that ethical behavioral expectations are understood, monitored, and maintained.

#### OPPORTUNITIES FOR IMPROVEMENT

- a(3) PSD presents limited evidence of systematic evaluation and refinement of its approaches to fostering organizational agility, creating a culture that delivers consistently positive stakeholder experiences, enhancing their own leadership skills, and succession planning. Without systematic refinements, PSD may not be able to maintain its strong leadership or create a sustainable organization.

- a(1, 2) Several key leadership approaches do not appear to be fully deployed, such as the vision and values to key suppliers (e.g., transportation or food services) or to volunteers, or legal and ethical requirements to all volunteers. Effective deployment may help PSD's sustainability and further engage all stakeholders for long-term market success.

## 1.2 Governance and Societal Responsibilities

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

### STRENGTHS

- a(1) PSD's aligned processes for accountability, transparency, independence, and stakeholder protection (Figures 1.2-1, 1.2-3, and 1.2-4) promote the core competency of a systems approach to leadership. Improvements include the addition of public access to the strategic plan and the publication of BOE minutes on the Web site.
- c PSD's support of its key communities through various partnerships is aligned with the vision and value of positive citizenship. SLs personally support the key communities (Figure 1.2-6), and PSD encourages student involvement in societal responsibilities (Figure 1.2-5).
- a(2) PSD uses the systematic PES (Figure 1.2-2) to evaluate the performance of all SLs and the Superintendent. The PES integrates a PDSA cycle and includes goal setting aligned to the strategic plan, midyear monitoring, a final written evaluation, and recalibration of goals.
- b PSD's approaches for identifying and analyzing regulatory, safety, accreditation, and legal responsibilities (Figure 1.2-3) support a systems approach to financial and operational planning. SLs deploy BOE policies and other processes for promoting ethical behaviors with the approaches for employees, students, and stakeholders (Figure 1.2-4).

### OPPORTUNITIES FOR IMPROVEMENT

- a(2) It is not clear how PSD evaluates the BOE or how performance data are used to establish SLs' compensation. A systematic approach to improving governance through performance evaluations may reinforce a systems approach to leadership.
- c(2) It is not clear how PSD deploys its approaches to supporting key communities to the entire workforce. Without effective deployment in this area, PSD may not be able to exemplify its commitment to fostering positive citizenship or to maintain its positive community perception rating.

## Category 2 Strategic Planning

### 2.1 Strategy Development

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

#### STRENGTHS

- a(1) PSD's well-established SPP incorporates a PDSA cycle (Figure 2.1-1) and is integrated with other District processes, including budgeting and human resource allocation. Key participants conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis and Environmental Scan (ES) to determine current core competencies and strategic challenges and advantages. During the SPP, PSD identifies long-term strategic goals and develops short-term Action Plans to address strategic challenges.
- a(2) In the SPP, PSD uses a variety of data sources for early detection of changes in the environment that may impact operations and sustainability. Strategic planning team members identify key strategic factors for future success and align them with relevant data (Figure 2.1-3). SL uses these data as well as the SWOT and ES to identify and refine strategic advantages and challenges.
- b(1) PSD identifies five strategic planning areas and related goals (Figure 2.1-2) as top priorities and focuses on completing them in four to five years. The SPP links objectives and goals to the strategic challenges and capitalizes on the culture of continuous improvement and a systems approach to leadership, financial, and operational planning.

#### OPPORTUNITIES FOR IMPROVEMENT

- a(2) It is not evident how PSD considers long-term organizational sustainability issues related to needed core competencies in the SPP or how PSD determines and uses its own performance projections or those of competitors and comparable organizations. Nor does PSD demonstrate how the data and information it collects for strategic planning address its ability to execute the strategic plan. This may make it difficult for PSD to know whether the SPP effectively supports achievement of its mission and vision.
- a(1) In the process chart for strategic planning (Figure 2.1-1), the sequence of process steps is not apparent, and timelines are not evident beyond the PLAN phase and the BOE's adoption of the strategic plan. Timelines for specific steps may help the workforce and stakeholders better understand the process and help PSD improve the effectiveness of the SPP.

## 2.2 Strategy Implementation

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

### STRENGTHS

- a(1) To increase Action Plan completion, SLs improved its process for developing short-term Action Plans aligned to strategic goals (Figure 2.1-1) by requiring those responsible for accomplishing the goals to design the Action Plans. Senior Advisors create a list of key planned changes (Figure 2.2-1) categorized by strategic plan priority area to determine organizational capacity and prioritize budgetary decisions.
- a(3, 4) An integrated, three-part process in the SPP ensures that financial and human resources are available to support the accomplishment of Action Plans (Figure 2.2-2). These considerations include staffing requirements, professional development, and estimated costs associated with each Action Plan.
- a(2) PSD addresses the strategic challenge of operating with increased efficiency by aligning Action Plans to each of the five strategy areas in transitioning from development to deployment. The Administrative Team drafts Action Plans to meet both short-term and long-term goals. PSD deploys the plans via quarterly Quality Assurance Reports submitted to the Superintendent, Administrative Team meeting updates, departmental dashboards, and Continuous Improvement Reports.

### OPPORTUNITIES FOR IMPROVEMENT

- b It is not clear how PSD develops or uses performance projections for its planning horizons or for competitors or comparable districts. In addition, it is not clear how PSD addresses identified performance gaps. This may inhibit PSD's ability to identify opportunities for improvement and capitalize on its core competency of continuous improvement.
- a(5) Segmentation of Action Plan measures by relevant student groups, employee groups, or stakeholders is not evident. Without clearly defined measures covering all defined segments, PSD may have difficulty determining the effectiveness and success of the strategic plan.
- a(2) It is not clear how PSD deploys strategic Action Plans to key suppliers. Communicating short-term plans to key suppliers, such as transportation and food service suppliers, may help address PSD's strategic challenge of operating with increased efficiency as well as increase organizational alignment.

## Category 3 Customer Focus

### 3.1 Voice of the Customer

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

#### STRENGTHS

- a(1) PSD obtains actionable information from customer groups with multiple listening and learning mechanisms (Figure 3.1-1). Each school conducts annual parent and student surveys, a process that has been in place for ten years. Recent improvements include electronic deployment and standardized questions. Data Retreat Teams and the Administrative Cabinet incorporate PDSA cycles to ensure that customer feedback becomes actionable information (Figure 3.1-2).
- b(1, 2) PSD obtains information on satisfaction with the District relative to satisfaction with competitors by benchmarking survey results against those of national and state organizations. The Administrative Team, Data Retreat Teams, and Professional Learning Communities (PLCs) analyze survey results for key indicators to determine levels of student and stakeholder satisfaction.

#### OPPORTUNITIES FOR IMPROVEMENT

- b(1) PSD does not describe a systematic process, such as one using social media, to capture actionable information for use in exceeding students' and stakeholders' expectations now or in the future. Without a systematic process in this area, PSD may not be able to maintain or increase its market share.
- a(1), b(1) PSD does not appear to tailor its listening methods to the needs and requirements of key student segments (Figure P-3). Without tailored listening methods, PSD may be unable to ensure that it can meet key the requirements of engagement, challenge, and a high-quality education.

### 3.2 Customer Engagement

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

#### STRENGTHS

- a(1) PSD’s systematic CRDP incorporates a PDSA cycle to identify and innovate educational programs and services. Broad-based teacher representation and input from former students and other stakeholders fosters deployment. Stakeholder input has been expanded through technology, including the 1:1 laptop program and Academy 21.
- a(2) PSD employs five key support mechanisms (Figure 3.2-3). Individual student data constitute the primary method of determining the levels of support needed, and these needs are deployed with the Pyramid of Interventions (POI), which incorporates a PDSA cycle.
- b PSD’s systematic processes for managing complaints management and acquiring new students include methods for marketing to new students and parents and approaches for retaining existing students. The Complaint Tracking System (Figure 3.2-7) incorporates a PDSA cycle with well-defined expectations for response time, updates, and final resolutions.

#### OPPORTUNITIES FOR IMPROVEMENT

- b(1) A systematic process is not evident for building and managing relationships with students, PSD’s primary customers, through instruction, its primary service. Without a process in this area, PSD may not be able to achieve its mission and vision.
- a(2) PSD does not describe how processes for student and stakeholder support differ for various student segments (Figure P-3) at each stage of their relationship with the District, such as by grade level. Without support for various student segments, PSD may not achieve a high-quality education or engagement.
- a(3) It is unclear how PSD uses its process to determine student/stakeholder expectations (Figure 3.2-5) to anticipate future student segments. Without a systematic process, PSD may be unable to maintain its growing enrollment.

## Category 4 Measurement, Analysis, and Knowledge Management

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

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

#### STRENGTHS

- a(3, 4) PSD's systematic approach to capture the VOC s entails listening to current, potential, and former students and stakeholders to ensure improvement in educational programs, offerings, and services. Input data are captured from surveys, focus groups, Parent Advisory Groups, a Web site suggestion box, the complaint/suggestion procedure, alumni surveys, and the student council.
- b, c(1) Comprehensive performance reviews enable PSD to respond to changing needs, achieve goals, and identify opportunities for innovation. Districtwide, comprehensive performance reviews (Figure 4.1-2) incorporate PDSA cycles that analyze key performance areas. Results are used to enable fact-driven decision making and are disseminated internally and externally.
- a(1, 2) PSD collects and integrates data to track daily and overall organizational performance. Performance data are derived from Skyward, the data management system; data captured from work processes, finance, human resources (HR), and student services; and survey data collected from Zoomerang. Sources for comparative data include national, state, and local academic and nonacademic entities to support strategic decision making.
- c(3) I<sup>3</sup>, which enables PSD to manage innovation and improvement opportunities, may help PSD sustain its competitive edge. Once SLs and other teams identify the opportunities to improve and innovate, they share decisions with appropriate suppliers, partners, and collaborators.

#### OPPORTUNITIES FOR IMPROVEMENT

- a(1), b It is not clear how PSD uses the BSC measures in annual reviews to assess progress against strategic objectives or goals. Without a clear link between these measures and organizational performance reviews, PSD may have difficulty ensuring that it will meet its strategic objectives.
- c(2) It is not clear how PSD uses its review findings and key comparative and competitive data to project its future performance. A systematic approach in this area may enable PSD to address issues that could affect its sustainability.



## 4.2 Management of Information, Knowledge, and Information Technology

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

### STRENGTHS

- a(1, 2), b PSD employs a systematic process to ensure data accuracy, quality, confidentiality, and continuity (Figure 4.2-1). Monitoring the type and security of disruptions involving hardware or software failures ensures data continuity and availability to the workforce, students, and stakeholders.
- a(2, 3) PSD leverages technology to systematically collect and transfer various elements of organizational knowledge. Examples include the intranet and Internet, as well as the 2011 addition of a Web-hosting site featuring blogs and polling. Build Your Own Curriculum is a virtual setting where teachers can share lesson plans and assessments.
- a(2), b(1) PSD's systematic approach ensures that hardware and software are reliable, secure, and user-friendly (Figure 4.2-3). End-users evaluate demo hardware units prior to purchase. Additional approaches include training and the recent addition of available help-desk support, evaluation of software compatibility with hardware, and system deployment with Novell's Zenworks service management.

### OPPORTUNITIES FOR IMPROVEMENT

- a(1, 3) It is not clear how PSD systematically identifies, shares, and implements researched-based instructional practices. Without a system in this area, PSD may have difficulty ensuring that it offers a world-class education.
- a(1) It is not evident what control policies are in place to ensure data security and integrity and prevent compromise of information stored on the District servers. District safety controls are not evident for teaching staff members, who have access to District servers via a Web-based portal, and for students.

## Category 5 Workforce Focus

### 5.1 Workforce Environment

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

#### STRENGTHS

- a(1) Based on 11 criteria, the Administrative Team assesses faculty and staff capability and capacity during the development of the Budget and Staffing Plan. The HR director houses appropriate licenses for all faculty and staff in a database and maintains copies in individual personnel files.
- a(2) PSD hires new employees using an eight-step process. Multiple interviews include varied stakeholder groups, and an improvement is the addition of Gallup's online assessments to assist in the screening process.
- a(3) PSD accomplishes its work with two work systems, ten work processes, and various work process tools that incorporate the core competency of continuous improvement (Figures 6.1-1 and 6.1-2). The PES, a key work process tool, enables faculty and staff to exceed performance expectations.
- b(1) PSD's systematic approaches for workplace safety and security contribute to the strategic advantage of a safe campus. A consulting firm delivers necessary training and documentation to all employee groups, and the Safety Committee is made up of employees and representatives from local fire and police departments. The committee monitors the District's safety procedures and reviews all injuries to staff and students to determine preventive measures.

#### OPPORTUNITIES FOR IMPROVEMENT

- a(2) PSD does not describe how it ensures that the workforce represents the diversity of ideas, cultures, and thinking in the community, such as through recruitment focused on increasing diversity in interview pools. Without a diverse workforce, PSD may have difficulty demonstrating the value of positive citizenship or preparing students to compete in a global environment in the 21st century.
- a(4) PSD does not indicate what steps it takes to decrease the possibility of a reduction in force or to minimize those reductions when they occur. This may impact organizational agility.
- b(1) PSD does not indicate how the Employee Wellness Plan supports health for its employees or how it uses performance measures to evaluate the plan's effectiveness.

This may affect PSD's ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver programs and services.

## 5.2 Workforce Engagement

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

### STRENGTHS

- a(3) To focus efforts related to annual Action Plans and the overall strategic plan, PSD aligns goal setting within employees' annual performance reviews to building-level strategic plans and Action Plans, and finally to the District level. The PES (Figure 5.2-2) is the primary mechanism for supporting high-performing, engaged workers who receive recognition. Each employee must complete the PES, which is customized for each employee group.
- a(1), b(1) PSD conducts research and reviews previous satisfaction survey results to determine factors that affect workforce satisfaction and engagement. Systematic approaches to assessment include the Employee Satisfaction and Engagement Survey, individualized goal-setting meetings, weekly Classroom Walkthroughs, and Learning Walks. A recent improvement is the formation of an Employee Satisfaction and Engagement Committee.
- a(2) PSD creates an organizational culture that fosters open communication, engagement, and high performance through collaborative teams (Figure 5.1-1) and an open-door policy for leaders, which gives employees an opportunity for face-to-face interaction with their supervisors. These approaches reinforce PSD's strategic advantage of a talented and professional workforce.
- c PSD manages career progression and succession planning by providing training to enhance knowledge and skills, educational assistance, and an annually reviewed formal succession plan. Other approaches include internal job postings, reimbursement for job-related course work completion, incentives for completion of graduate degrees, hosting of a master's degree program on campus, and execution of the succession-planning process when vacancies occur.

### OPPORTUNITIES FOR IMPROVEMENT

- b(2) PSD does not describe how it correlates rates of employee turnover, absenteeism, or low performance evaluations with organizational results to determine where improvement opportunities may exist. Without such analyses, PSD may have difficulty sustaining its culture of continuous improvement or its strategic advantage of a talented and professional workforce.
- c(1) PSD does not describe how its learning and development system systematically addresses core competencies or strategic challenges, reinforces a student and stakeholder focus, incorporates leadership-identified learning needs, reinforces ethical

practices, transfers knowledge from retiring and departing workers, or encourages innovation. Without systematic approaches in these areas, PSD may be unable to maintain its strategic advantages of a talented workforce and academic program innovation.

- b(1) PSD does not describe how the annual survey differs for each workgroup. PSD's Without segmenting assessments by workgroup or using different measures for groups, as appropriate, PSD may have difficulty maintaining a stable workforce.

## Category 6 Operations Focus

### 6.1 Work Systems

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

#### STRENGTHS

- **a(1) PSD designs its work systems systematically, with defined contributions, key requirements, and key performance measures (Figures 6.1-1 and 6.1-2). Each work system incorporates a PDSA cycle for improvements and aligns with PSD’s core competencies of continuous improvement and a systems approach. Senior Advisors identify mission-critical processes to determine internal and external resource use.**
- **c** The CRP includes preventive measures, risk analysis, posted evacuation information, monthly drills, inspections, and a recent improvement of safety walks. The Incident Commander, Safety, Public Information and Liaison Officers execute the CRP. Procedures defined in the CRP dictate how students, faculty, and staff return to schools and continue operations. External storage of data ensures recovery.
- **a(2)** In identifying key work system requirements (Figures 6.1-1 and 6.1-2), PSD considers the mission; the ES, which incorporates input from local ordinances, county regulations, state and federal requirements, and suppliers/partners; and the CRDP, which incorporates input from state and federal requirements, BOE policies, students, stakeholders, and teachers. A 2010 cycle of improvement incorporated a calendared review of work systems.

#### OPPORTUNITIES FOR IMPROVEMENT

- **b(2)** PSD does not describe how it controls the costs of the nonacademic work system by minimizing errors and rework. Use of in-process measures may help PSD proactively identify potential errors and thereby reduce costs and rework.
- **a(2)** It is not clear how PSD addresses the key Academic Work System requirement of “engage students and elicit critical thinking,” as the identified in-process measures do not address appear to address this requirement.

## 6.2 Work Processes

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

### STRENGTHS

- a(1) PSD uses strategic plan Action Plans, the CRDP, and the POI to design and innovate its Academic Work System processes. SLs and teachers collaborate to review student performance data obtained through MAP results, assessments, and data walls during PLCs and annual Data Retreats. Such collaborations may result in modifications to the POI to more effectively meet individual student needs or in changes to program staff or professional development.
- b(1) SLs and those directly involved with a work process monitor relevant data on dashboards and discuss the performance of key work processes at Administrative Team meetings as a way of integrating the strategic plan and work processes. An IT dashboard on network performance (with 20 indicators of performance) illustrates how network performance was improved over time.
- b(3) PSD improves work processes via PDSA, strategic plan Action Plans, work process tools, and dashboards. All members of the Administrative Cabinet are trained in the use of quality tools.

### OPPORTUNITIES FOR IMPROVEMENT

- b(1, 3) It is not clear how PSD determines the effectiveness of Classroom Walkthroughs in monitoring student engagement, critical thinking, technology use, and instructional methodology, or whether this process reduces variability in instruction. The absence of a systematic process may limit agility in response to gaps.
- b(2) It is not clear how PSD evaluates supplier performance or how SLs deal with poorly performing suppliers. Without a clearly articulated process, PSD may have difficulty maintaining its advantage of fiscal stability and meeting the strategic challenge of operating with increased efficiency.
- b(3) Except for identifying tools, PSD does not describe how it evaluates the effectiveness of work processes. Without a systematic method, PSD may not be able to respond to opportunities for improvement in student learning and educational programs and services or for reduction in variability.
- a(1) It is unclear how the CRDP, with its five-year rotation for each major curriculum area, and the SPP provide agility and innovation. Building agility into processes may help PSD meet key strategic challenges and maintain its competitive advantage.

## Category 7 Results

### 7.1 Student Learning and Process Outcomes

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

#### STRENGTHS

- a PSD demonstrates success in student outcomes in a number of areas, including high school completion rates (Figure 7.1-1) and rate of participation in AP exams. PSD has met or exceeded the percentage of students scoring proficiently on AP exams in the state, county, and aspiring districts for three of the last four years.
- b PSD provides evidence of program growth, cycle time reduction, and customer satisfaction with its work systems and key work processes. For example, four areas of the Academic work system (Figures 7.1-21) and five areas of the Non-Academic work system (Figure 7.1-28) show high, sustained performance over three years. In addition, biannual lockdown drills, annual tornado drills, and monthly fire drills meet or exceed state and local authority requirements.
- c PSD has achieved a steady increase in accomplishment of strategic Action Plans over a six-year period and exceeded the target (Figure 7.1-49) through a focus on accountability and a systems approach to financial and operational planning.

#### OPPORTUNITIES FOR IMPROVEMENT

- **a, b, c PSD does not report some results related to academic and non-academic work systems and processes. For example, PSD does not report student performance in AP classes or results that indicate curriculum or instructional consistency for Classroom Walkthroughs. In addition, few assessment results are presented by grade level. Without such results, PSD may be unable to demonstrate that it is meeting its student and stakeholder requirements or attaining its vision.**
- a Some student outcomes demonstrate unfavorable results (Figures 7.1-3 to 7.1-11). MAP reading and math growth mean targets are unmet for Grade 4, and the Grade 5 cohort has unfavorable results for reading and mathematics (Figures 7.1-6 and 7.1-7). Grade 1 results indicate lower early literacy than kindergarten (Figure 7.1-10). Also, with the exception of the rate for freshmen, all high school failure rates show variable trends.
- a PSD does not report results for the key student segments listed in the Organizational Profile. For example, High School Graduation Rates (Figure 7.1-1); Post-Secondary Education (Figure 7.1-2); AP performance; and assessments of writing, reading, and early literacy (Figures 7.1-3 to 7.1-5) are not reported by gender or ethnicity.



- Many results are not compared to those of top performers, limiting PSD's ability to demonstrate that it is offering a world-class education. For example, Figures 7.1-3 through 7.1-10, 7.1-14, and 7.1-15 show either no comparisons or comparisons to the state average. High school failure rates show no comparisons to competitors or best performers, and no measures related to the work systems (Figures 7.1-21 and 7.1-28) show comparisons with best performers.

## 7.2 Customer-Focused Outcomes

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

### STRENGTHS

- a(1) PSD's student, parent, alumni, and community results demonstrate community support and address its challenge of maintaining economic stability. For example, Alumni Satisfaction—Curriculum Preparation (Figure 7.2-7) indicates a four-year beneficial trend, and PSD reports a 14-year trend of improvement in the community's evaluation of the District (Figure 7.2-8), with 90% giving the District an "A" or "B" in 2011.
- a(2) PSD develops long-term relationships with students, resulting in the best graduation rate in the state, and high graduation and attendance rates address PSD's mission to "open the door to each child's future." Truancy Rate (Figure 7.2-9) and Drop Out Rate (Figure 7.2-10) show beneficial trends and compare favorably to those of county, state, and aspiring districts. Student attendance rates are consistently 1% higher than the state average (Figure 7.2-11).

### OPPORTUNITIES FOR IMPROVEMENT

- a PSD presents limited results for student engagement. Data presented on student volunteer hours and observed engagement from Classroom Walkthroughs represent limited measures of student engagement.
- a Results presented for several factors of satisfaction and engagement do not include comparisons with competitors. Examples are Stakeholder Volunteer Hours (Figure 7.1-12), Student Volunteer Hours (Figure 7.2-13), and Student Engagement from Classroom Walkthroughs (Figure 7.2-14).
- a(1) Some results for student, parent, and stakeholder satisfaction show unfavorable results without explanation. For example, no explanation or actions taken are provided with regard to last year's decreased satisfaction levels shown in Parent Satisfaction—Safety (Figure 7.2-1), Parent Satisfaction—Quality (Figure 7.2-2), Parent Satisfaction—Engagement (Figure 7.2-3), and Secondary Student Satisfaction—Quality (Figure 7.2-5).

### 7.3 Workforce-Focused Outcomes

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

#### STRENGTHS

- a(1) Results for Automated Substitute Placement and Absence Management (AESOP) Fill Rate, Teacher Applications Received, and TeacherInsight Average Scores (Figures 7.3-2 to 7.3-5) indicate high levels of qualified applicants for open positions, helping to sustain PSD's strategic advantage of a talented and professional workforce. The application numbers have increased over the past four years, and the average rating on the TeacherInsight score has outperformed the District goal, the Gallup national average, and the area comparable rating.
- a(2) PSD provides results indicating a safe environment in which to work, which may help address PSD's strategic challenge of providing a safe campus. Worker's Compensation (Figure 7.3-6) and the OSHA Modification Rating (Figure 7.3-7), show beneficially low claims well under national or goal data. Furthermore, Figures 7.3-8 and 7.3-9 indicate that employees are satisfied with their workplace and perceive it as a safe place to work.
- a(3) Employee Engagement, Length of Service, Teacher and Staff Retention, New Teacher Retention and Sick Hours Used by Employees (Figures 7.3-10 through 7.3-14) all show good current levels, beneficial trends, and favorable comparisons relative to national averages. New Teacher Retention (Figure 7.3-13) indicates continual improvement over seven years, and Sick Hours Used by Employees (Figure 7.3-14) have trended beneficially since 2007-2008.

#### OPPORTUNITIES FOR IMPROVEMENT

- **a PSD does not report results for leadership development, workforce satisfaction with leadership opportunities, or the number of positions filled using internal promotions and transfers. Without measures of workforce development, PSD may not be able to address its strategic challenge of developing a talented staff.**
- a(1) PSD compares its results to state or national averages rather than best performers. Examples include Worker's Compensation Claims (Figure 7.3-6), Employee Satisfaction (Figure 7.3-9), Teacher and Staff Retention (Figure 7.3-12), and New Teacher Retention (Figure 7.3-13). Comparisons to best performers may enable PSD to sustain a culture of continuous improvement.
- a(3) PSD does not segment its results for several workforce indicators by appropriate work groups. For example, Employee Satisfaction (Figure 7.3-9) and Employee Engagement (Figure 7.3-10) show only overall results. Without segmentation, PSD may

not be able to demonstrate the extent to which all workforce groups are satisfied and engaged.

Your score on the criteria that the organization has not demonstrated the extent to which all workforce groups are satisfied and engaged.

### STRENGTHS

4.1) Focus on customer satisfaction. The organization has a strong focus on customer satisfaction, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on customer satisfaction. The organization has a strong focus on customer satisfaction, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on customer satisfaction.

4.2) Focus on employee satisfaction. The organization has a strong focus on employee satisfaction, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on employee satisfaction. The organization has a strong focus on employee satisfaction, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on employee satisfaction.

4.3) Focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement.

### OPPORTUNITIES FOR IMPROVEMENT

4.4) Focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement.

4.5) Focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement.

4.6) Focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement. The organization has a strong focus on process improvement, as evidenced by the high scores on the criteria that the organization has demonstrated a strong focus on process improvement.

## 7.4 Leadership and Governance Outcomes

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

### STRENGTHS

- a(5) Several results indicate that PSD is fulfilling its societal responsibilities and supporting its key communities, in alignment with positive citizenship and in support of maintaining and growing partnerships. For example, PSD reports beneficial trends for Societal Commitments (Figure 7.4-7), Pewaukee Scholarship Fund Donations (Figure 7.4-9), and SLs Giving Time and Talent (Figure 7.4-10). Students contributed over 3,500 hours of service and raised approximately \$30,000 to support various organizations.
- a(2, 4) Results for measures of governance, regulations, and ethics (Figure 7.4-6) support the core competencies of leadership and financial and operational planning. PSD reports a maximum level of performance or a beneficial three-year trend for numbers of open meeting violations, harassment complaints filed, test security violations, highly qualified recruits, and IRS violations.

### OPPORTUNITIES FOR IMPROVEMENT

- a Several of PSD's leadership results include trends. Examples include Employee Satisfaction with Senior Leadership (Figure 7.4-1) and Employee Feedback for Senior Advisors (Figure 7.4-2).
- a(1, 2) Several key indicators reflect adverse trends for leadership, governance, and societal responsibility, without explanation for the variability. Examples are Feedback for Principals (Figure 7.4-3) for all three stakeholder groups and Employee Satisfaction with Senior Leadership (Figure 7.4-1), which shows a decrease in employee satisfaction with SLs' engagement of the workforce.
- a(1–4) PSD does not report results related to the effectiveness of leaders' deployment of the vision, values and communication approaches. In addition, no results are presented for the number of citations in the BOE audit report (Figure 7.4-6).
- a Some results (e.g., Figures 7.4-1, 7.4-2, 7.4-6, and 7.4-7) do not include comparative data, which may limit PSD's ability to demonstrate its relative performance in these areas.

## 7.5 Budgetary, Financial, and Market Outcomes

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

### STRENGTHS

- a(1) Some beneficial financial trends address PSD's strategic challenge of maintaining economic stability. Fund Balance (Figure 7.5-2) and Net Assets (Figure 7.5-3) show positive growth over 14 and 6 years, respectively, and PSD's bond rating moved up to AA– in 2010 (the 4th of 20 ranking levels; Figure 7.5-1).
- a(2) Results for enrollment growth and market share support fiscal stability and growing enrollment. PSD reports a seven-year trend of increasing open enrollment and 11% overall enrollment growth (Figures 7.5-11 and 7.5-9). In addition, PSD has maintained the second-highest market share among the seven districts listed over the past four years (Figure 7.5-10).
- a(1) To improve its competitive position, PSD works to achieve student success while keeping student fees and overall per-pupil spending lower than neighboring districts. PSD's fees and expenditures are lower than the county average (Figures 7.5-4 and 7.5-6).

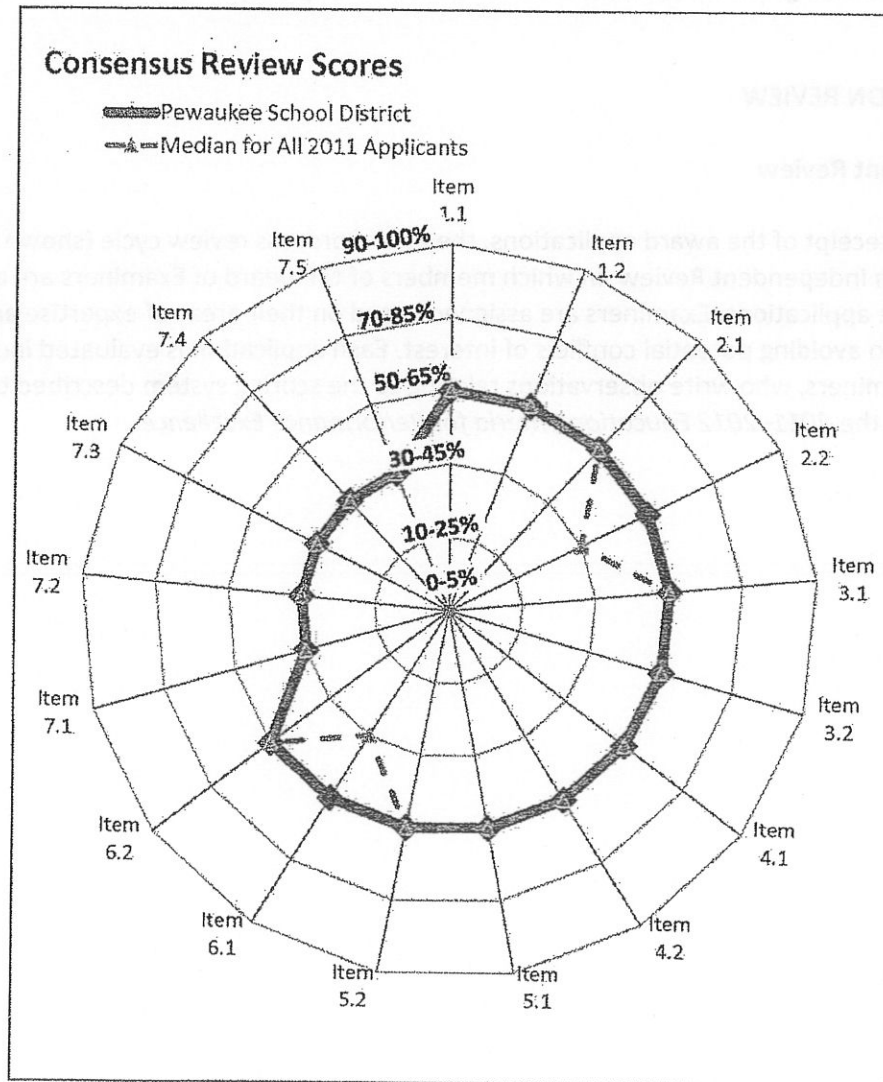
### OPPORTUNITIES FOR IMPROVEMENT

- a(2) **PSD does not compare its performance to best-in-class benchmarks that may address its goal of offering a world-class education. For example, Fund Balances (Figures 7.5-2), Net Assets (Figure 7.5-3), and Grant/Gift Contributions (Figure 7.5-5) include no comparative data.**
- a PSD does not report results for budgetary performance or measures of cost containment to demonstrate the effectiveness of its core competency of a systems approach to financial planning.

## APPENDIX A

The spider (or radar) chart that follows depicts your organization's performance as represented by scores for each item. This performance is presented in contrast to the median scores for all 2011 applicants. Each ring in the chart corresponds to a scoring range.

Each point in red represents the scoring range your organization achieved for the corresponding item. The points in blue represent the median scoring ranges for all 2011 applicants at Consensus Review. Seeing where your performance is similar or dissimilar to the median of all applicants may help you initially determine or prioritize areas for improvement efforts and strengths to leverage.



## APPENDIX B

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

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

### APPLICATION REVIEW

#### Independent Review

Following receipt of the award applications, the award process review cycle (shown in Figure 1) begins with Independent Review, in which members of the Board of Examiners are assigned to each of the applications. Examiners are assigned based on their areas of expertise and with attention to avoiding potential conflicts of interest. Each application is evaluated independently by the examiners, who write observations relating to the scoring system described beginning on page 68 of the *2011–2012 Education Criteria for Performance Excellence*.



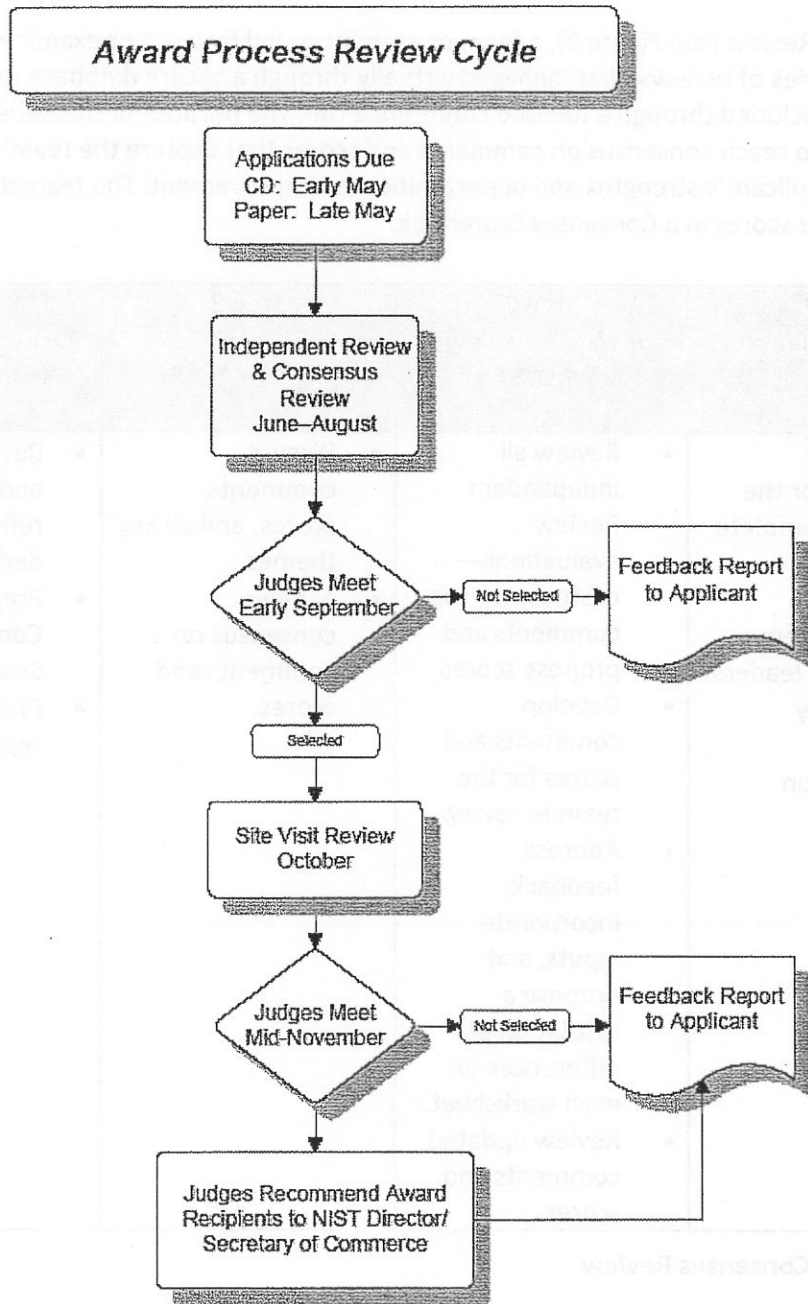


Figure 1—Award Process Review Cycle

## Consensus Review

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

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

Figure 2—Consensus Review

## Site Visit Review

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

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or confusion the examiners may have regarding the written application and to verify that the information in the application is correct (see Figure 3 for the Site Visit Review process). After the site visit, the team of examiners prepares a final Site Visit Scorebook.

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

**Figure 3—Site Visit Review**

Applications, Consensus Scorebooks, and Site Visit Scorebooks for all applicants receiving site visits are forwarded to the Panel of Judges for review (see Figure 4). The judges recommend which applicants should receive the Baldrige Award. The judges discuss applications in each of the six award categories separately, and then they vote to keep or eliminate each applicant. Next, the judges decide whether each of the top applicants should be recommended as an award recipient based on an “absolute” standard: the overall excellence of the applicant and the appropriateness of the applicant as a national role model. The process is repeated for each award category.

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

**Figure 4—Judges’ Review**

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

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

## SCORING

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

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

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

SCORE	PROCESS (For Use with Categories 1–6)
0% or 5%	<ul style="list-style-type: none"> <li>No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A)</li> <li>Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D)</li> <li>An improvement orientation is not evident; improvement is achieved through reacting to problems. (L)</li> <li>No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)</li> </ul>
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> <li>The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A)</li> <li>The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D)</li> <li>Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)</li> <li>The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)</li> </ul>
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D)</li> <li>The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L)</li> <li>The APPROACH is in the early stages of ALIGNMENT with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)</li> </ul>
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D)</li> <li>A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L)</li> <li>The APPROACH is ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)</li> </ul>
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is well DEPLOYED, with no significant gaps. (D)</li> <li>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are key management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L)</li> <li>The APPROACH is INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)</li> </ul>
90%, 95%, or 100%	<ul style="list-style-type: none"> <li>An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)</li> <li>The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D)</li> <li>Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L)</li> <li>The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)</li> </ul>

Figure 5a—Scoring Guidelines for Process Items in the Education Criteria

SCORE	RESULTS (For Use with Category 7)
0% or 5%	<ul style="list-style-type: none"> <li>• There are no organizational PERFORMANCE RESULTS and/or poor RESULTS in areas reported. (Le)</li> <li>• TREND data either are not reported or show mainly adverse TRENDS. (T)</li> <li>• Comparative information is not reported. (C)</li> <li>• RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> <li>• A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le)</li> <li>• Some TREND data are reported, with some adverse TRENDS evident. (T)</li> <li>• Little or no comparative information is reported. (C)</li> <li>• RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> <li>• Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le)</li> <li>• Some TREND data are reported, and a majority of the TRENDS presented are beneficial. (T)</li> <li>• Early stages of obtaining comparative information are evident. (C)</li> <li>• RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)</li> </ul>
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> <li>• Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le)</li> <li>• Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>• Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C)</li> <li>• Organizational PERFORMANCE RESULTS are reported for most KEY student, STAKEHOLDER, market, and PROCESS requirements. (I)</li> </ul>
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> <li>• Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le)</li> <li>• Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>• Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C)</li> <li>• Organizational PERFORMANCE RESULTS are reported for most KEY student, STAKEHOLDER, market, PROCESS, and ACTION PLAN requirements. (I)</li> </ul>
90%, 95%, or 100%	<ul style="list-style-type: none"> <li>• Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le)</li> <li>• Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T)</li> <li>• Evidence of education sector and BENCHMARK leadership is demonstrated in many areas. (C)</li> <li>• Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY student, STAKEHOLDER, market, PROCESS, and ACTION PLAN requirements. (I)</li> </ul>

Figure 5b—Scoring Guidelines for Results Items in the Education Criteria

Band Score	Band Number	% Applicants in Band <sup>1</sup>	PROCESS Scoring Band Descriptors
0–150	1	4	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	3	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3	21	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4	26	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5	13	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes.
371–430	6	1	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7	0	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8	0	The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

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

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

Band Score	Band Number	% Applicants in Band <sup>1</sup>	RESULTS Scoring Band Descriptors
0–125	1	13	A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2	17	Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3	17	Results address areas of importance to the basic Criteria requirements and accomplishment of the organization's mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	17	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
256–300	5	4	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.
301–345	6	0	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization's mission, and the organization is an industry <sup>2</sup> leader in some results areas.
346–390	7	0	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry <sup>2</sup> leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.
391–450	8	0	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization's mission.

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

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

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



## 2011 Baldrige Award Applicants

Sector	Total Number of Award Applications	Number of Award Applicants Recommended for Site Visit
Health Care	40	6
Nonprofit	14	3
Education	8	1
Business-Small Business	2	1
Business-Service	3	0
Business-Manufacturing	2	0
<b>Total</b>	<b>69</b>	<b>11</b>

## Baldrige Award Winner Contact Information 1988-2010

Baldrige Award winners generously share information with numerous organizations from all sectors. To contact an Award winner, please see [http://www.baldrige.nist.gov/Contacts\\_Profiles.htm](http://www.baldrige.nist.gov/Contacts_Profiles.htm), which includes links to contact information as well as profiles of the winners.

