

# APPENDIX K

## BALDRIGE BASED NEEDS ASSESSMENT <sup>(7)</sup>

The LEADERSHIP CATEGORY examines how your school's leaders address school values, directions, and performance expectations; and focus on students, student learning, and faculty and staff involvement and continuous improvement.

1. What values guide the organizations leadership system?
2. How does the school leadership establish, communicate, and achieve commitment to the organization's vision and values?
3. How does the school leadership create and sustain a high performance organization and a culture of learning, student development, and achievement?
4. How does the organization address its key accountability processes, measures, and goals?
5. How does the school leadership ensure legal and ethical behavior by all members of the organization?
6. How does the school leadership, faculty, and staff practice and encourage good citizenship within the school community?
7. How does the organization evaluate document the effectiveness of its leaders?

The STRATEGIC PLANNING CATEGORY examines how your school develops strategic goals and annual school improvement plans. It also examines how your school deploys your strategic and annual school improvement plans and assesses progress relative to these strategic and annual improvement plans.

8. How does the organization set strategic direction and develop strategic goals to guide and strengthen the performance of the organization?
9. How are stakeholders (parents, administrators, teachers, and others) included in the planning process?
10. What is the school's mission?
11. What should students to know and be able to do?
12. How will it be known if our students are meeting the defined performance standards?

13. How will student performance data be gathered and monitored?
14. How will progress toward school performance goals be measured?
15. How will student and school performance data be used to improve results?
16. How are action plans effectively implemented and monitored?
17. How are resources aligned to facilitate improvement activities?
18. How does the organization convert strategic goals into action plans (annual school improvement goals) to accomplish the strategic goals?

The STUDENT, STAKEHOLDER, AND MARKET FOCUS CATEGORY examines how your school determines requirements, expectations, and preferences of students, parents, and markets. It also examines how your school builds relationships with students and parents, and determines the key factors that attract students and lead to student and parental satisfaction, loyalty, and improved educational programs and services.

19. How does the organization obtain information about the needs of current and future students and parents in order to offer relevant and effective programs and services?
20. What access to school information is provided to parents and other stakeholders?
21. How does the school build relationships with students and parents and gauge the satisfaction of students and parents in order to enhance student learning, deliver effective services, and develop new opportunities?
22. How does the school improve satisfaction school?
23. What is the process for responding to complaints and taking effective corrective action?

The MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT CATEGORY examines how your school selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets.

24. How does the organization select, manage, and use data and information for performance measurement, analysis and review in support of organizational planning and performance improvement?
25. How does the organization use measurement, analysis, and review to guide achievement of key organizational results and strategic goals and to anticipate and respond to organizational or external changes?

26. How does the organization ensure the availability of high-quality, timely data and information for administrators, faculty, students, and parents and the Department of Public Instruction and the Office of Charter Schools?
27. How do you translate analyses into effective plans and actions?
28. What evidence exists to demonstrate that effective changes have improved the results for students?

The FACULTY AND STAFF FOCUS CATEGORY examines how your school's work systems and professional development enable faculty to develop and utilize their full potential in alignment with school's mission and beliefs. It also examines your school's efforts to build and maintain a work environment and a faculty support climate that are conducive to performance excellence and to personal and organizational growth.

29. What systems are in place throughout the organization to enable and encourage faculty and staff to contribute effectively to student achievement and organizational performance?
30. How does the organization provide for and encourage individual and organizational learning and enable faculty and staff to adapt to change?
31. What systems are in place to motivate, educate, and train faculty and staff to work effectively in a high-performance work place?
32. How does the organization evaluate and improve training for faculty and staff?
33. How is the work environment managed and how is satisfaction determined to foster well-being, motivation, and cooperation of all faculty and staff members?
34. What systems are in place to effectively respond to emergencies, and disasters to ensure the safety and well-being of students, faculty and staff?

The PROCESS MANAGEMENT CATEGORY examines key aspects of your school's process management, including learning-centered processes (procedures and methods) for educational programs and key support processes that meet student, parent, and school needs.

35. What are the school's key learning-centered, educational program and service processes that create value for students and parents and improve organizational effectiveness?
36. What are the organization's key support processes with respect to financial management, planning for continuity of operations, and improvement of overall operational performance?
37. How do teachers determine, review, and improve student's performance?

38. How does the school verify that student's have the knowledge and skills required to meet the requirements of the curriculum?
39. How does the school ensure that curriculum, instruction, assessment, and improvement efforts are aligned?
40. What present school processes require substantial and continuous performance improvement?
41. What improvement efforts have led to substantial improvement?
42. What small-step, continuous improvements have been made to existing processes?
43. What effective breakthrough improvements have been made to the system?
44. How does the organization evaluate process improvements in terms of results?

The RESULTS CATEGORY examines your school's performance and improvement in all key areas - student learning outcomes, student and stakeholder focused outcomes, budgetary, financial, and market performance, faculty and staff outcomes, operational performance, and leadership and social responsibility.

45. What are the levels and trends of school's student learning results?
46. What is the correlation between student learning results and the school's educational design and delivery?
47. What is the correlation between student learning results and the school culture?
48. How well do student learning results meet the needs and expectations of students, parents, and the Office of Charter Schools?
49. How effectively are the management and use of financial resources?
50. How successful is the school in creating and maintaining a productive, learning-centered, and caring work environment?
51. How successful is the school in creating and maintaining a fiscally sound, ethical organization that is a good citizen in its community?
52. How satisfied are faculty and staff members with the school?
53. How satisfied are students and parents with the school?

## BALDRIGE SELF-ANALYSIS WORKSHEET <sup>(8)</sup>

Use this worksheet to list your key strengths and key opportunities for improvement (OFI). Start by identifying two strengths and two opportunities for improvement in each category. For those of high importance, establish a goal and a plan of action. Additional strengths or opportunities for improvement may be added as needs and results dictate.

Criteria Category	Importance High, Medium, Low	For High-Importance Areas			
		Stretch (Strength) or Improvement (OFI) Goal	What Action Is Planned?	By When?	Who Is Responsible?
<b>Category 1—Leadership</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					
<b>Category 2—Strategic Planning</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					
<b>Category 3—Student, Stakeholder, and Market Focus</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					
<b>Category 4—Measurement, Analysis, and Knowledge Management</b>					
<i>Strength</i>					
1.					
2.					

Criteria Category	Importance High, Medium, Low	For High-Importance Areas			
		Stretch (Strength) or Improvement (OFI) Goal	What Action Is Planned?	By When?	Who Is Responsible?
<i>OFI</i>					
1.					
2.					
<b>Category 5—Faculty and Staff Focus</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					
<b>Category 6—Process Management</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					
<b>Category 7—Results</b>					
<i>Strength</i>					
1.					
2.					
<i>OFI</i>					
1.					
2.					