

## Community Consolidated School District 15

# Charting the Course to Performance Excellence



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## Community Consolidated School District 15



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## District 15 Fast Facts

- Our 20 schools:
  - 15 elementary, 4 junior high, 1 alternative school
- Our enrollment:
  - 12,866 students
    - 37.5% minority
    - 24.0% low income
    - 32.0% limited English proficiency



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## District 15 Fast Facts

- Our staff:
  - 2,290 staff members
    - 970 certified teachers
    - 990 classified staff
    - 330 certified substitutes
  - 67% of teachers hold master's degrees
  - 17 years average teaching experience
  - 54 National Board Certified teachers



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## District 15 Fast Facts

- Our district:
  - Serving all or parts of seven municipalities
  - Vast range of housing/incomes
  - Second largest elementary school district in Illinois
  - Strong community involvement
  - 2002-03 budget: \$146.9 million



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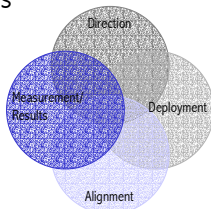
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## Focus on Performance Excellence

- Four Overriding Priorities
  - Direction
  - Alignment
  - Deployment
  - Measurement/Results



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## Direction: Strategic Vision 2005

- Input from more than 2,000 constituents and staff
- Mission: *To produce world-class learners by building a connected learning community.*




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## Direction




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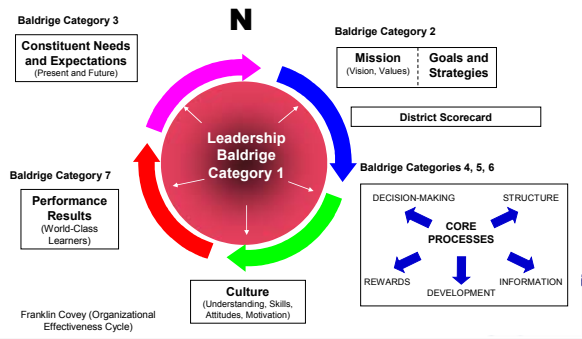
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## Direction




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# Community Consolidated School District 15

## Strategic Planning



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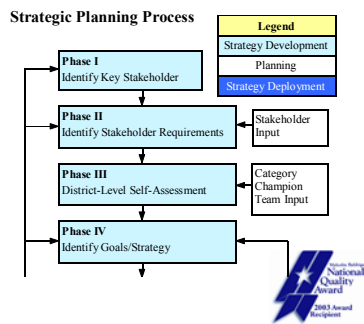
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### Strategic Planning Process

- Phases I through IV



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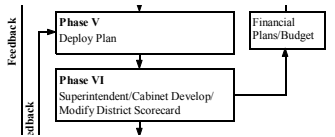
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### Strategic Planning Process

- Phases V and VI



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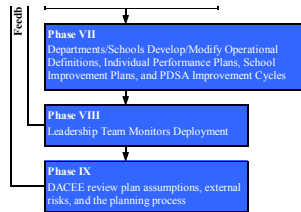
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## Strategic Planning Process

- Phases VII through IX



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## Development/Deployment

- Long-term Board of Education goals (five years)
- Superintendent and cabinet One-Page Plans
- Department Operational Definitions and PDSAs
- School Improvement Plans



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## Board Goals

- Integrate technology
- World-class performance standards
- Excel at Baldrige
- Connected learning community
- Fiscal integrity



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## Goals, Measures, and Targets

- World-class achievement example

	2002	2003	2004	2005	2006
Increase % of 2 <sup>nd</sup> graders reading at grade level	84%	84%	96%	100%	100%
Increase number of subject areas (by grade level) who meet/exceed 90% of state standards (13)	1	NA	8	13	13
Increase number of student subgroups per subject area who meet/exceed standards (78)	4	NA	18	39	78
Increase % of student satisfaction with school	81%	78%	85%	90%	100%
Increase student enthusiasm for learning	68%	87%	90%	90%	95%

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## Community Consolidated School District 15

# Student, Stakeholder, and Market Focus




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## Constituent Groups

- Community members
- Parents/PTA
- Certified and support staff
- Students
- Feeder high schools
- Businesses




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## Constituent Requirements

- Feel safe and secure
- Expect well-qualified teachers
- Provide world-class education
- Participate in decisions
- Be treated respectfully and fairly
- Enhance property values
- Use taxes effectively and efficiently



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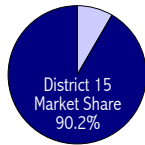
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## Student, Stakeholder, and Market Focus

- District 15 has 90.2% market share of the total number of students within its boundaries
- Main competition:
  - one private school
  - an independent day school
  - four parochial schools



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## Community Members

- Data collection approaches:
  - DACEE interviews
  - Community service group interviews
- Information collected:
  - Are we providing a world class education?
  - Are we developing good citizens?
  - Are we enhancing property values?



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## Parents

- Data collection approaches:
  - PTA presidents' interviews
  - School parent meetings
  - Parent surveys
  - Teachers asking three expectations questions at beginning of the year
- Information collected:
  - Learning environment?
  - Well-qualified teachers?
  - World class education?
  - Feel informed?
  - Respectful environment?
  - Parent expectations for class and teacher being met?



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## Certified Staff

- Data collection approaches:
  - Union executive board meetings
  - Superintendent Communication Council meetings (focus group)
  - Annual teacher survey
  - Teacher interviews
- Information collected:
  - Safe and secure environment?
  - Participate in decisions?
  - Healthy school climate?
  - Staff development?
  - Feel informed?
  - Helps and hindrances?
  - Messages for administrators?



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## Support Staff

- Data collection approaches:
  - Support staff survey
  - Support staff focus groups
  - Support staff interviews
- Information collected:
  - Safe and secure environment?
  - Treated with respect?
  - Understand job performance?
  - Part of decision making?
  - Staff development?
  - What helps you?



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## Students

- Data collection approaches:
  - Student interviews by superintendent and principals
  - Student focus groups
  - Student satisfaction and enthusiasm surveys
- Information collected:
  - Caring, safe, orderly environment?
  - Treated respectfully and fairly?
  - Do best work?
  - Satisfied with school?
  - Feel enthused?
  - What works and what doesn't work?



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## Feeder High Schools

- Data collection approaches:
  - Student focus groups
  - Administrator meetings
  - Curriculum articulation meetings
- Information collected:
  - Students well prepared?
  - High school staff involved in K-8 decisions?
  - What works and what doesn't work?



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## Business

- Data collection approaches:
  - DACEE meetings
  - Chamber of Commerce interviews
  - Business leader interviews
- Information collected:
  - Students well prepared?
  - Voice in education process?
  - Suggestions for improvements?



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## Relationship Management Process

- Goal:
  - ensuring constituent delight, preventing complaints, or restoring loyalty
  - confidence
  - satisfaction
- Complaints/issues handled at the point of origin
- Communication network is designed to resolve issues and facilitate the complaint process




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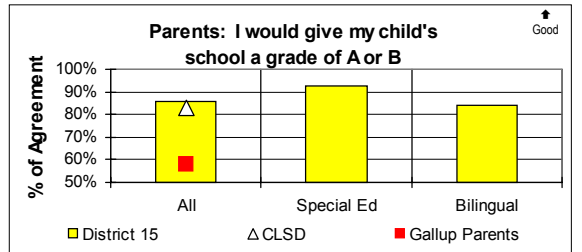
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## Student, Stakeholder, and Market Focus




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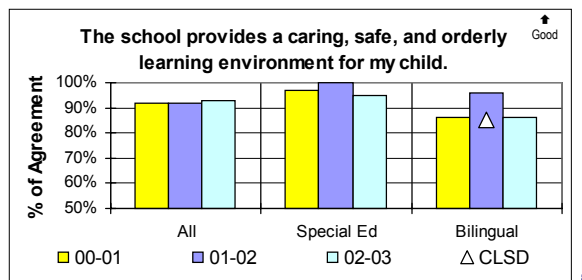
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## Student, Stakeholder, and Market Focus




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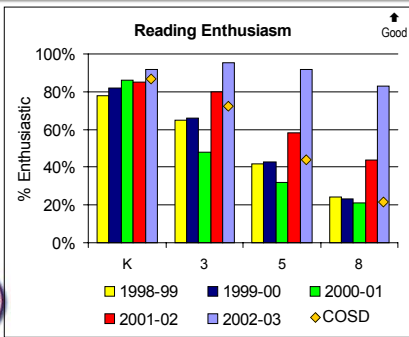
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## Student, Stakeholder, and Market Focus




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## Measurement/Results

	Market Performance		
	Operating Cost Per Student	Overall ISAT Student Performance	Cost Per Percentage Point Performance
D15	\$9,358	83.6	\$111.93
District A	\$9,240	77.5	\$119.23
District B	\$9,118	76.9	\$118.57
District C	\$8,406	68.7	\$122.36
State	\$8,195	62.7	\$130.70




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## Community Consolidated School District 15

### Measurement, Analysis, and Knowledge Management




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## Measurement, Analysis, and Knowledge Management

- Data collection guided by:
  - key goals
  - student performance targets
  - related operational definitions
- Data collection determined by:
  - constituent expectations
  - constituent requirements




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## Measurement, Analysis, and Knowledge Management

- Data needs include leading and lagging indicators

Key Goals	Success Measures	Type	Frequency	Collection Method
Aligned and Integrated Management System	X Organizational value-added	Lagging (o)	Yearly	Overall ISAT performance chart
	X Leadership effectiveness	Lagging (o)	Yearly	Systems check for district leadership teams
	X Leadership effectiveness	Leading (d)	2/3 per year	Teacher/support staff focus groups
	Students exiting special education	Leading (o)	Monthly	Annual review recommendations
	Students exiting second-language program	Leading (o)	Periodically	Second-Language Program exit record
	X Revenues vs. expenditures	Leading (d)	Monthly	Board budget report
	X Technology effectiveness	Lagging (o)	Yearly	CEO STAR Chart profile
	Network reliability	Leading (d)	Daily	Software tracking "glitches"
	Lunch program effectiveness	Lagging (o)	Yearly	National School Food Service survey
	Bus on-time delivery	Leading (d)	Daily	Asst. Principal check list
	X Organizational systems effectiveness	Lagging (o)	2 per year	Organization Effectiveness cycle (OEC)
	Custodial program effectiveness	Leading (d)	2/3 per year	Custodial program survey
	Maintenance program effectiveness	Leading (d)	Monthly	Work order issued vs. completed end time
	X Aggregated school complaints by category	Leading (o)	Quarterly	Complaint tracking process

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## Measurement, Analysis, and Knowledge Management

- Groups monitoring data
  - Charting Your Course semi-annual reviews
  - Category Champion Teams
  - SIP analysis
  - DACEE review
  - Interrelated communication groups
  - Departments




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## Measurement, Analysis, and Knowledge Management

- District results (lagging indicators) are archived in the Educational Data Warehouse (EDW)




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## Measurement, Analysis, and Knowledge Management

- Analysis of Organizational Performance
  - Characteristics of students and schools making dramatic gains and/or losses
  - How does attendance impact academic achievement?
  - How well do special education and second language learners do after exiting the program?
  - Which students underachieve and overachieve?




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## Measurement, Analysis, and Knowledge Management

- Web-based District 15 Intranet site is used to manage organizational knowledge
  - District curriculum
  - All PDSA plans
  - All feedback results
  - Templates
  - Quality tools site




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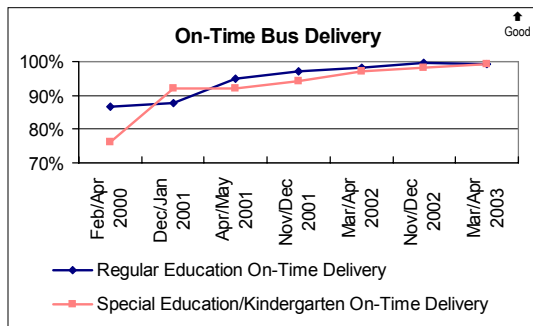
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## Measurement/Results



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## Community Consolidated School District 15

### Faculty and Staff Focus



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## Work Systems

- District 15 promotes empowerment and innovation through:
  - Shared decision-making at the district level
  - Site-based management at the building level
  - Requirement: alignment with the achievement of key goals and student performance targets



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## Work Systems

- Audit questions
- Operational definitions/PDSA plans
- Job descriptions
- Job evaluations




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## Work Systems

- Audit questions:
  - Who are your customers; What do they want?
  - What are short- and long-term goals?
  - How is leadership defined?
  - Do you have the right information?
  - Is your staff skilled and motivated?
  - Are your processes efficient and effective?
  - Are your results matching or exceeding expectations?




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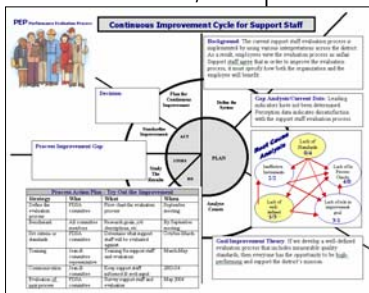
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## Work Systems

- Operational definitions/PDSA plans:




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## Work Systems

- Multiple opportunities for career succession
  - New leaders training program designed to improve current job performance and identify high-potential candidates



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## Learning and Motivation

- Strategic challenge:
  - Attracting and retaining a high-performing workforce
- Solution:
  - Induction/Mentoring program



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## Learning and Motivation

- Professional development needs determined by:
  - Yearly reviews of progress on key goals and student performance targets
  - Opportunities found in SIPs
  - Quarterly reviews of progress
  - Superintendent's Communication Council (SCC)



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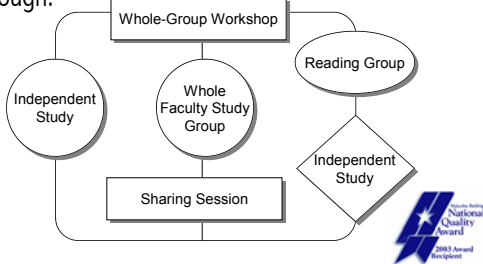
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## Learning and Motivation

- Professional development activities delivered through:



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## Well-Being and Satisfaction

- Address safety priorities:
  - develop a preventive maintenance schedule
  - monitor work environment requirements
  - implement safety committees
  - create building crisis teams
- Result:
  - 97% of teachers rate the work environment as safe and secure



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## Well-Being and Satisfaction

- Satisfaction requirements determined by listening and learning activities:
  - meetings
  - focus groups (SCC)
  - surveys
  - discussions
  - interviews



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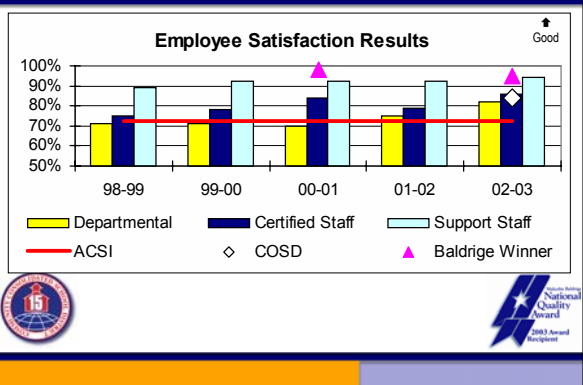
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## Results




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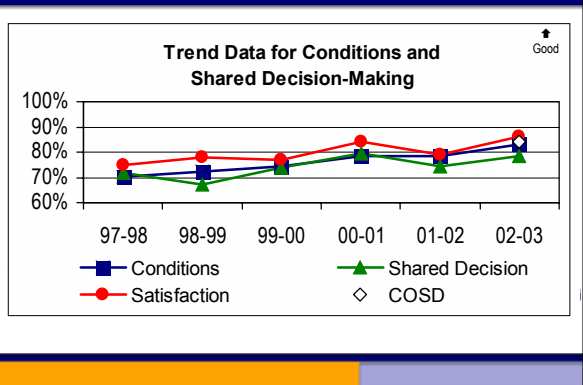
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## Results




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## Results

- Attrition Percentage for Certified Staff

Certified Staff Turnover	98-99	99-00	00-01	01-02
Retirement	8	16	4	42
Mobility	91	88	88	89
D15 Turnover	12%	13%	11%	13.6%
All Public Schools in U.S.	20%	20%	20%	20%

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## Community Consolidated School District 15

# Process Management



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## Learning-Centered Processes

- Key learning-centered processes
  - Curriculum
  - Instruction
  - Assessment



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## Learning-Centered Processes

- Cross-Functional Process Mapping (CFPM) is used to design and deliver new curriculum, instruction, and assessment programs requiring Board of Education approval
- Cycle time reduced and content delivery improved



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## Learning-Centered Processes

Learner-centered Process	Requirements	Measures	Standards	Control Strategies
CFPM	<ul style="list-style-type: none"> <li>13 state and local requirements</li> <li>3 community requirements</li> <li>9 student requirements</li> <li>15 teacher requirements</li> </ul> (all requirements specified)	<ul style="list-style-type: none"> <li>Degree that identified SPT measures for subject are met or exceeded</li> <li>Level of student enthusiasm for learning</li> <li>CAC satisfaction</li> <li>Administrator satisfaction</li> <li>Board satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Meets or exceeds state curriculum standards</li> <li>Meets or exceeds local, community, student, and teacher requirements</li> </ul>	<ul style="list-style-type: none"> <li>CFPM flow chart checklist</li> <li>Communication system checklist</li> <li>Measuring cycle time form</li> <li>Benchmarking flow chart checklist</li> <li>Curriculum format templates</li> <li>CFPM evaluation check list</li> </ul>

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## Learning-Centered Processes

- Curriculum, instruction, and assessment requirements are determined by:
  - Best practices
  - Research
  - Benchmarking
  - Data analysis
  - Federal/state guidelines




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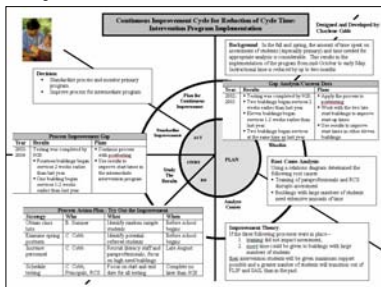
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## Deployment

- One-Page PDSA model




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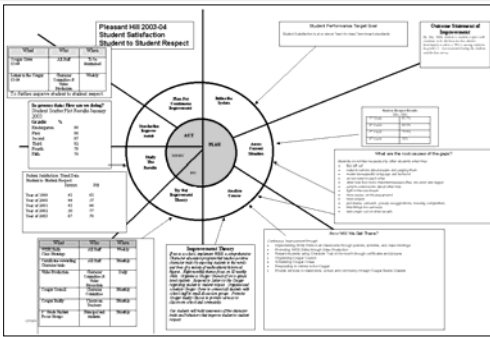
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## School Improvement Plan Example




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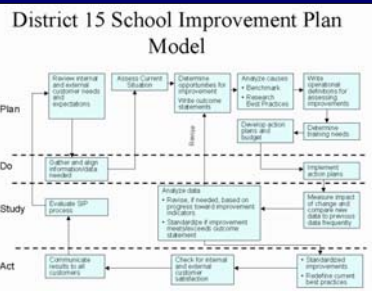
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## Deployment

- School Improvement Planning Process




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## Learning-Centered Processes

- District 15 uses a variety of data sources to determine student performance:
  - EDW (state and national trend data)
  - Programmatic assessments (literacy)
  - Classroom student portfolios and quality tools




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## Measurement/Results

- Measurable goals
- Defined measurement process
- Analysis of data
  - Education Data Warehouse
- In-process adjustments
- Informed decisions




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## Deployment

- Quality tools in the classroom
  - Koalaty Kid




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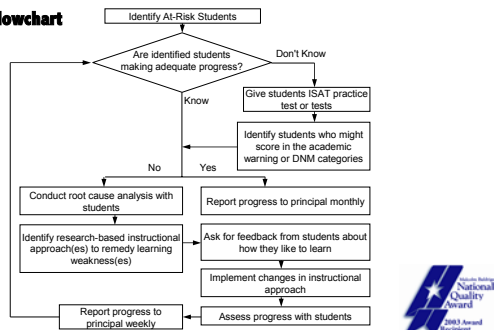
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## Learning-Centered Processes

### At-Risk Flowchart




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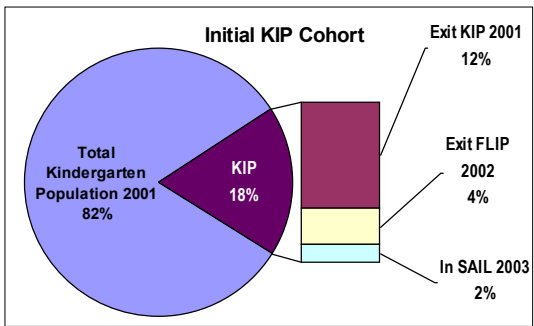
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## Measurement/Results




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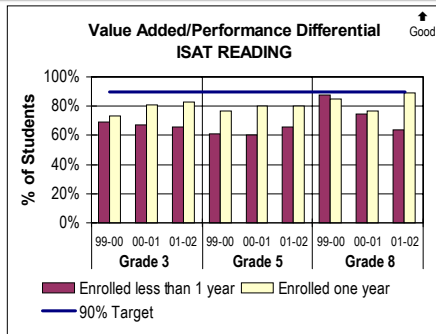
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## Measurement/Results




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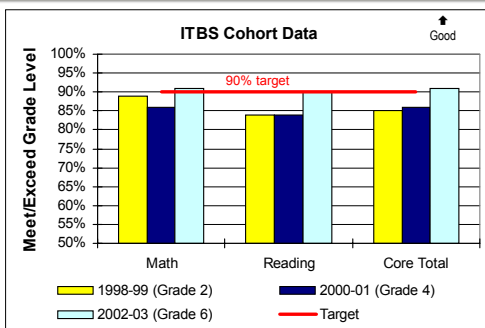
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## Results




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**Community Consolidated School District 15**

**Lessons Learned/  
Present Journey**



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**Lessons Learned**

**Realizations**

- Random acts of improvement don't achieve overall excellence
- Requires systemic process
- Requires focus, courage, and determination



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**Lessons Learned**

**The Baldrige criteria**

- A new way of thinking
- A proven framework for continuous performance improvement
- Provides accountability to stakeholders



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## Lessons Learned

### Reactions

- Business model doesn't fit education
- Process uses resources best expended elsewhere
- We're already good enough!



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## Lessons Learned

### A consistent message

- What Baldrige is
- Why Baldrige?
- Key characteristics
- How will it help District 15?



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## Lessons Learned

### Broad base of support

- Team culture
- Shared decision-making
- Every group involved
  - Administrators/staff
  - Teachers
  - Students



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## Lessons Learned

### Getting results

- Goal setting
- Interventions/In-process adjustments



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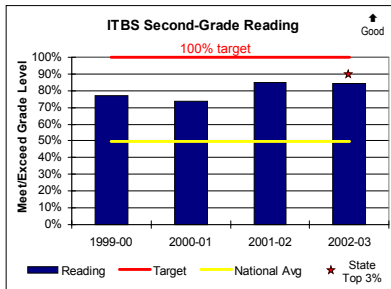
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## Lessons Learned



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## Lessons Learned

### Measurement

- Results were tracked by lagging indicators
- If it's important, it needs to be measured
- Data-based decision making became systematic
- Result: Education Data Warehouse



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## Present Journey

### Effective use of feedback

- Baldrige-identified opportunities for improvement
- Never enough opportunities to discuss values, directions, and expectations



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## Present Journey

### What's next

- Sustaining momentum
- Improve knowledge management
- Strategic planning
- Incorporate Six Sigma and ISO



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For more information, visit: [www.ccsd15.net](http://www.ccsd15.net)



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