

**Office of Educational Quality and  
Accountability  
Transformation Proposal**

**2022**

**Commissioned by  
Oklahoma Public School Resource Center**

**MindPlay education  
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## Executive summary

### The charge

This report was commissioned by the Oklahoma Public School Resource Center. They asked for bold proposals to transform the Office of Educational Quality and Accountability into a state agency driven by student success and focused on process quality.

The report was guided by the aspirations of a broad section of Oklahomans including the Governor and key education leadership organizations. While varied in words, everyone's aspirations were significant gains in educational quality and impact.

The Governor's desire to be in the top 10 states in student achievement is bold, straightforward, and student centered. The recommendations provided herein will advance Oklahoma's standing substantially.

### The recommendations

#### *Recommendation 1 – Focus on what Oklahomans want*

Stakeholder input was conducted over a period of approximately 4-months from mid-September 2021 through mid-January 2022, engaging participants in one-on-one and small group conversations. Each participant was asked to complete the following statement:

*"I will consider the educational system in the State of Oklahoma to have been successful ten years from now if..."*

Although opinions varied greatly regarding Oklahoma's schools, the similarities were notable in desired outcomes.

- They want Oklahoma's children to be educated towards relevance through a system cognizant of what matters for individual and collective successes later in life.
- They want graduates to be productive and schools to be accountable for ensuring the success of students as they negotiate along their chosen paths. The measurement of where students are six years after high school graduation seems to be of much more interest than how students did on a standardized test six months ago.
- They want a formalized measurement of students' "soft skills." Academic knowledge is of little value without the accompanying abilities to negotiate the challenges of a career and society.
- They want students to graduate from high school with a clear path towards their success, be it college, work, or military; grounded in robust exposure to opportunities and appropriate targeted training.

An interesting reality in this report was the high professional quality of the individual participants. Given their experiences in their own career fields, community engagement, and leadership they were “fixers.” There were commonalities regarding change that are certainly worth noting and given consideration.

- Participants were adamant about the need for career exposure and practical connection at an early age for students.
- The topic of individualized programming was a constant throughout the conversations. The participants recognized the need for a “well-rounded” educational experience but argued strongly for programs relevant to each student’s goals.
- One participant talked directly about a “backwards design” model while others referenced the notion through discussions about re-envisioning what it is schools do.
- There was strong interest in data that reflects the successes and challenges of schools but little to no confidence that the current State accountability model filled this need.

Oklahoma’s Office of Educational Quality and Accountability is uniquely poised to reimagine its role in supporting the education of Oklahoma’s children. Oklahomans are hungry for data to better understand their schools; data that is easily accessible and easily understood by anyone who desires to consume the content. It is incumbent upon the State to make every effort to establish baselines for student and school performance, set targets for improvement, and innovate to achieve intelligent and relevant goals.

For improvement to be successful, policy makers must listen to all constituents to better understand what outcomes are desired for Oklahoma’s schools, allow for innovation to reimagine what schooling looks like, and relieve the burdens of any mandates that impede efforts to do what is right for Oklahomans.

#### *Recommendation 2 – Provide impactful P-20 information*

A core conclusion of the stakeholders was “Oklahomans are hungry for data to better understand their schools; data that is easily accessible and easily understood by anyone who desires to consume the content.” The Office of Educational Quality and Accountability (OEQA) is uniquely positioned to take the lead in resolving this issue.

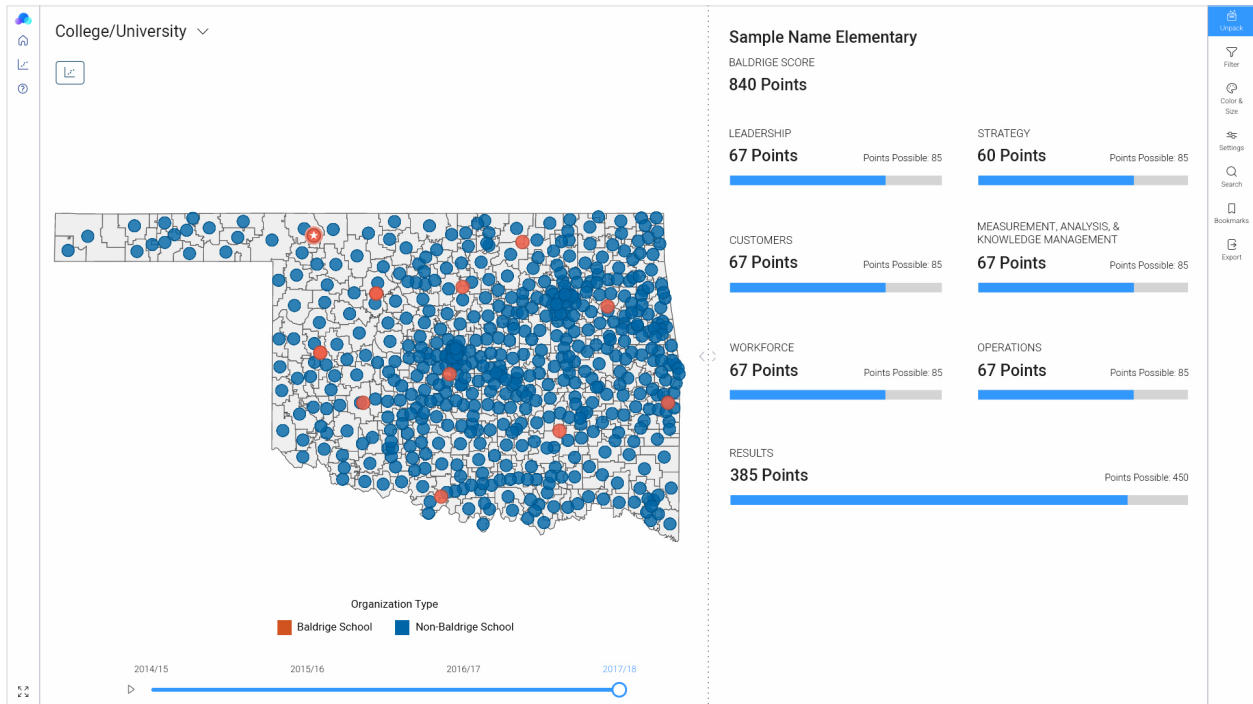
The graphic below provides an overview of the data handling process we recommend.



Fortunately, Oklahoma is ahead of the curve in this regard with the deployment of two data visualizations at the State Department of Education. These visualizations create an accessible format for teachers, principals, parents, policymakers, and the public to explore questions of education quality. These public facing visualizations improve public trust by showing the data transparently and with supporting information and tools like data dictionaries, tutorials, and data exports.

Another key finding was stakeholders need to follow a student throughout every stage of the education process. This requires cooperation and data sharing between OEQA and other state agencies and cabinet-level positions including: The Oklahoma Department of Education, The Oklahoma Department of Career and Technical Education, The Oklahoma State Regents for Education, The Secretary of Commerce and Workforce Development, and the Secretary of Education.

The data provided must go beyond basic financial and student performance reporting. It needs to include process quality data that can accelerate continuous improvement and innovation. Below is an example of what a Baldrige Framework visualization could look like.



### *Recommendation 3 – Lead a quality initiative in education*

OEQA currently provides school districts an activity-based evaluation process designed in decades past. The process is labor intensive and focused on school activity. It is used by

a limited number of K-12 districts and has no application for career tech or higher education institutions. It is not aligned to high end quality processes.

The Baldrige Excellence Framework for Education is a proven leadership and management framework for practices that result in high performance. The questions that make up the framework probe an organization's approach and results in areas of importance to the accomplishment of its mission. The framework does not prescribe how an organization should answer the questions, simply that the questions be considered and resolved. Over multiple review cycles, organizations that use the Baldrige framework find themselves embracing more of a unified whole or systems approach and defining the results that matter most to their success. Oklahoma has two school districts who have earned the prestigious National Malcolm Baldrige Award, Jenks School District and Tri-County Career Center. Oklahoma is also home of several private sector national award winners.

To make the rigorous Baldrige process more assessable to educational institutions we recommend five foundational elements; 1) simplify and tailor the existing Baldrige framework for easier initial access, 2) use supplementary resources to provide initial opportunities for district-wide improvement efforts (immediate wins) and begin to build the culture of systems thinking and continuous improvement, 3) break the Baldrige application process into smaller more manageable annual cycles to not overwhelm improvement efforts, 4) leverage existing data sources and identify supplementary data sources to accelerate results identification, and 5) use the existing Baldrige community for professional development and application services.

#### *Recommendation 4 - Accelerate innovation*

The Office of Educational Quality and Accountability (OEQA) is positioned to catalyze system and school-level innovation and thereby accelerate the state's progress toward exemplary educational achievement.

The OEQA has an important role to play in shaping the Oklahoma education system of the future. Resource maximation, cost efficiency and effective management strategies must undergird the local innovation that will create this future. By applying its expertise in resource allocation and management strategies to the current context – one that demands system transformation—the Office can serve as the change agent that ensures new organizational practices and processes are responsive, sustainable, and continuously improving.

This recommendation offers a frame for positioning OEQA as an innovation engine. The report proceeds in four parts: (I) a brief discussion of the need for and types of innovation in public education; (II) a review of the few constraints and abundance of opportunity within the structure of Oklahoma school law; (III) examples of innovation that could be



catalyzed by the OEQA; and (IV) strategies the OEQA might employ to build demand for educational innovation and excellence.

As noted at the outset of this analysis, the solutions that will meet current demands on the Oklahoma education system will come from bottom-up innovation rather than one-size-fits-all prescriptions from state authorities. Accordingly, the strategies suggested below are intended to position OEQA as a catalyst and “go-to” partner for locally driven systems change. These strategies, moreover, are grounded in OEQA’s core mission and authority in that they position the performance review as a high-leverage “tool” for driving innovation in resource maximization and effective management – with the aim of promoting excellence in education.<sup>1</sup>

Key opportunities for promoting innovation.

|   |   |
|---|---|
| <p><b>Opportunity A: Spotlight, Codify, Scale</b></p> | <p><u>Main Idea:</u> Select strong districts to participate in “good to great” performance reviews aimed, in part, at identifying data-driven resource and management practices that could, with refinement supported by OEQA, be codified for use by other districts (that OEQA will assist in adapting the practice(s) for local context via the performance review process).<sup>2</sup> Deep engagement by districts could be encouraged via performance rewards for districts that demonstrate achievement growth. Further, if properly publicized, superintendents will pursue selection and participation to elevate the achievements of their districts (and burnish their own reputations).<sup>3</sup></p> <p><u>Advantage:</u> Positions effective school system leaders as allies in the work of OEQA. As in other fields, educators trust their peers. OEQA can harness that trust by making strong educators the “stars” of performance who attract new participants.</p> |
| <p><b>Opportunity B: Challenge Cohorts</b></p>        | <p><u>Main Idea:</u> Invite, in partnership with CCOSA<sup>4</sup> or independently, school districts to participate in a time-bound cohort focused on tackling a complex challenge framed by each Baldrige Performance Excellence category. If relevant expertise is not resident within OEQA, collaborate with a proven technical assistance provider with demonstrated results in the challenge category. The review will inform the work of the districts in the cohort. As an example, if a critical mass of districts is interested in working on talent management, OEQA could serve as the hub of an improvement network focused on getting better at attracting, onboarding, retaining, and rewarding great faculty and staff.</p> <p><u>Advantage:</u> Raises OEQA’s profile as a premier “solution partner” for the many thorny challenges districts will be confronting as performance demands continue to intensify.</p>   |

|  |  |
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| <b>Opportunity C:<br/>Light Touch<br/>Introductory<br/>Engagements</b> | <p><u>Main Idea:</u> Demonstrate the value of performance reviews by engaging districts in a limited improvement cycle targeting a local “pain point” identified by the district. Use as an opportunity to orient districts to the value of performance reviews and thereby build an appetite for a fuller engagement under the Baldrige framework.</p> <p><u>Advantage:</u> Opens a low-stakes avenue for districts to work on a discrete challenge via the Performance Excellence framework and generate a “quick win.” These introductory engagements can create an authentic opportunity for OEQA to build relationships and trust in the field.</p> |
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## Implementation strategy

The following is a broad overview of an implementation strategy for the 4 recommendations. This analysis excludes the teacher licensure portion of the office.

| Item  | Value      | Year 1      | Year 2      | Year 3      | Year 4      |
|---|------------|-------------|-------------|-------------|-------------|
| <b>Recommendation 1</b>   |            |             |             |             |             |
| Clearly define Future Ready Graduate expectations                   |            |             |             |             |             |
| Expand data systems to include process quality                      |            |             |             |             |             |
| Establish benchmarking capacity                                     |            |             |             |             |             |
| Begin work on research support systems                              |            |             |             |             |             |
| Engage in national benchmarking                                     |            |             |             |             |             |
| <b>Recommendation 2</b>   |            |             |             |             |             |
| Fully engage K-12 data  |            |             |             |             |             |
| Fully engage Careertech and Higher ed data                          |            |             |             |             |             |
| Fully engage data explorer and workforce development                |            |             |             |             |             |
| Establish full integration of data sets to assure research capacity |            |             |             |             |             |
| <b>Recommendation 3</b>   |            |             |             |             |             |
| Establish Baldrige guided system assessment systems                 |            |             |             |             |             |
| Initiate local and state feedback systems                           |            |             |             |             |             |
| Engage early adoptors in state and national recognition             |            |             |             |             |             |
| Fully engage private sector partners                                |            |             |             |             |             |
| <b>Recommendation 4</b>   |            |             |             |             |             |
| Engage in innovation growth programs                                |            |             |             |             |             |
| Develop early adoptor recognition program                           |            |             |             |             |             |
| Track and recognize innovators with improved performance            |            |             |             |             |             |
| <b>Systems requirements</b>   |            |             |             |             |             |
| ESC Visualization systems   | \$ 500,000 | \$ 500,000  | \$ 500,000  | \$ 500,000  | \$ 500,000  |
| Enhanced data systems   | \$ 200,000 | \$ 200,000  | \$ 200,000  | \$ 200,000  | \$ 200,000  |
| General budget  |            | \$ 97,500   | \$ 142,500  | \$ 187,500  | \$ 187,500  |
| <b>Staffing - total</b>   |            |             |             |             |             |
| Director  | \$ 200,000 | \$ 200,000  | \$ 200,000  | \$ 200,000  | \$ 200,000  |
| K-12 data manager   | \$ 100,000 | \$ 100,000  | \$ 100,000  | \$ 100,000  | \$ 100,000  |
| CareerTech data manager   | \$ 100,000 |             | \$ 100,000  | \$ 100,000  | \$ 100,000  |
| Higher education data manager                                       | \$ 100,000 |             |             | \$ 100,000  | \$ 100,000  |
| Data scientist  | \$ 150,000 | \$ 150,000  | \$ 150,000  | \$ 150,000  | \$ 150,000  |
| Baldrige lead   | \$ 110,000 | \$ 110,000  | \$ 110,000  | \$ 110,000  | \$ 110,000  |
| Innovation lead   | \$ 110,000 |             | \$ 110,000  | \$ 110,000  | \$ 110,000  |
| Research lead   | \$ 110,000 |             |             | \$ 110,000  | \$ 110,000  |
| Data analyst  | \$ 90,000  | \$ 90,000   | \$ 180,000  | \$ 270,000  | \$ 270,000  |
| <b>Estimated financial support</b>                                  |            | \$1,447,500 | \$1,792,500 | \$2,137,500 | \$2,137,500 |
| Full-time equivalent staff  |            | 5           | 8           | 11          | 11          |

## **The charge**

This report was commissioned by the Oklahoma Public School Resource Center. They asked for bold proposals to transform the Office of Educational Quality and Accountability into a state agency driven by student success and focused on process quality.

The report was guided by the following aspirations of the Governor and key education leadership organizations.

## **The Governor**

The Governor's aspiration is clear. He wants Oklahoma's educational system to be in the top 10 in America. The higher education and the careertech portions of the state's systems are arguably in this aspirational range.

## **The Oklahoma State Department of Education**

The Department indicates its plan for education is the document entitled, Oklahoma Edge. The plan identifies four pillars that could be equated loosely to aspirations. They are

1. Achieve academic success
2. Build exceptional educators and schools
3. Create engaged communities
4. Develop internal capacity

The document also highlights the following statement, "Every child deserves and must have the opportunity for a strong, competitive education that can lead to a productive and fulfilling life."

## **The Oklahoma State Regents for Higher Education**

There doesn't appear to be any specific aspirational goals established by the regents. The information readily available was focused on process and programs.

## **The Oklahoma Department of Career and Technology Education**

The aspiration for the Department is to improve Oklahoma's economy by providing individuals with the skills necessary to be successful in the workplace and providing companies with the workforce necessary to compete globally.

## **The Oklahoma business community**

The Oklahoma business community generally focuses on the workforce. They want students who are future ready, not just academically competent. They speak in terms of skills and attitudes, not courses and degrees.

## Recommendation 1 – Focus on what Oklahomans want

The intent to transform the Oklahoma’s Office of Educational Quality and Accountability towards greater efficacy and effectiveness is consistent with Oklahoma’s commitment to improve its educational systems.

*“Governor Stitt wants Oklahoma to be in the top 10 states in performance. This performance expectation includes the three major educational entities K-12, careertech, and higher education. The bold vision is an important first step in achieving these levels of performance. This bold vision is an important part of the state’s status. It clearly says, “We are not interested in the current educational achievements we are getting!”*

Recognizing and processing the metrics of where the State stands is important. However, an equally important process is to develop an understanding of what Oklahomans want for their students and from the entire educational system. Schooling in America is an ongoing topic of concern and debate. Recognizing these challenges, this report sought to learn from a broad selection of stakeholders to best understand their perceptions. These views can then be understood to create recommendations on how the OEQA can better fulfill its charge.

### The process

Stakeholder input was conducted over a period of approximately 4-months from mid-September 2021 through mid-January 2022, engaging participants in one-on-one and small group conversations. These interviews and focus groups were held in person and via virtual means as necessary. Each discussion started with learning about the participants’ connection(s) with Oklahoma’s educational system followed by an open-ended prompt to allow them to reflect and respond with their views. Each participant was asked to complete the following statement:

*“I will consider the educational system in the State of Oklahoma to have been successful ten years from now if...”*

To best learn perceptions from groups, participants were asked to frame their responses through the lenses that brought them to the conversation, i.e., why they were asked to take part in the conversation. Participating groups included:

- Business and industry leaders
- Policy makers
- Philanthropic group leaders
- State association heads including:
  - The Chamber of Commerce

- The Oklahoma State Board of Education
- The Cooperative Council for Oklahoma School Administration (CCOSA)
- The Oklahoma Association of Career and Technology Education (OkACTE)
- Parents
- Educators
- Community members

As time permitted, participants were asked to share additional views as members of other stakeholder groups. All participants were also community members, and many were also parents, etc. This allowed for more personalization in the data collection process.

The participant groups were heterogeneous. However, the work, and this report provide information on where Oklahomans' share views on education. With a consistency in the baseline of what stakeholders agree upon strategies can better be determined to achieve common goals. The following are take-aways from those conversations:

### **Desired outcomes**

Although participants varied tremendously in experience and perspectives about schools and school performance, the similarities in terms of desired outcomes was inspiring.

- They want Oklahoma's children to be educated so they can take advantage of opportunities later in life.
- They want graduates to be productive and schools to be accountable for ensuring the success of students as they negotiate along their chosen paths. The measurement of where students are six years after high school graduation is more important than how students did on a standardized test six months ago.
- They want a formalized measurement of students' "soft skills." Academic knowledge is of little value without the accompanying abilities to negotiate the challenges of a career and society.
- They want students to graduate from high school with a clear path towards their success, be it college, work, or military; grounded in robust exposure to opportunities and appropriate targeted training.

### **Strategies for realization of desired outcomes**

An interesting reality in this report was the professional quality of the individual participants. Given their experiences in their own career fields, community engagement, and leadership they were "fixers." A unique challenge was to keep them in the visioning process answering, "what do we want for our schools" and away from jumping to opining on solutions. However, there were significant similarities within those opinions that are certainly worth noting and given consideration.

- Participants were adamant about the need for career exposure and practical connection at an early age for students.

- The topic of personalized learning was a constant throughout the conversations. The participants recognized the need for a “well-rounded” educational experience but argued strongly for programs relevant to each student’s goals.
- One participant talked directly about a “backwards design” model while others referenced the notion through discussions about re-envisioning what it is schools do.
- There was strong interest in data that reflects the successes and challenges of schools but little to no confidence that the current State accountability model filled this need.

### **Feedback particular to OEQA**

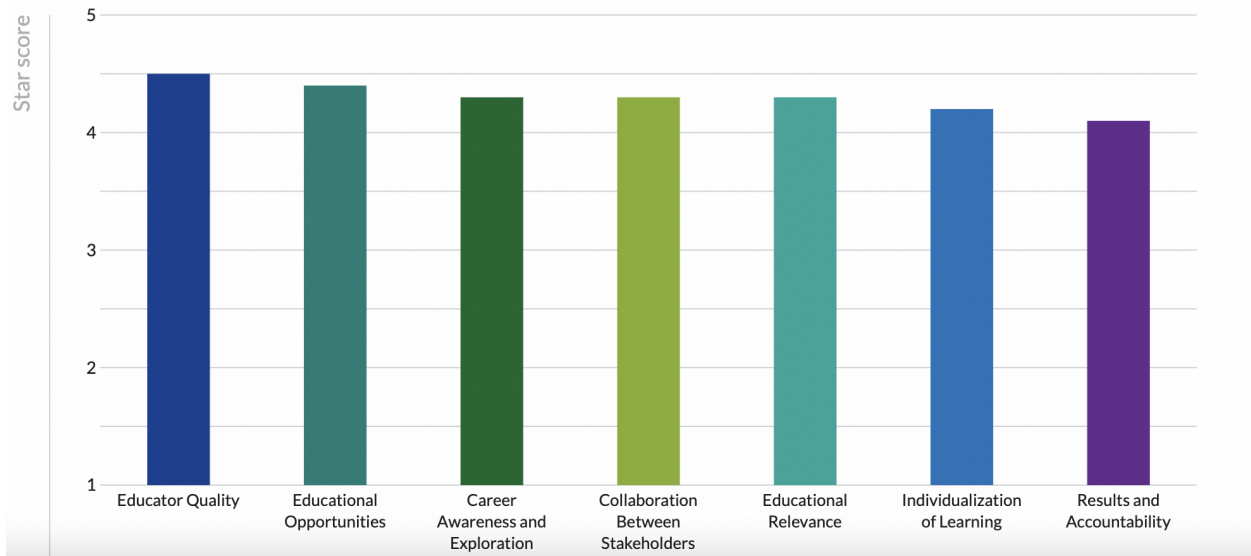
Knowledge about and/or use of the OEQA is limited to those directly involved in the field of education including policy makers, associations, and classroom teachers. Virtually no participants outside of education had knowledge of the agency. There was a strong consensus of the group that the mission of OEQA was critical, but a redesign was imperative to build its customer base.

### **Open ended Thought Exchange input**

At the close of each session, participants were each provided a Thought Exchange survey link to further solicit their input. Thought Exchange is an anti-bias discussion management platform that provides users the opportunity to share their views, review comments of others, and then rate comments to determine what is most important to the broader group of stakeholders. In this study, Thought Exchange served to scale the perspectives into useful data as guidance for future work. The following information summarizes the Thought Exchange results for this study.

#### *Themes for strategic consideration*

The following categories are reflective of the stakeholder thoughts and ratings pertinent to strategic work for the OEAQ:



See the appendix for top detailed feedback on each of these themes

## Conclusions

Oklahoma's Office of Educational Quality and Accountability is uniquely poised to reimagine its role in supporting the education of Oklahoma's children. Oklahomans are hungry for data to better understand their schools; data that is easily accessible and easily understood by anyone who desires to consume the content. It is incumbent upon the State to make every effort to establish baselines for student and school performance, set targets for improvement, and innovate to achieve intelligent and relevant goals.

For improvement to be successful, policy makers must listen to all constituents to better understand what outcomes are desired for Oklahoma's schools, allow for innovation to reimagine what schooling looks like, and relieve the burdens of any mandates that impede efforts to do what is right for Oklahomans.



## Recommendation 2 – Provide impactful P-20 information

A core conclusion of the stakeholders was “Oklahomans are hungry for data to better understand their schools; data that is easily accessible and easily understood by anyone who desires to consume the content.” Oklahoma is like most states in that its leaders and public do not have access to a system that links data over time and across agencies to inform policy and practice.

A 2015 article for AERA, *What Research Do State Education Systems Really Need*, highlights two common impediments to capturing insights within state data.

*“We deal daily with concerns over siloed data and struggle to link disparate data sets from multiple sources.”*

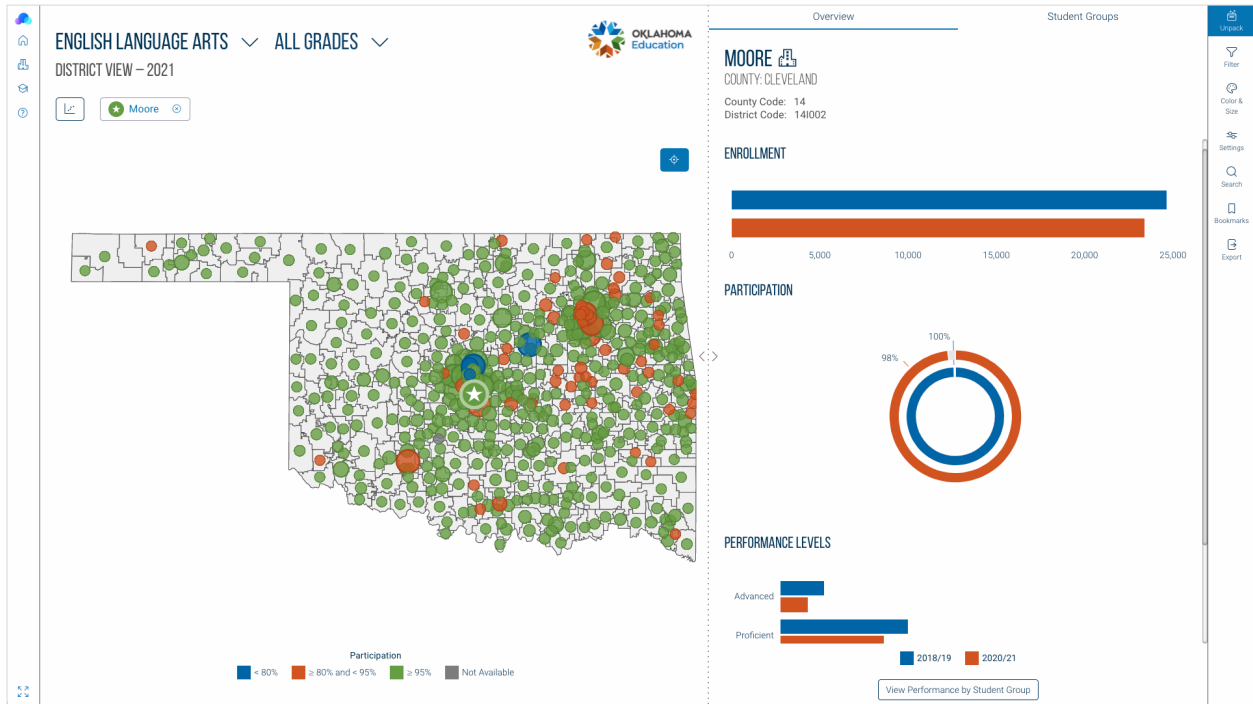
*“And we wrestle with ways to appropriately transform the data into usable information for state policymakers, district leaders, and the public in a timely fashion.”*

The Office of Educational Quality and Accountability (OEQA) is uniquely positioned to take the lead in resolving this issue, and to host a data hub due to its statutory responsibility for student performance throughout the state and among P-20 institutions. To remove the two core impediments identified by the AERA article, OEQA can house a data hub that is based on the principle of integration and abstraction. Through integration, the data hub transforms an otherwise disconnected workflow consisting of files, data bases, analysis packages, report authoring, dashboarding, and interactive visualizations into a single, unified environment. Integration drastically reduces costs and increases both speed and reliability of delivery. Without a data hub, each state agency would have to replicate these procedures independently and without coordination. Abstraction is a computing technique to suppress the core complex details (e.g., SQL, R, ad-hoc scripts) from analysts' view. Abstraction lowers the skill requirements for analysts, thereby increasing the talent pool beyond experienced SQL specialists, for example, to the much larger and inexpensive pool of logically literate generalists. Through these technologies of integration and abstraction, the data hub removes two key barriers to using data more effectively—capital investment and human capital shortages.

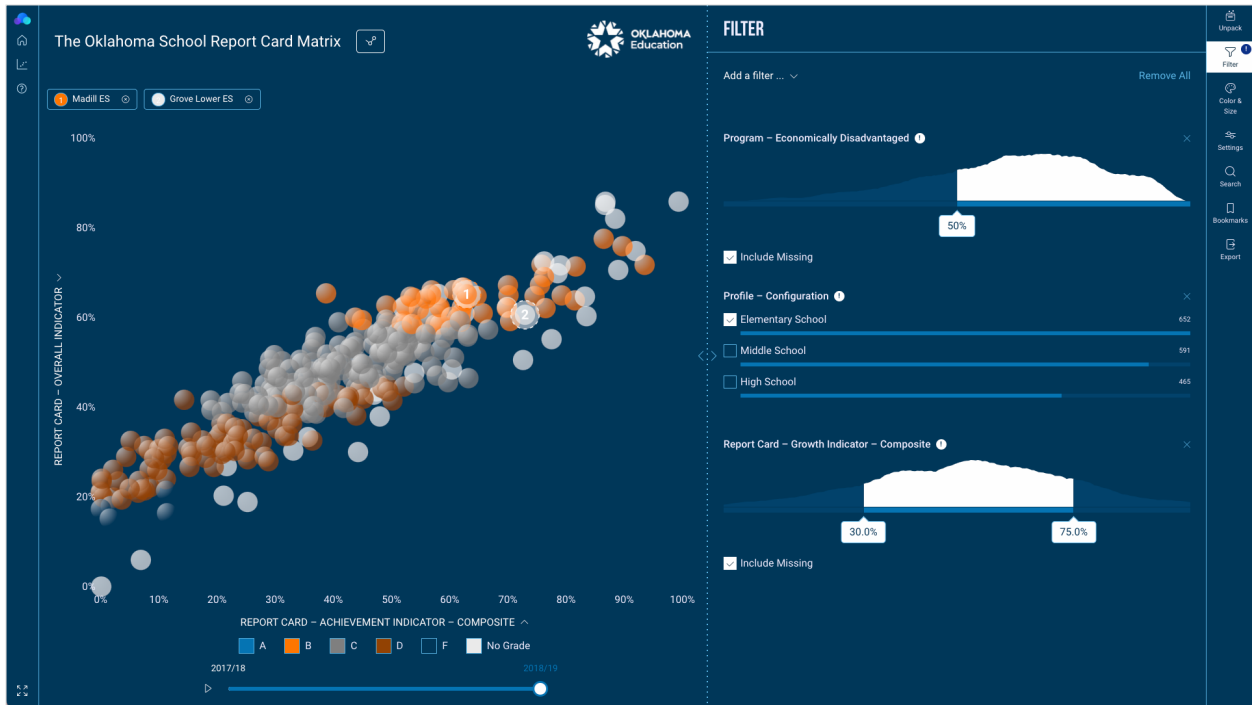
The graphic below provides an overview of the data handling process we recommend.



Transforming data into usable and actionable information is the most important part of the data hub. Fortunately, Oklahoma is ahead of the curve in this regard with the deployment of two data visualizations at the State Department of Education. These visualizations create an accessible format for teachers, principals, parents, policymakers, and the public to explore questions of education quality. These public facing visualizations improve public trust by showing the data transparently and with supporting information and tools like data dictionaries, tutorials, and data exports.



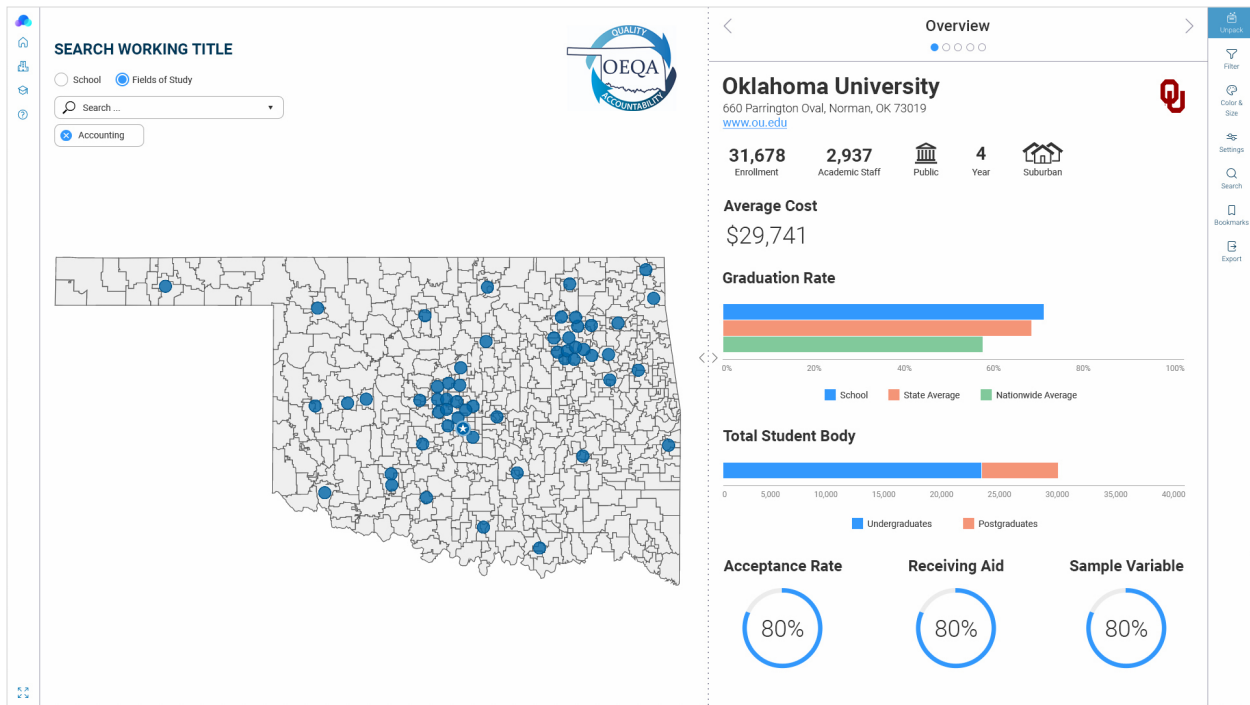
The Oklahoma Data Matrix is a visualization tool built in response to the COVID-related educational disruptions throughout SYs 2019-2020 and 2020-2021. This tool displays participation rates, enrollment trends, and state summative assessment performance data for all public schools and districts in Oklahoma.



The Oklahoma School Report Card Matrix is a visualization tool that includes pre-pandemic data from SYs 2017-2018 and 2018-2019. This tool allows users to compare school performance across accountability indicators from the Oklahoma School Report Cards. Additionally, information regarding enrollment, student subgroups, instructional days, and per-pupil expenditures are presented for each school.

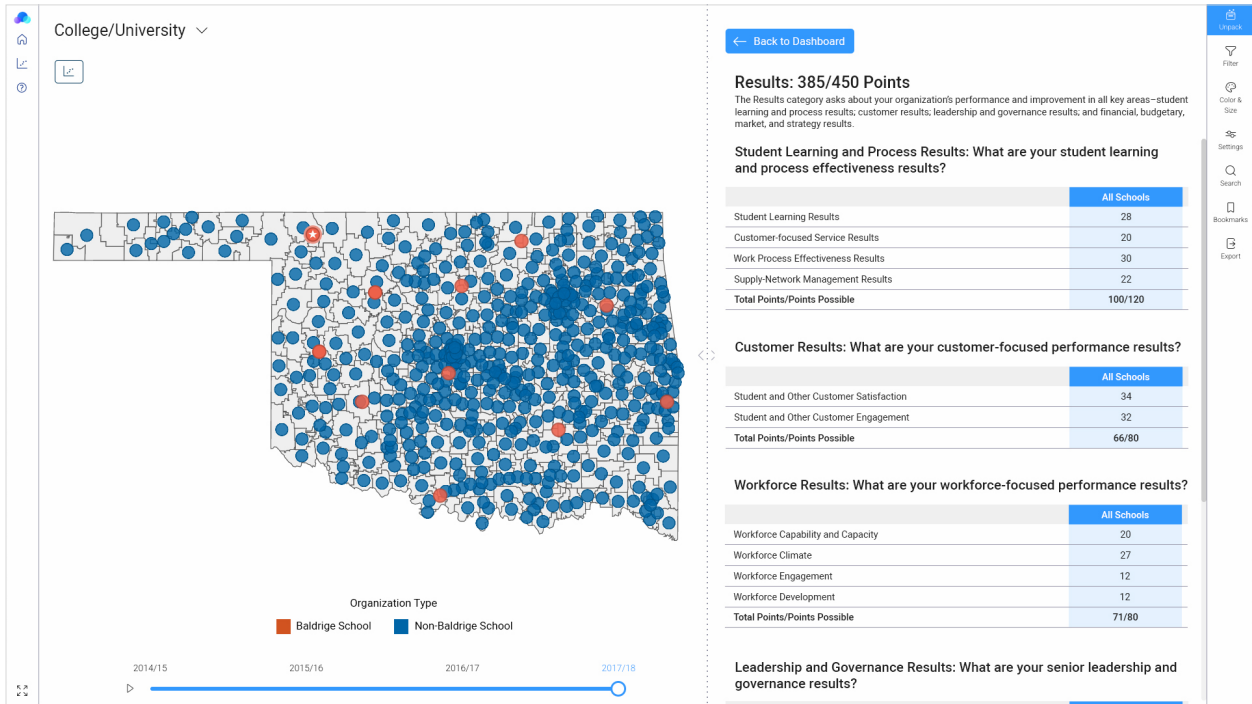
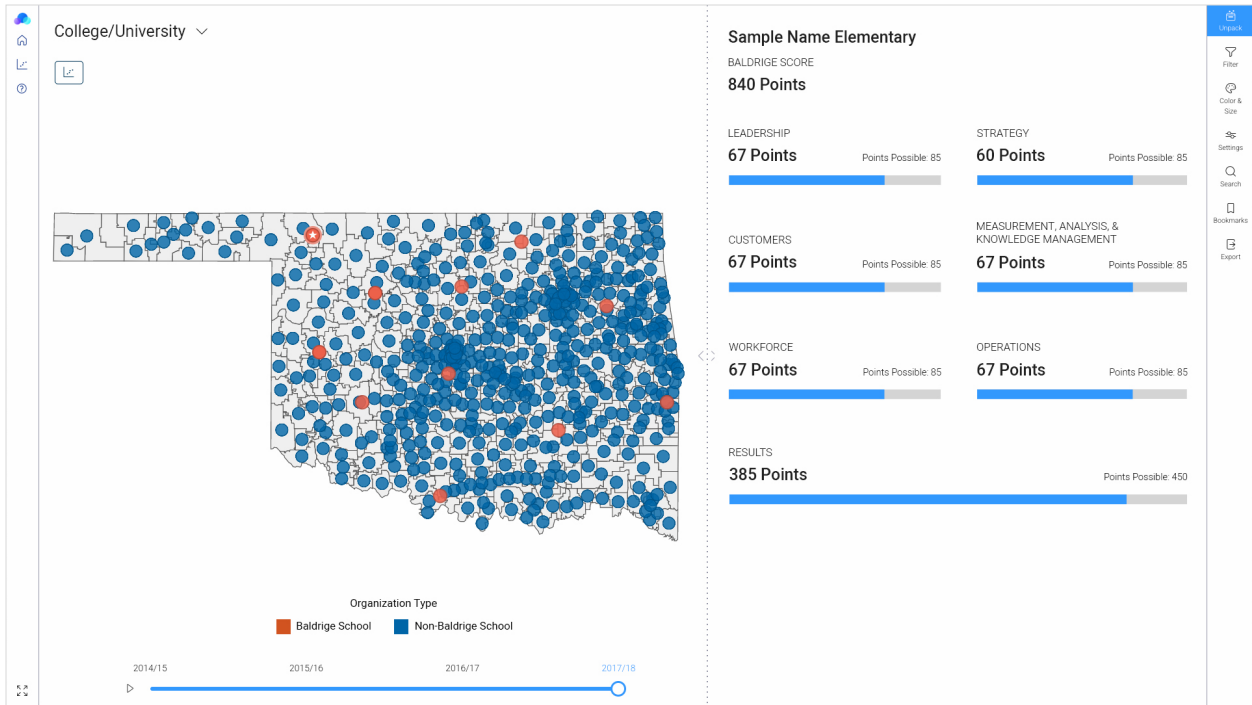
Another key finding was stakeholders need to follow a student throughout every stage of the education process. This requires cooperation and data sharing between OEQA and other state agencies and cabinet-level positions including: The Oklahoma Department of Education, The Oklahoma Department of Career and Technical Education, The Oklahoma State Regents for Education, The Secretary of Commerce and Workforce Development, and the Secretary of Education. Building on the State Department of Education visualizations, additional visualizations would cover post-secondary education and workplace development and participation.

Below is an example of what a post-secondary visualization could look like.



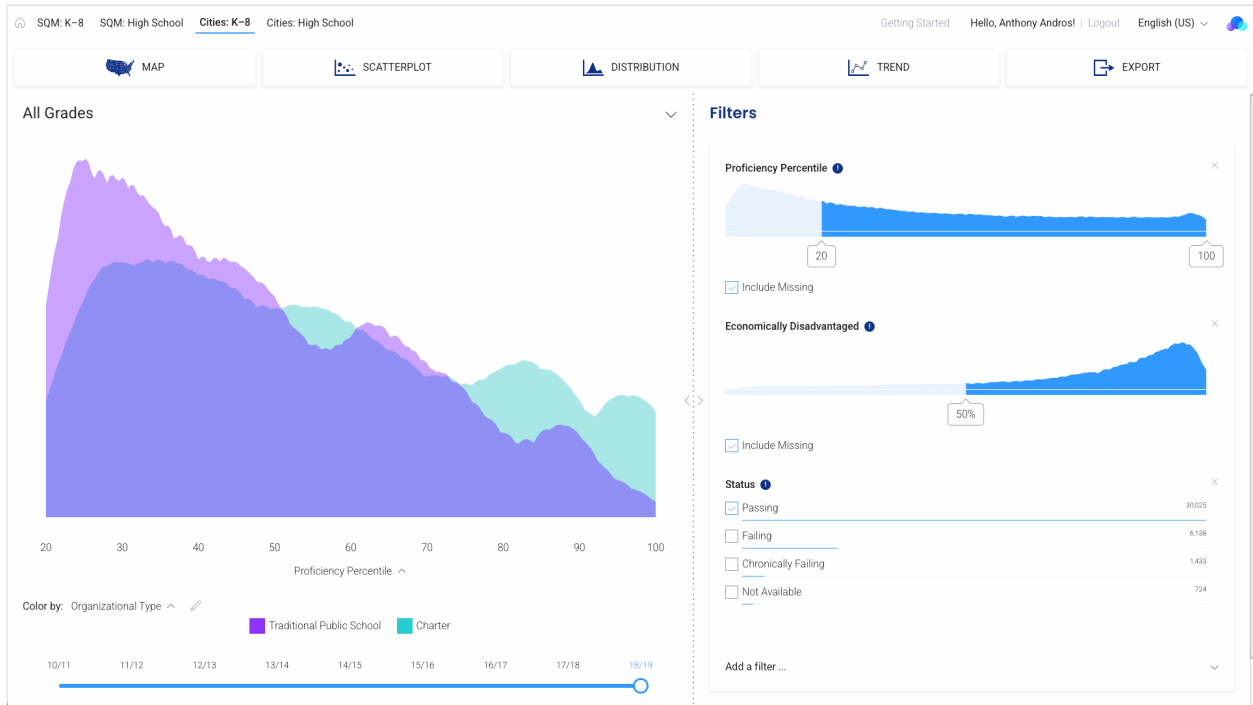
OEQA can quickly and measurably improve access to quality data and intuitive visualizations using existing data currently collected by the state. The State Department of Education visualizations provide a concrete proof point for the use of existing data. However, OEQA should also position the data hub to incorporate additional metrics that would enhance and elevate the metrics currently collected. For example, this report recommends the use of the Baldrige Excellence Framework for P-20 institutions across Oklahoma. Collecting and analyzing process measures contained in the Baldrige Framework would be an excellent complement to the outcome/input metrics currently collected.

Below is an example of what a Baldrige Framework visualization could look like.

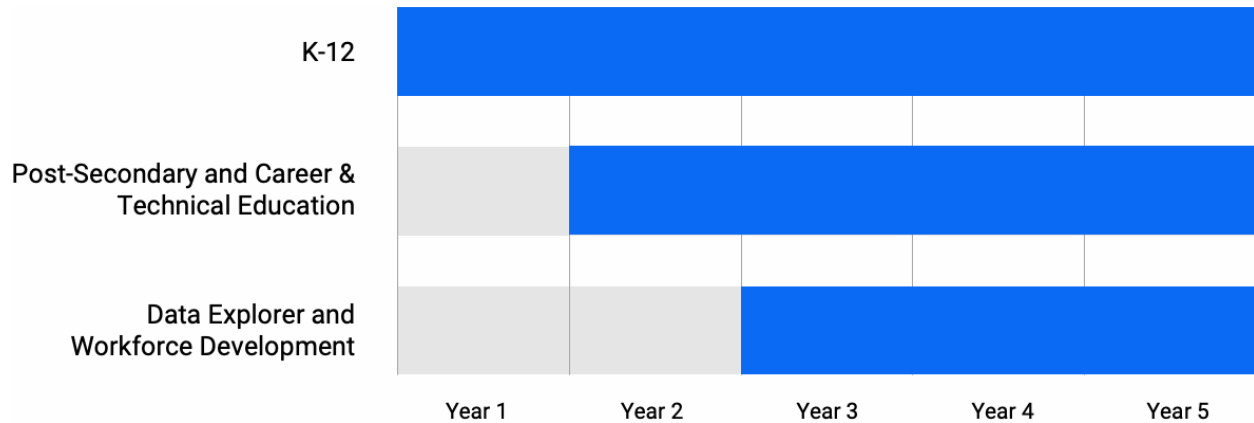


The development of each visualization produced by OEQA will go through several iterations to make sure the core needs and inquiries of stakeholders are met. However, OEQA also wants to meet the needs of outside researchers and the public in general by providing a Data Explorer pictured below. The purpose of the Data Explorer is to provide access to data to answer questions that are not addressed in the core K-12, Post-

Secondary, Career Tech, or Workforce Development visualizations. The Data Explorer will allow a user to filter across a number of variables and export the data. OEQA will go through the appropriate data governance procedures to ensure all available data meet state and federal statutory requirements. OEQA will also examine the need for a public and researcher Data Explorer in the development process.



Developing and implementing all the data and visualization at one time is not recommended. The development process of each visualization requires large investments of time due to the hands-on time with stakeholders coupled with the unknown quality and breadth of data. The Gantt chart below illustrates a phased implementation approach that builds on the most well-developed visualizations currently in use in the state and provides plenty of development time for the new visualizations. Development of all visualizations will begin in year 1.



Housing a data hub and visualizations within OEQA would allow the state of Oklahoma to ask fundamental questions about students' progression from preschool to the workforce. As such, the efficacy of policy and practice can be tested throughout every step of progression. There should be one place where all the following questions can be explored. What pre-school programs are having the greatest impact on k-12 success? Are we reaching students in need of the most help? Which k-12 schools are improving at the greatest pace? Which schools have a greater impact on students in poverty? How do different models of instruction compare relative to academic outcomes? Which delivery models are the most cost effective? What proportion of students transition to successful next steps in life? How many of these students are gainfully employed after high school or college graduation? Which industry sectors are growing the fastest? Are post-secondary options aligned with industry needs?

Oklahoma sets policies on an annual basis that affect every agency in the state. Those who set policy, run agencies, deliver instruction, and create jobs require a tool to measure and evaluate the impact of their actions. Again, OEQA is uniquely positioned and charged to do this through their legislative charge.

An agency charged with the oversight of a P-20 system must have access to the data that follows a student throughout and beyond their formal participation in the education system. Through the creation of a data hub, OEQA can reduce the redundancy and cost of having each state agency pursue the integration of siloed data and the communication of meaningful and straightforward information to the public. In closing, a data hub also helps address another core desired outcome of the stakeholder engagement process by not just knowing where kids are now, but where they are six years after high school or college graduation. The answer to that question should be answered every year within the data hub at OEQA.



## **Recommendation 3 – Lead a quality initiative in education**

### **Current status**

OEQA currently provides school districts an activity-based evaluation process designed in decades past. The process is labor intensive and focused on school activity. It is used by a limited number of K-12 districts and has no application for career tech or higher education institutions. It is not aligned to high end quality enhancement processes.

### **Moving education to a quality focus**

The Baldrige Excellence Framework for Education is a proven leadership and management framework for practices that result in high performance. The questions that make up the framework probe an organization's approach and results in areas of importance to the accomplishment of its mission and high performance. The framework does not prescribe how an organization should answer the questions, simply that the questions be considered and resolved. Over multiple review cycles, organizations that use the Baldrige framework find themselves embracing more of a unified whole or systems approach and defining the results that matter most to their success. Those that have successfully invested in developing applications and using the Baldrige framework as one of their primary sources of strategic planning and decision making universally recognize its effectiveness. So why isn't the adoption of the Baldrige Excellence Framework for Education more widespread?

While the Baldrige framework has been proven to successfully drive continuous improvement there are several qualities of the framework that limit successful implementation. The framework and the associated application process is complicated, resource-intensive, requires whole system influence, and does not generally provide immediate gratification. Recipients of the Malcolm Baldrige National Quality Award almost universally refer to their progression as a journey. Most readily admit it took them a few years to even understand the complexities of the Baldrige / quality language. A 58-page book contains all the information you need, but sections are cross-referenced, many terms have their own definition, everything needs to be considered through the lens of process and result scoring dimensions and bands. It generally takes multi-day examiner training for most people to understand the criteria at its most basic level. There is no question the complete framework and successful implementation at the highest levels is a complicated task. Very few organizations are looking for a continuous improvement initiative that is going to confuse them initially, require a significant investment in human and financial capital to implement, and then take years to ultimately reach their goal of improved results.

Theoretically, we could improve education in Oklahoma by purchasing frameworks and mandating every district provide an annual response. In practice, history suggests that

won't work. So how do we harness the power of the Baldrige framework and use it as the proven continuous improvement framework?

This proposal rests on five foundational elements; 1) simplify and tailor the existing Baldrige framework for easier initial access, 2) use supplementary resources to provide initial opportunities for district-wide improvement efforts (immediate wins) and begin to build the culture of systems thinking and continuous improvement, 3) break the Baldrige application process into smaller more manageable annual cycles to not overwhelm improvement efforts, 4) leverage existing data sources and identify supplementary data sources to accelerate results identification, and 5) use the existing Baldrige community for professional development and application services.

We propose that the OEQA use an adapted version of the Baldrige Performance Excellence Framework as the primary source of continuous improvement methodology. Districts would enter a three-year cycle of improvement efforts progressing from Level One to Three. Responding to this adapted version should be less cumbersome than developing a formal Baldrige application. To aid this, a pre-formatted template should be built for each district. In this template, open-ended Baldrige framework questions will be designated as questions, charts, processes, or results. A question designation provides an open-ended prompt to respond. For example, what recent changes have you experienced in workforce composition or in your needs regarding your workforce? A chart designation means the response is pre-formatted for ease of identification. For example,

| Workforce Segments | Educational Requirements | Key Engagement Drivers |
|--------------------|--------------------------|------------------------|
|                    |                          |                        |
|                    |                          |                        |
|                    |                          |                        |

A process designation would require a series of steps. For example - How do you evaluate the performance of your Sr. Leaders. A results designation requires a graph.

We propose allowing districts to voluntarily engage at whatever level suits their preferred rate of adoption.

**Level 1** - Assess the current state of performance improvement in the district's culture, develop and submit responses to foundational questions (Organizational Profile), and review historical district performance measures. Receive feedback from OEQA.

**Level 2** - Review responses to foundational questions, develop and submit big-picture processes (overall questions), and review historical district performance measures. Receive a site visit and a feedback report.

**Level 3** - Review responses to foundational questions, review and submit all processes (Overall and multiple questions) and review historical district performance measures. Receive a site visit and a feedback report.

Further performance improvement can be accomplished by developing and submitting a formal Baldrige application to be judged at the state and/or national level.

OEQA could choose to administer this program internally. One full-time staff position should be sufficient in the first year of adoption. Upfront duties would include developing the templates for each level, getting marketing collateral produced, and developing training and support documentation. Once the project is initiated duties would transition to connecting with district leaders and selling the program, working with district staff to aid in the creation of their responses, providing feedback to Level 1 applicants, and coordinating site visit and feedback reports for Level 2 and 3 applicants. Most of the day-to-day duties could be outsourced to the Oklahoma Quality Foundation.

### *General Information*

Framework questions (Appendix E) are marked as a question, chart, process, or results.

Question - Open-ended, free-response questions

Chart - Pre-built chart populated with the identification of what is asked for

Process - A step-by-step accounting of how something is accomplished

Results - Numbers presented with trends, comparisons, and segmentation.

### *Level One Requirements*

Distribute (all staff) and compile results of the [Are We Making Progress](#) instrument

Provide narrative and rank order the maturity of the Baldrige Core Values (all staff or Leadership) - Appendix D

Generate answers to Framework Questions marked One - Appendix E

Review Base Results - Appendix F

No grade or site visit - just feedback

Expectation that there is preliminary discussion regarding Framework Questions and Base Results prior to the school year – follow up discussion regarding those + Are We Making Progress and Core Values going into year Two

### *Level Two Requirements*

Generate answers to Framework Questions marked Two - Appendix E

Include Base Results in Category 7 and supplement with education entity's own results

Site Visit conducted - application scored and a feedback report generated

*Level Three Requirements*

Generate answers to Framework Questions marked Three - Appendix E

Include Base Results in Category 7 and supplement with your own results

Site Visit conducted - application scored and a feedback report generated

## **Recommendation 4 – Accelerate innovation**

### **Overview**

The Office of Educational Quality and Accountability (OEQA) is positioned to catalyze system and school-level innovation and thereby accelerate the state’s progress toward exemplary educational achievement. The OEQA legislative mandate is to provide information and evaluations valuable to advancing education in Oklahoma. Helping education institutions innovate is consistent with this mandate.

The need for evidence-based innovation is greater than ever as Oklahoma students emerge from the pandemic with significant losses in learning.<sup>5</sup> Further, stakeholder feedback reveals, a broad range of Oklahomans seek a modernized P-20 system that is calibrated to the demands of the 21<sup>st</sup> century economy. This vision reflects broader national trends in the post-pandemic views of K-12., career-tech, and higher education stakeholders. A recent survey by American School District Panel found the following: parents do not want to go back to the status quo; districts need partners to help them meet the growing range of student needs; and big bets at the state level could yield big dividends.<sup>6</sup>

The OEQA has an important role to play in shaping the Oklahoma education system of the future. Resource maximization, cost efficiency and effective management strategies must undergird the local innovation that will create this future. By applying its expertise in resource allocation and management strategies to the current context – one that demands system transformation—the Office can serve as the change agent that ensures new organizational practices and processes are responsive, sustainable, and continuously improving.

This recommendation offers a frame for positioning OEQA as an innovation engine. The report proceeds in four parts: (I) a brief discussion of the need for and types of innovation in public education; (II) a review of the few constraints and abundance of opportunity within the structure of Oklahoma school law; (III) examples of innovation that could be catalyzed by the OEQA; and (IV) strategies the OEQA might employ to build demand for OEQA services in the interest of educational innovation and excellence.

### **Innovation in Public Education**

The summary below sets the stage for the role OEQA can play in equipping Oklahoma education systems to meet new demands.

The Urgent Need for Innovation.

The structures in which American public education is enmeshed had begun failing well before the pandemic upended learning across the nation—they no longer support the

experiences students require in a new world.<sup>7</sup> In short, “[w]hile the pressures placed on American education have changed dramatically over the last five decades, the fundamental structures of schooling have not.”<sup>8</sup>

The new pressures include the tightening link between a middle-class wage and education beyond academics. While baby boomers could reach the middle class with a traditional high school diploma or less, due to structural changes in the economy, two out of three jobs demand at least some education or training beyond high school academics.<sup>9</sup> Further, even students who go straight into the workforce after high school must have higher-order skills, including competencies in effective communication, interpersonal skills, and critical thinking in order to succeed.<sup>10</sup> These new demands must be met not only for the benefit of the students served by Oklahoma education—Oklahoma must rise to the challenge in order to remain economically competitive. The national shortage of educated workers is predicted to be extreme by the end of the decade as a consequence of baby boomer retirements among other factors, resulting in a projected \$1.2 trillion loss of economic output.<sup>11</sup> At the same time that higher-level learning is becoming more important than ever, college and career-technical enrollment is dropping in Oklahoma—with regional and community college enrollment dropping by 4.8 and 4.4 percent respectively in 2021—exacerbating the need for public education systems to adapt quickly to change the trajectory.<sup>12</sup> The need for innovation, is not limited to secondary schools. Research points to the need for new approaches throughout the P-20 continuum.<sup>13</sup> Further exacerbating these challenges is an historic teacher shortage, national in scope but particularly acute in Oklahoma. The percentage of Oklahoma students earning teaching degrees has declined by twenty-five percent over the past ten years and public institutions are producing only enough teachers to fill forty-six percent of the vacancies created by retiring teachers.<sup>14</sup> Moreover, twenty-eight percent of Oklahoma teachers have fewer than three years of teaching experience and over fifty percent leave the profession by their fifth year (compared to forty-four percent nationally), necessitating investment in developmental supports both to increase effectiveness and improve retention.<sup>15</sup>

***Permission vs. Prescription.*** Policy makers have recognized the need to prepare students for more challenging work for several decades, a recognition that gave rise to the standards movement in the 1990s and the assessment and accountability systems that have dominated public education since the enactment of *No Child Left Behind* in 2002. These reforms, however, have not moved the needle significantly, as NAEP scores have remained flat. The challenges remaining before us require a fundamentally different kind of solution. In short, “[a]ddressing the persistent challenges in education . . . depends on the expertise and creativity of local teachers and administrators. Solutions will come not from prescription, but from innovation.”<sup>16</sup>

## Oklahoma Unbound: Opportunities for Innovation

Oklahoma school and system leaders have opportunities for innovation both within standard statutory parameters and even greater opportunities through state charter, empowerment, and waiver provisions. Career Tech and higher education providers have equally broad capacity to innovate.

### *Flexibility within Standard Statutory*

As a general matter, the work of school systems is organized around four domains: staffing, educational program, budget, and operations (including calendar and schedules). A review of the Oklahoma School Code reveals that, with some exceptions, local leaders have considerable discretion in each of these domains.

Staffing. As noted above, Oklahoma, like most states, is struggling with a shortage of teachers that is projected to continue for the foreseeable future. State laws, however, afford considerable flexibility to school districts prepared to combat the shortage aggressively. Certification pathways and salary are two key factors affecting teacher talent supply. Oklahoma offers three alternatives to the traditional university-based teacher education program certification pathways, while some states, including Alaska, Oregon and Utah offer none.<sup>17</sup> Further, Oklahoma is one of only eight states that offers full teacher license reciprocity for teachers licensed in other states.<sup>18</sup> With respect to salaries, state law does not prevent—but rather encourages—school districts to differentiate compensation based on expertise and regional needs.<sup>19</sup> Yet, most Oklahoma school systems remain tied to rigid “step” and “lane” salary structure.<sup>20</sup>

Educational Program. Oklahoma law promotes a plurality of options within the traditional school district structure. School districts have flexibility to design magnet or “enterprise” schools based on community needs and interests of students.<sup>21</sup> Enrollment in these schools may be open to all or base admission on criteria tied to the mission of the school. Moreover, recent amendments to the Education Open Transfer Act and the new funding formula contribute to an environment in which all districts are encouraged to offer engaging options in order to retain students within their district.<sup>22</sup> State law further promotes variety by enabling students to progress in a variety of modes including proficiency-based promotion and competency-based high school graduation, in addition to concurrent enrollment.<sup>23</sup> In 2019, the Aurora Institute identified Oklahoma as one of fourteen states with “open state policy flexibility for school systems to transition to competency education.”<sup>24</sup>

Budget. Although more constrained than school districts in certain other states, Oklahoma school districts nevertheless have considerable discretion to allocate funds in accordance with local needs. Career Tech and higher education providers have nearly complete decision-making autonomy when considering allocation of resources. Oklahoma districts must, of course, abide by restrictions on the use of categorical funding

streams (primarily with respect to federal funds), but must also conform to state limitations on administrative costs and class-size restrictions. Within those constraints, school districts are free to determine the allocation methodologies suited to their systems and students. For instance, districts may choose to allocate funds to schools based on the traditional ratio-based staffing model or a student-based budgeting formula.<sup>25</sup>

Operations. Although the Oklahoma State Legislature recently restricted local authority to offer a four-day school week, school districts nevertheless may qualify for that option by demonstrating that a shorter week does not affect academic achievement in the district.<sup>26</sup> The new Oklahoma law is more restrictive than operational requirements in twelve other states, but is more flexible than most in providing the opportunity to “earn” the right to a modified calendar.<sup>27</sup> State law is also quite accommodating with respect to virtual instruction, permitting school districts to deliver blended programs in which districts may permit “anytime, anywhere” online instruction as the predominate mode for students who choose that option.<sup>28</sup> Finally, Oklahoma incentivizes cooperative arrangements among small districts that may otherwise find it difficult to provide a full array of course options.<sup>29</sup>

In sum, the base statutory structure in which Oklahoma school districts operate is relatively flexible with respect to matters that determine opportunities for innovation.<sup>30</sup>

#### *Opportunities for Increased Flexibility*

The flexibility summarized above can be expanded under a variety of state options for increased local autonomy. The scope of autonomy available is most expansive for district-authorized charter schools. These schools are exempt from many laws governing traditional schools, including state teacher certification.<sup>31</sup> Charter schools receive federal funds directly. Further, while state authorized charter schools must give priority to student populations, this requirement does not apply to district-authorized charter schools.<sup>32</sup> Partnership schools have the potential to operate under the same exemptions as charter schools depending on the terms negotiated with the local board of education, but are more tightly integrated with the district’s mission and infrastructure and may only be operated within the Tulsa and Oklahoma City Public School systems.<sup>33</sup> Third in the list of options are conversion schools, which also may operate under the same exemptions as independent charter schools, but are not insulated from district authority by an intermediating independent board.<sup>34</sup> Fourth, a district may apply to the State Board of Education to operate an “empowered school” which may, theoretically, operate under a broad range of exemptions; however, such exemptions are subject to approval by affected teachers, the board of education and the State Board of Education.<sup>35</sup> Finally, school districts have the opportunity to obtain waivers, which may extend up to three years, from “any statutory requirement or State Board of Education rule not related to bilingual and special education programs, health and safety provisions, school finance, State Aid, pupil formula weights, teacher salary and teacher retirement, the Oklahoma School



Testing Program, the Oklahoma Educational Indicators Program and the teacher preparation, examination, certification, residency and professional development system.”<sup>36</sup>

*Innovating to Maximize Resources, Cost Efficiency and Management Effectiveness*

School districts across the nation have demonstrated the power of innovation to advance efficiency and effectiveness. The table below highlights some of the strategic behaviors that OEQA might support among school districts in pursuit of its mission to maximize resources, cost efficiency, and management effectiveness. Each of these strategies lies within the parameters of the Oklahoma School Code.

|                            |   |
|----------------------------|---|
| <b>Staffing</b>            | <u>Strategic Compensation</u> : Strategic compensation is based on the principle that teacher compensation should be differentiated (as in other professions) based on relative demand for specialized expertise, contributions to organizational objectives, and leadership roles. The recent report by the Legislative Office of Fiscal Transparency notes that “the use of teacher salary schedules . . . yields limited returns for Oklahoma teachers and may be contributing to shorter careers in the profession.” <sup>37</sup> The report highlights the strategic compensation systems in Denver, Dallas, and Iowa. <sup>38</sup>  |
| <b>Educational Program</b> | <u>Rural Pathway Collaboration</u> : High school students in rural school districts deserve the opportunity to select among a variety of robust career pathway programs. Rural districts, however, often do not have the resources to provide multiple pathways that include element such as college credit and work-based learning. Cooperative Agreements, however, enable districts to expand the pathways available to each district’s students. The recent Education Open Transfer Act creates further incentives for districts to pursue such arrangement in order to expand offerings and thus retain students. <sup>39</sup>  |
| <b>Budget</b>              | <u>Student Based Budgeting</u> : School budgets are an expression of a district’s priorities. Too often, however, school districts across the nation allow inertia to define those priorities by maintaining simplistic, aimless, and opaque school-level allocation formulas. <sup>40</sup> The student-based approach (also known as weighted-student formula), by contrast, is grounded in equity, transparency, and flexibility. <sup>41</sup>  |
| <b>Operations</b>          | <u>Blending and Braiding Funding Streams</u> : The <i>Every Student Succeeds Act</i> (ESSA) affords school districts greater flexibility in the purposes for which categorical funds may be spent. This flexibility, in concert with discretion permit in the use of state funds, enables districts to frame their spending around objectives for students rather than narrowly defined lists of fund-eligible activities. For example, if English language learners and students with disabilities are struggling with reading, a district could combine Title 1 Part A, IDEA Part B, and Title II, Part A funds to provide intervention and professional learning services. <sup>42</sup> |

*OEQA Strategies for Catalyzing and Enabling Innovation*

As noted at the outset of this analysis, the solutions that will meet current demands on the Oklahoma education system will come from bottom-up innovation rather than one-size-fits-all prescriptions from state authorities. Accordingly, the strategies suggested below are intended to position OEQA as a catalyst and “go-to” partner for locally driven systems change. These strategies, moreover, are grounded in OEQA’s core mission and authority in that they position the performance review as a high-leverage “tool” for driving innovation in resource maximization and effective management – with the aim of promoting excellence in education.<sup>43</sup>

|   |  |
|---|--|
| <p><b>Opportunity A: Spotlight, Codify, Scale</b></p> | <p><u>Main Idea:</u> Select strong districts to participate in “good to great” performance reviews aimed, in part, at identifying data-driven resource and management practices that could, with refinement supported by OEQA, be codified for use by other districts (that OEQA will assist in adapting the practice(s) for local context via the performance review process).<sup>44</sup> Deep engagement by districts could be encouraged via performance rewards for districts that demonstrate achievement growth. Further, if properly publicized, superintendents will pursue selection and participation as a way to elevate the achievements of their districts (and burnish their own reputations).<sup>45</sup></p> <p><u>Advantage:</u> Positions effective school system leaders as allies in the work of OEQA. As in other fields, educators trust their peers. OEQA can harness that trust by making strong educators the “stars” of performance who attract new participants.</p> |
| <p><b>Opportunity B: Challenge Cohorts</b></p>        | <p><u>Main Idea:</u> Invite, in partnership with CCOSA<sup>46</sup> or independently, school districts to participate in a time-bound cohort focused on tackling a complex challenge framed by each Baldrige Performance Excellence category. If relevant expertise is not resident within OEQA, collaborate with a proven technical assistance provider with demonstrated results in the challenge category. The review will inform the work of the districts in the cohort. As an example, if a critical mass of districts is interested in working on talent management, OEQA could serve as the hub of an improvement network focused on getting better at attracting, onboarding, retaining, and rewarding great faculty and staff.</p> <p><u>Advantage:</u> Raises OEQA’s profile as a premier “solution partner” for the many thorny challenges districts will be confronting as performance demands continue to intensify.</p>   |

|   |  |
|---|--|
| <p><b>Opportunity C:<br/>Light Touch<br/>Introductory<br/>Engagements</b></p> | <p><u>Main Idea:</u> Demonstrate the value of performance reviews by engaging districts in a limited improvement cycle targeting a local “pain point” identified by the district. Use as an opportunity to orient districts to the value of performance reviews and thereby build an appetite for a fuller engagement under the Baldrige framework.</p> <p><u>Advantage:</u> Opens a low-stakes avenue for districts to work on a discrete challenge via the Performance Excellence framework and generate a “quick win.” These introductory engagements can create an authentic opportunity for OEQA to build relationships and trust in the field.</p> |
|---|--|

The opportunities presented above are not mutually exclusive and certainly do not represent an exhaustive list of possibilities. Rather, they are illustrative of the strategies OEQA might use to frame its value proposition, build trust, leverage motivations of system leaders, and break down barriers to growing the state’s education innovation efforts.

## Implementation strategy

### *Beginning*

The current Office of Educational Quality and Accountability (OEQA) is very small with a modest budget. This report is not inclusive of the entire office. The work in educator preparation is not addressed and must be continued.

OEQA Total Appropriations: \$1,567,209.00

\$827,209.00 is used for the following legislative mandated programs and administrative costs, including 9 FTE:

- Educator Preparation Accreditation/Program Approval

- Educator Assessment

- Oklahoma School Performance Reviews

- Oklahoma Educational Indicators Program

- Transfer Audit Program

\$180,000.00 for Educational Leadership Oklahoma

\$500,000.00 for Statewide Memberships

\$60,000 for Teacher Certification Scholarship Program

## Recommended

The following is a broad overview of the proposed milestones and timeframes to implement to four recommendations. A preliminary cost analysis is also provided.

| Item  | Value      | Year 1      | Year 2      | Year 3      | Year 4      |
|---|------------|-------------|-------------|-------------|-------------|
| <b>Recommendation 1</b>   |            |             |             |             |             |
| Clearly define Future Ready Graduate expectations                   |            |             |             |             |             |
| Expand data systems to include process quality                      |            |             |             |             |             |
| Establish benchmarking capacity                                     |            |             |             |             |             |
| Begin work on research support systems                              |            |             |             |             |             |
| Engage in national benchmarking                                     |            |             |             |             |             |
| <b>Recommendation 2</b>   |            |             |             |             |             |
| Fully engage K-12 data  |            |             |             |             |             |
| Fully engage Careertech and Higher ed data                          |            |             |             |             |             |
| Fully engage data explorer and workforce development                |            |             |             |             |             |
| Establish full integration of data sets to assure research capacity |            |             |             |             |             |
| <b>Recommendation 3</b>   |            |             |             |             |             |
| Establish Baldrige guided system assessment systems                 |            |             |             |             |             |
| Initiate local and state feedback systems                           |            |             |             |             |             |
| Engage early adoptors in state and national recognition             |            |             |             |             |             |
| Fully engage private sector partners                                |            |             |             |             |             |
| <b>Recommendation 4</b>   |            |             |             |             |             |
| Engage in innovation growth programs                                |            |             |             |             |             |
| Develop early adoptor recognition program                           |            |             |             |             |             |
| Track and recognize innovators with improved performance            |            |             |             |             |             |
| <b>Systems requirements</b>   |            |             |             |             |             |
| ESC Visualization systems   | \$ 500,000 | \$ 500,000  | \$ 500,000  | \$ 500,000  | \$ 500,000  |
| Enhanced data systems   | \$ 200,000 | \$ 200,000  | \$ 200,000  | \$ 200,000  | \$ 200,000  |
| General budget  |            | \$ 97,500   | \$ 142,500  | \$ 187,500  | \$ 187,500  |
| <b>Staffing - total</b>   |            |             |             |             |             |
| Director  | \$ 200,000 | \$ 200,000  | \$ 200,000  | \$ 200,000  | \$ 200,000  |
| K-12 data manager   | \$ 100,000 | \$ 100,000  | \$ 100,000  | \$ 100,000  | \$ 100,000  |
| CareerTech data manager   | \$ 100,000 |             | \$ 100,000  | \$ 100,000  | \$ 100,000  |
| Higher education data manager                                       | \$ 100,000 |             |             | \$ 100,000  | \$ 100,000  |
| Data scientist  | \$ 150,000 | \$ 150,000  | \$ 150,000  | \$ 150,000  | \$ 150,000  |
| Baldrige lead   | \$ 110,000 | \$ 110,000  | \$ 110,000  | \$ 110,000  | \$ 110,000  |
| Innovation lead   | \$ 110,000 |             | \$ 110,000  | \$ 110,000  | \$ 110,000  |
| Research lead   | \$ 110,000 |             |             | \$ 110,000  | \$ 110,000  |
| Data analyst  | \$ 90,000  | \$ 90,000   | \$ 180,000  | \$ 270,000  | \$ 270,000  |
| <b>Estimated financial support</b>                                  |            | \$1,447,500 | \$1,792,500 | \$2,137,500 | \$2,137,500 |
| Full-time equivalent staff  |            | 5           | 8           | 11          | 11          |

These data do not include staffing or timelines for teacher licensure services.

# Appendices

## **Appendix A - Acknowledgements**

I want to express my appreciation and gratitude to the to the Board and Staff of the Office of Educational Quality and Accountability, as well as Brent Bushey and his team at the Oklahoma Public School Resource Center for their organization and support of this study.

**Need additional names and positions**

## Appendix B – Detailed thought exchange feedback

The following pages reflect individual thoughts and ratings in each theme category. These comments are quoted directly from the statements of stakeholders.

### EDUCATOR QUALITY

**Quality education cannot exist without quality teachers who can guide, connect, and teach them.** I am redundant, but hung on the thought.

4.4 ★★★★★ (13)



**We have significantly more qualified and high quality teachers in our classrooms** It's key to student success

4.3 ★★★★★ (14)



**Students are prepared for life with both academic and work skills by highly qualified instructors in every classroom.** Highly qualified instructors give students the best opportunity to be successful.

4.3 ★★★★★ (13)



### EDUCATIONAL OPPORTUNITIES

**Families have access to quality early learning services** Young children are assured enriching options and parent can work!

4.3 ★★★★★ (13)



**Provide equitable education opportunities for all students.** Not all students/schools have the same educational opportunities. Example STEM provided in Elementary Sites.

4.3 ★★★★★ (13)



**Students of ALL backgrounds have opportunities to break free from generations cycles of poverty, crime, and lack of ambition.** If we can break those cycles, they will realize their potential and become contributing members of society.

4.2 ★★★★★ (14)



### CAREER AWARENESS AND EXPLORATION



**There is an equal focus on career ready and college bound pathways in our schools.** There should not be one focus for students. In high school they should be afforded opportunities to figure out the pathway they want to go down.

4.2 ★★★★★ (12)



**Realistic career options are taught to kids early on with a new definition of what career "success" is.** College is becoming less and less the right answer for everyone, with more career options all the time that don't require a college degree.

4.1 ★★★★★ (13)



**Clear pathways for students to career choices**

3.9 ★★★★★ (13)



**Kids understand options and pathways such as college vs tech school** Better options for noncollege bound kids

3.8 ★★★★★ (13)



## COLLABORATION AMONGST STAKEHOLDERS

**political leaders take the time and care to listen to educators; collaborate to create a system that works to ensure that all students succeed.** The definition of success can be vastly different from family to family - student to student.

4.3 ★★★★★ (13)



**Oklahoma schools will be successful in ten years if all agencies, politicians, and educators are working together on behalf of what is good for kids.** If everyone is on the same page and not following political agendas, our kids will benefit.

4.2 ★★★★★ (13)



**High school career tech and higher Ed begin to work together to produce the workers our state needs.** Work force development is in dire need of support.

4.1 ★★★★★ (14)



## EDUCATIONAL RELEVANCE

**Focus on instruction, retaining teachers and less on testing.** Just because you can pass a test does it mean you can teach.

4.3 ★★★★★ (14)



**There is less testing and more allowing teaching.** We seem to spend a lot time testing and not enough time allowing students to experience and ask questions.

4.2 ★★★★★ (11)



**We as a district focus less on the outcomes of a test, and more on each individual learner.**

4.1 ★★★★★ (14)



**Our state invests in other ways to measure student success instead of relying on standardized testing** By reducing the time we prepare for standardized testing, we can focus on critical thinking skill and deductive reasoning, providing more future succe

4.1 ★★★★★ (10)



**it has adapted to the changing needs of society while developing competent contributing members of society.** The world is much different than it was even 50 years ago. Students need to be educated differently than they were 50 years ago.

4.1 ★★★★★ (9)



**Increase secondary students enrolling in advanced (AP and college) courses AND increased enrollment in Technology centers** Our students need to be college AND career ready.

4.0 ★★★★★ (9)



## INDIVIDUALIZATION

|  |                        |  |
|--|------------------------|--|
| <p>All students graduate with a plan and skills for work and/or further education. Productive member of society.</p>   | <p>4.2 ★★★★★ (119)</p> |  |
| <p>We as a district focus less on the outcomes of a test, and more on each individual learner.</p>   | <p>4.1 ★★★★★ (134)</p> |  |
| <p>When we help students focus on their strengths and quit expecting all students to go to college. Help them find joy in learning and their passions. We require too much coursework in areas that students may not need with very little application of that knowledge. We need experiential education</p> | <p>4.1 ★★★★★ (111)</p> |  |
| <p>We enhance our understanding of how children are fairing We currently do not have a good sense of success/ obstacles</p>  | <p>4.0 ★★★★★ (112)</p> |  |
| <p>young adults have chosen a career path that supports their passion. Some may have gone to college and some may have chosen to attend career tech. Education on any level is important and valued.</p>   | <p>4.0 ★★★★★ (112)</p> |  |
| <p>student's needs academically, emotionally, and physically are met. It is important because this goals are what an educational system is all about.</p>  | <p>4.0 ★★★★★ (111)</p> |  |

RESULTS AND ACCOUNTABILITY

All children are graduating with skills to be a successful citizen. Key to democracy and contributes to happiness and success in life.

4.2 ★★★★★ (13)



All students currently in Oklahoma high schools are well-adjusted, productive members of society. Public education is vital to the success of our society, but it must adjust to the students we are getting into our schools.

4.2 ★★★★★ (12)



students are finding themselves prepared to go on successfully to college or to go into the work force, able to read and write and work with numbers. Young adults must feel self worth and competent to achieve a college degree or competent to go into the work force to become productive citizens.

4.2 ★★★★★ (12)



Students are academically prepared for the future. Students need to be prepared for life outside of high school whether it be career or college.

4.1 ★★★★★ (13)



Students are successful citizens. This is to create producers not consumers.

4.1 ★★★★★ (12)



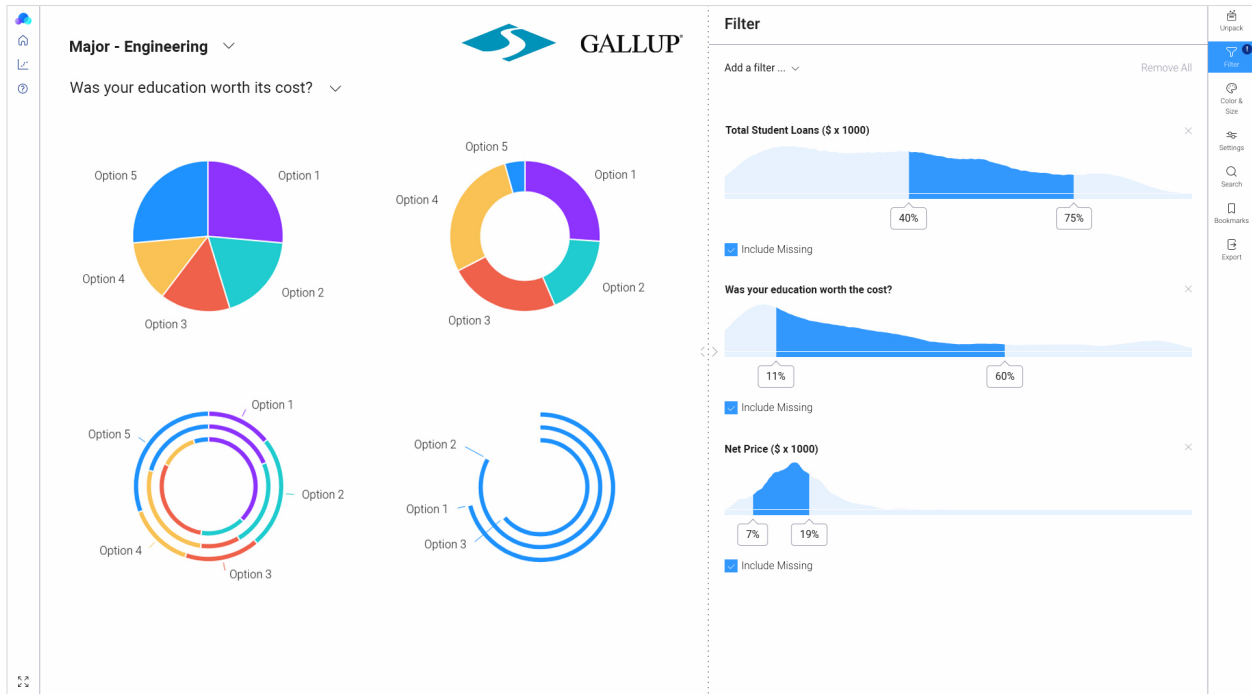
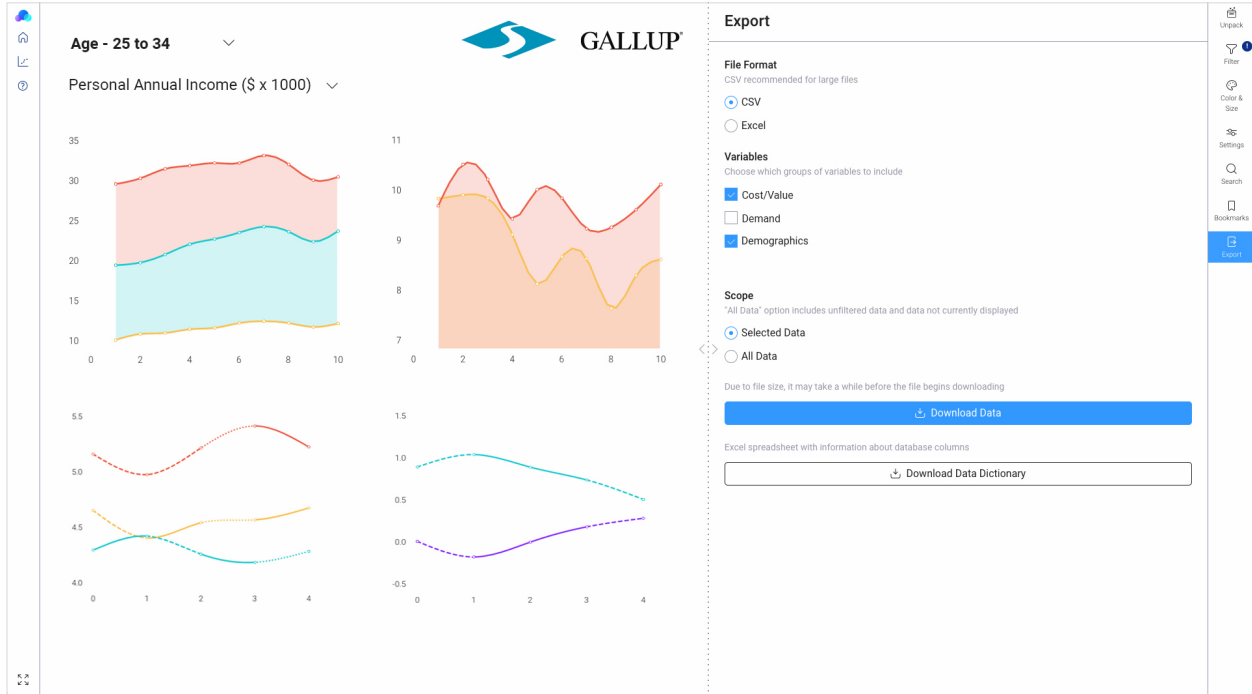
It has adapted to the changing needs of society while developing competent contributing members of society. The world is much different than it was even 50 years ago. Students need to be educated differently than they were 50 years ago.

4.1 ★★★★★ (9)

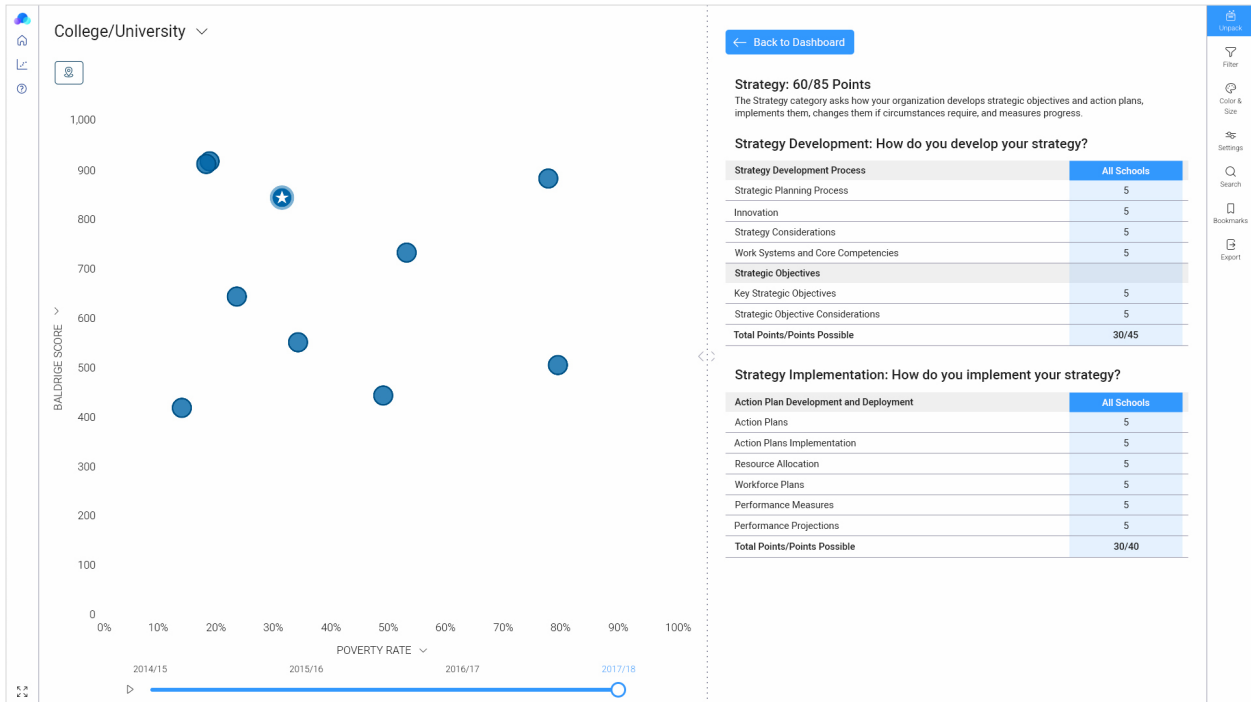
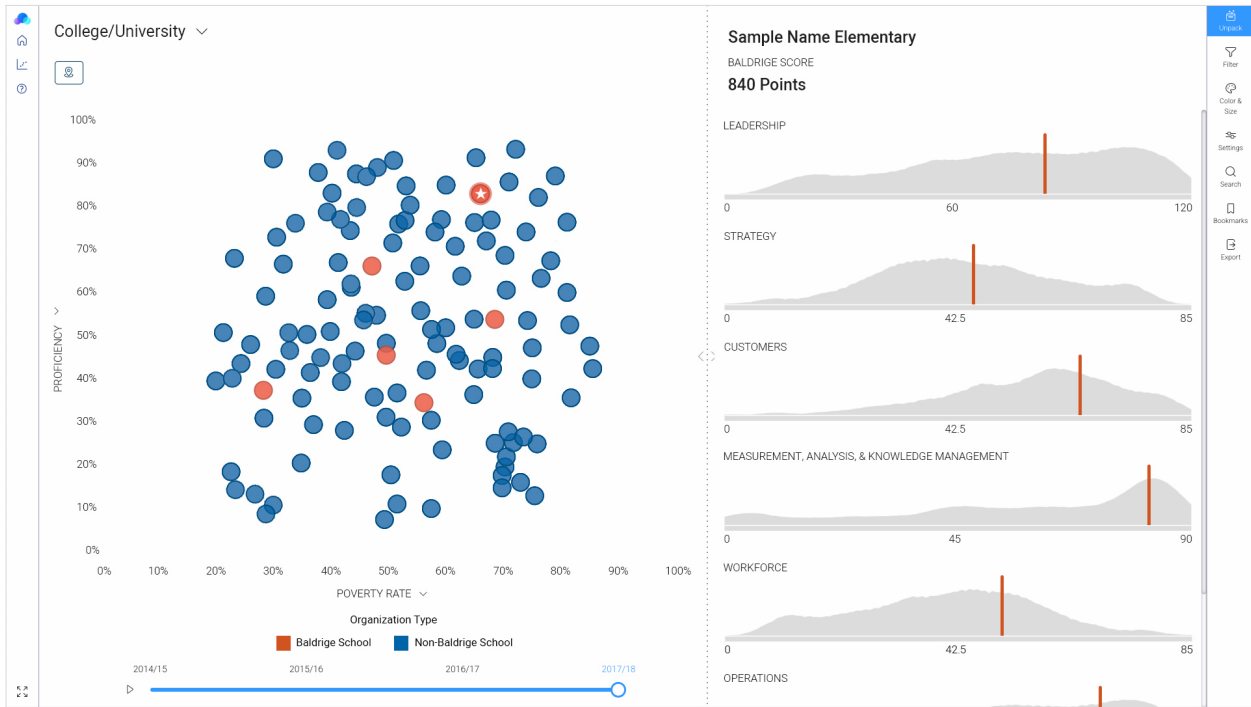


# Appendix C - Data systems and visualization supporting information

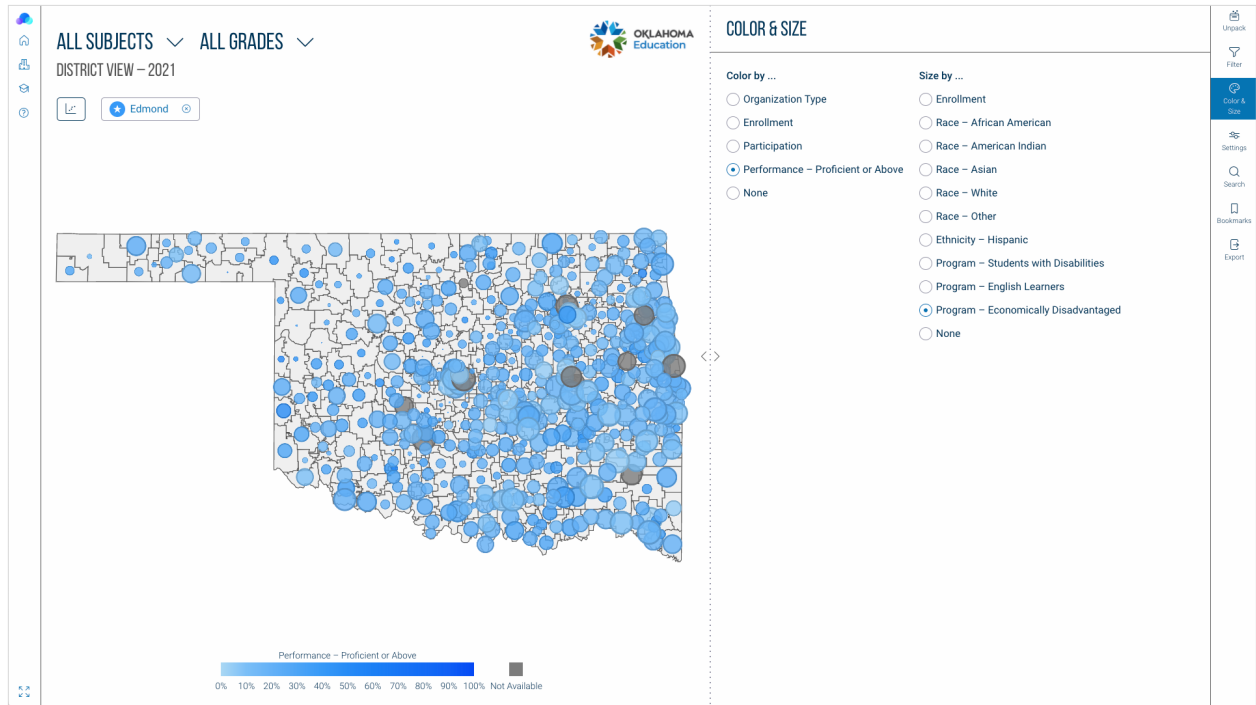
Custom dashboards powered by educational survey data.



# Evaluate higher education institutions using a variety of charts and tables.



# Analyzing equity and tracking school growth in Oklahoma.



## **Appendix D - Baldrige Core Values Worksheet**

In 150 words or less, provide examples showing how your district embeds the following values into your culture.

Systems perspective  
Visionary leadership  
Student-centered excellence  
Valuing people  
Agility and resilience  
Organizational learning  
Focus on success and innovation  
Management by fact  
Societal contributions  
Ethics and transparency  
Delivering value and results



Rank order your organization's maturity from 1 (most mature) to 11 (least mature)

| <b>Core Value</b>               | <b>Rank</b> |
|---------------------------------|-------------|
| Systems perspective             |             |
| Visionary leadership            |             |
| Student-centered excellence     |             |
| Valuing people                  |             |
| Agility and resilience          |             |
| Organizational learning         |             |
| Focus on success and innovation |             |
| Management by fact              |             |
| Societal contributions          |             |
| Ethics and transparency         |             |
| Delivering value and results    |             |

## Appendix E – Framework Questions

### Organizational Profile

#### P.1 - Organizational Description

| <b>ORGANIZATIONAL ENVIRONMENT</b>   |               |            |            |              |
|---|---------------|------------|------------|--------------|
| EDUCATIONAL PROGRAM AND SERVICE Offerings   |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your main EDUCATIONAL PROGRAM AND SERVICE offerings and how are they delivered?        | Chart         | X          | X          | X            |
| What is the relative importance of each to your success?  | Chart         | X          | X          | X            |
| MISSION, VISION, VALUES, and Culture  |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your MISSION, VISION, and VALUES?  | Chart         | X          | X          | X            |
| What are your organization’s CORE COMPETENCIES, and what is their relationship to your mission? | Chart         | X          | X          | X            |

| WORKFORCE Profile   |               |            |            |              |
|---|---------------|------------|------------|--------------|
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What is your WORKFORCE profile?   | Question      | X          | X          | X            |
| What recent changes have you experienced in workforce composition or in your needs with regard to your WORKFORCE? | Question      | X          | X          | X            |
| What are your WORKFORCE or faculty/staff groups and segments?   | Chart         | X          | X          | X            |
| What are the educational requirements for different faculty/staff groups and SEGMENTS?                            | Chart         | X          | X          | X            |
| What are the KEY drivers that engage them?  | Chart         | X          | X          | X            |
| What are your organized bargaining units (union representation), if any?  | Question      | X          | X          | X            |
| What are your special health and safety requirements, if any?   | Question      | X          | X          | X            |
| Assets  |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your major facilities, equipment, technologies, and intellectual property?                               | Question      | X          | X          | X            |

| <b>ORGANIZATIONAL RELATIONSHIPS</b>  |               |            |            |              |
|--|---------------|------------|------------|--------------|
| Organizational Structure   |               |            |            |              |
|  | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your organizational leadership and GOVERNANCE structures?   | Org Chart     | X          | X          | X            |
| Students, Other CUSTOMERS, and STAKEHOLDERS  |               |            |            |              |
|  | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your KEY market segments? What are their KEY requirements and expectations for your EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support services, and operations, including any differences among the groups?                   | Chart         | X          | X          | X            |
| What are your KEY student and other CUSTOMER groups? What are their key requirements and expectations for your educational programs and services, student and other customer support services, and operations, including any differences among the groups? | Chart         | X          | X          | X            |
| What are your KEY STAKEHOLDER groups? What are their key requirements and expectations for your EDUCATIONAL PROGRAMS AND SERVICES, student and other customer support services, and operations, including any differences among the groups?                | Chart         | X          | X          | X            |

| Suppliers, PARTNERS, and COLLABORATORS |               |            |            |              |
|--|---------------|------------|------------|--------------|
|  | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
|  |               |            |            |              |

|   |          |   |   |   |
|---|----------|---|---|---|
|   |          |   |   |   |
| What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do they play in producing and delivering your KEY EDUCATIONAL PROGRAMS AND SERVICES and your student and other CUSTOMER support services, and in enhancing your competitiveness? What role do they play in contributing and implementing INNOVATIONS in your organization? | Chart    | X | X | X |
| What are your KEY supply-network requirements?  | Question | X | X | X |

Organizational Profile

P.2 - Organizational Situation

| <b>COMPETITIVE ENVIRONMENT</b>  |               |            |            |              |
|---|---------------|------------|------------|--------------|
| Competitive Position  |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What KEY sources of comparative and competitive data are available from within the education sector? What KEY sources of comparative data are available from outside the education sector? What limitations, if any, affect your ability to obtain or use these data? | Chart         | X          | X          | X            |
| Strategic Context   |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What are your KEY STRATEGIC CHALLENGES and ADVANTAGES?  | Chart         | X          | X          | X            |
| PERFORMANCE Improvement System  |               |            |            |              |
|   | <b>Format</b> | <b>One</b> | <b>Two</b> | <b>Three</b> |
| What is your PERFORMANCE improvement system, including your PROCESSES for evaluation and improvement of KEY organizational projects and PROCESSES?  | Question      | X          | X          | X            |



Category 1 - Leadership

1.1 Senior Leadership

| <b>VISION AND VALUES</b>   |               |            |              |
|--|---------------|------------|--------------|
| Establishing VISION and VALUES   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do SENIOR LEADERS set and DEPLOY your organization's VISION and VALUES?  | Process       | X          | X            |
| HOW do SENIOR LEADERS deploy the VISION and VALUES <del>through your leadership system;</del> to the WORKFORCE; to KEY suppliers and PARTNERS; and to students, other CUSTOMERS, and other STAKEHOLDERS, as appropriate? | Chart         |            | X            |
| Promoting Legal and ETHICAL BEHAVIOR   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do SENIOR LEADERS' personal actions demonstrate their commitment to legal and ETHICAL BEHAVIOR?  | Process       | X          | X            |
| HOW do SENIOR LEADERS promote an organizational environment that requires it?  | Question      |            | X            |



| <b>COMMUNICATION</b>   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do SENIOR LEADERS communicate with and engage the entire WORKFORCE, KEY PARTNERS, students, and other KEY CUSTOMERS?   | Chart         | X          | X            |
| HOW do they encourage frank, two-way communication; communicate KEY decisions and needs for organizational change; and take a direct role in motivating the WORKFORCE toward HIGH PERFORMANCE and a focus on students, other CUSTOMERS, and student LEARNING?  | Chart         |            | X            |
| <b>MISSION AND ORGANIZATIONAL PERFORMANCE</b>  |               |            |              |
| Creating an Environment for Success  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do SENIOR LEADERS create an environment for success now and in the future?   | Process       | X          | X            |
| HOW do they create an environment for the achievement of your MISSION; create and reinforce your organizational culture, and a culture that fosters student, other CUSTOMER, and WORKFORCE ENGAGEMENT, equity, and inclusion; cultivate organizational agility and RESILIENCE, accountability, organizational and individual LEARNING, INNOVATION, and INTELLIGENT RISK taking; and participate in succession planning and the development of future organizational leaders? | Chart         |            | X            |

| Creating a Focus on Action   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do SENIOR LEADERS create a focus on action that will achieve the organization's MISSION?   | Process       | X          | X            |
| HOW do SENIOR LEADERS create a focus on action that will improve the organization's performance; identify needed actions; in setting expectations for organizational PERFORMANCE, include a focus on creating and balancing VALUE for students, other CUSTOMERS, and other STAKEHOLDERS; and demonstrate personal accountability for the organization's actions? | Chart         |            | X            |

## 1.2 Governance and Societal Contributions

| <b>ORGANIZATIONAL GOVERNANCE</b>  |               |            |              |
|---|---------------|------------|--------------|
| GOVERNANCE System   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW does your organization ensure responsible GOVERNANCE?   | Process       | X          | X            |
| HOW does your GOVERNANCE system review and achieve the following? Accountability for SENIOR LEADERS' actions, Accountability for strategy, Fiscal accountability, Transparency in operations, Selection of GOVERNANCE board members and disclosure policies for them, as appropriate, Independence and EFFECTIVENESS of internal and external audits, Protection of STAKEHOLDER and stockholder interests, as appropriate, Succession planning for SENIOR LEADERS | Question      |            | X            |

| PERFORMANCE Evaluation   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you evaluate the PERFORMANCE of your SENIOR LEADERS and your GOVERNANCE board?  | Process       | X          | X            |
| HOW do you use PERFORMANCE evaluations in determining executive compensation?  | Question      |            | X            |
| HOW do your SENIOR LEADERS and GOVERNANCE board use these PERFORMANCE evaluations to advance their development and improve the effectiveness of leaders, the board, and the LEADERSHIP SYSTEM, as appropriate? | Question      |            | X            |

| <b>LEGAL AND ETHICAL BEHAVIOR</b>   |               |            |              |
|---|---------------|------------|--------------|
| Legal, Regulatory, and Accreditation Compliance   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you address current and anticipate future legal, regulatory, and community concerns with your EDUCATIONAL PROGRAMS and SERVICES, and your operations?  | Question      | X          | X            |
| HOW do you address any adverse societal impacts of your EDUCATIONAL PROGRAMS and SERVICES, and your operations; anticipate public concerns with your future programs, services, and operations; and prepare for these impacts and concerns proactively?                         | Question      |            | X            |
| What are your KEY compliance PROCESSES, MEASURES, and GOALS for meeting and surpassing regulatory, legal, and accreditation requirements, as appropriate?   | Chart         |            | X            |
| What are your KEY PROCESSES, MEASURES, and GOALS for addressing risks associated with your EDUCATIONAL PROGRAM and SERVICES and your operations?  | Chart         |            | X            |
| <b>ETHICAL BEHAVIOR</b>   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you promote and ensure ETHICAL BEHAVIOR in all interactions?   | Process       | X          | X            |
| HOW do you monitor and respond to breaches of ethical behavior?   | Process       | X          | X            |
| What are your KEY PROCESSES and MEASURES or INDICATORS for promoting and ensuring ETHICAL BEHAVIOR in your GOVERNANCE structure; throughout your organization; and in interactions with your WORKFORCE, students, other CUSTOMERS, PARTNERS, suppliers, and other STAKEHOLDERS? | Chart         |            | X            |

| <b>SOCIETAL CONTRIBUTIONS</b>  |               |            |              |
|--|---------------|------------|--------------|
| Societal Well-Being  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you incorporate societal well-being and benefit into your strategy and daily operations?        | Process       | X          | X            |
| HOW do you contribute to the well-being of your environmental, social, and economic systems?           | Process       | X          | X            |
| Community Support  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your key communities?   | Chart         | X          | X            |
| HOW do you identify them and determine areas for organizational involvement?                           | Process       | X          | X            |
| HOW do you actively support and strengthen your KEY communities?                                       | Process       |            | X            |
| HOW do your SENIOR LEADERS, in concert with your WORKFORCE, contribute to improving these communities? | Process       |            | X            |

Category 2 - Strategy

2.1 Strategy Development

| <b>STRATEGY DEVELOPMENT PROCESS</b>   |               |            |              |
|---|---------------|------------|--------------|
| Strategic Planning PROCESS  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you conduct your strategic planning? What are the KEY PROCESS steps? Who are the KEY participants? What are your short- and longer-term planning horizons? | Process       | X          | X            |
| HOW does your strategic planning PROCESS address the potential need for change, prioritization of change initiatives, and organizational agility and RESILIENCE?  | Question      |            | X            |
| INNOVATION  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW does your strategy development PROCESS stimulate and incorporate innovation?  | Process       | X          | X            |
| HOW do you identify STRATEGIC OPPORTUNITIES?  | Question      |            | X            |
| HOW do you decide which STRATEGIC OPPORTUNITIES are INTELLIGENT RISKS to pursue?  | Question      |            | X            |
| What are your KEY STRATEGIC OPPORTUNITIES?  | Chart         |            | X            |

| Strategy Considerations   |          |     |       |
|---|----------|-----|-------|
|   | Format   | Two | Three |
| HOW do you collect and analyze relevant data and develop information for use in your strategic planning PROCESS?  | Process  | X   | X     |
| In this collection and ANALYSIS, how do you include these KEY elements of risk? Your STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES, potential changes and disruptions in your regulatory and external environment, technological changes and innovations affecting your programs, services, and operations, potential blind spots in your strategic planning PROCESS and information, and your ability to execute the strategic plan? | Question |     | X     |
| WORK Systems and CORE COMPETENCIES  |          |     |       |
|   | Format   | Two | Three |
| HOW do you decide which KEY PROCESSES will be accomplished by your WORKFORCE and which by external suppliers, PARTNERS, and COLLABORATORS?  | Process  | X   | X     |
| HOW do those decisions consider your STRATEGIC OBJECTIVES; your CORE COMPETENCIES; and the CORE COMPETENCIES of potential suppliers, PARTNERS, and COLLABORATORS?   | Question | X   | X     |
| HOW do you determine what future organizational CORE COMPETENCIES and WORK SYSTEMS you will need?   | Process  |     | X     |

|                             |
|-----------------------------|
| <b>STRATEGIC OBJECTIVES</b> |
|-----------------------------|

| KEY STRATEGIC OBJECTIVES   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your organization's KEY STRATEGIC OBJECTIVES and their most important related GOALS?  | Chart         | X          | X            |
| What is your timetable for achieving them?   | Chart         |            | X            |
| STRATEGIC OBJECTIVE Considerations   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do your STRATEGIC OBJECTIVES achieve appropriate balance among varying and potentially competing organizational needs?   | Question      | X          | X            |
| HOW do your STRATEGIC OBJECTIVES address your STRATEGIC CHALLENGES and leverage your CORE COMPETENCIES, STRATEGIC ADVANTAGES, and STRATEGIC OPPORTUNITIES; balance short- and longer-term planning horizons; and consider and balance the needs of all KEY STAKEHOLDERS? | Question      |            | X            |



## 2.2 Strategy Implementation

| <b>ACTION PLAN DEVELOPMENT AND DEPLOYMENT</b>   |               |            |              |
|---|---------------|------------|--------------|
| ACTION PLANS  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you develop your ACTION PLANS?   | Process       | X          | X            |
| What are your KEY short- and longer-term ACTION PLANS?  | Chart         |            | X            |
| What is their relationship to your STRATEGIC OBJECTIVES?  | Chart         |            | X            |
| ACTION PLAN Implementation  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you DEPLOY your ACTION PLANS to your WORKFORCE?  | Process       | X          | X            |
| HOW do you deploy your ACTION PLANS to your KEY suppliers, PARTNERS, and COLLABORATORS, as appropriate, to ensure that you achieve your KEY STRATEGIC OBJECTIVES? | Chart         |            | X            |
| HOW do you ensure that you can sustain the KEY outcomes of your ACTION PLANS?   | Question      |            | X            |
| Resource Allocation   |               |            |              |

|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
|--|---------------|------------|--------------|
| HOW do you ensure that financial and other resources are available to support the achievement of your ACTION PLANS while you meet current obligations? | Process       | X          | X            |
| HOW do you allocate these resources to support the plans?  | Question      | X          | X            |
| HOW do you manage the risks associated with the plans to ensure your financial viability?  | Question      | X          | X            |
| <b>WORKFORCE Plans</b>   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your KEY WORKFORCE plans to support your short- and longer-term STRATEGIC OBJECTIVES and ACTION PLANS?  | Chart         | X          | X            |
| HOW do the plans address potential impacts on your WORKFORCE members and any potential changes in WORKFORCE CAPABILITY and CAPACITY needs?             | Question      |            | X            |
| <b>PERFORMANCE MEASURES</b>  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What KEY PERFORMANCE MEASURE or INDICATORS do you use to track the achievement and EFFECTIVENESS of your ACTION PLANS?                                 | Chart         | X          | X            |
| For these KEY PERFORMANCE MEASURES or INDICATORS, what are your PERFORMANCE PROJECTIONS for your short- and longer-term planning horizons?             | Chart         | X          | X            |

|  |          |  |   |
|--|----------|--|---|
| HOW does your overall ACTION PLAN measurement system reinforce organizational ALIGNMENT?   | Chart    |  | X |
| If there are gaps between your projected performance and that of your competitors or comparable organizations, how do you address them in your action plans? | Question |  | X |

| <b>ACTION PLAN MODIFICATION</b>   |      |               |            |              |
|---|------|---------------|------------|--------------|
|   |      | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you recognize and respond when circumstances require a shift in ACTION PLANS and rapid execution of new plans? | Keep | Question      |            | X            |

Category 3 - Customers

3.1 Customer Expectations

| <b>LISTENING TO STUDENTS AND OTHER CUSTOMERS</b>   |               |            |              |
|--|---------------|------------|--------------|
| Current Students and OTHER CUSTOMERS   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you listen to, interact with, and observe students and other CUSTOMERS to obtain actionable information?  | Process       | X          | X            |
| HOW do your listening methods vary for different student groups, other CUSTOMER groups, or market SEGMENTS?  | Chart         |            | X            |
| HOW do your listening methods vary across the stages of students' and other CUSTOMERS' relationships with you?   | Chart         |            | X            |
| Potential Students and Other CUSTOMERS   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you listen to former, competitors', and other potential CUSTOMERS to obtain actionable information on your EDUCATIONAL PROGRAMS and services, student and other CUSTOMER support, and transactions, as appropriate? | Chart         |            | X            |

| <b>STUDENT AND OTHER CUSTOMER SEGMENTATION, AND PROGRAM AND SERVICE OFFERINGS</b>  |               |            |              |
|--|---------------|------------|--------------|
| Student and other CUSTOMER Segmentation  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine your student and other CUSTOMER groups and market SEGMENTS?   | Process       | X          | X            |
| HOW do you use information on students, other CUSTOMERS, markets, and program and service offerings to identify current and anticipate future student and other customer groups and market segments?   | Question      |            | X            |
| Program and Service Offerings  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine EDUCATIONAL PROGRAM and SERVICE offerings?  | Process       | X          | X            |
| HOW do you determine student and other CUSTOMER and market needs and requirements for program and service offering?  | Question      |            | X            |
| HOW do you identify and adapt program and service offerings to meet the requirements and exceed the expectations of your student and other CUSTOMER groups and market SEGMENTS?  | Question      |            | X            |
| HOW do you identify and adapt program and service offerings to <del>enter new markets, to attract new students and other CUSTOMERS, and</del> to create opportunities to expand relationships with current students and CUSTOMERS, as appropriate? | Question      |            | X            |

### 3.2 Customer Engagement

| <b>STUDENT AND OTHER CUSTOMER EXPERIENCE</b>   |          |     |       |
|--|----------|-----|-------|
| Relationship Management  |          |     |       |
|  | Format   | Two | Three |
| HOW do you build and manage student and other CUSTOMER relationships?  | Process  | X   | X     |
| HOW do you retain students and other CUSTOMERS, meet their requirements, and exceed their expectations in each stage of their relationship with you?   | Question |     | X     |
| Student and Other CUSTOMER Access and Support  |          |     |       |
|  | Format   | Two | Three |
| HOW do you enable students and other CUSTOMERS to seek information and support?  | Process  | X   | X     |
| HOW do you enable them to access your programs and services?   | Question |     | X     |
| What are your KEY means of student and other CUSTOMER support and communication? HOW do they vary for different student and other CUSTOMER groups or market segments, as appropriate?        | Chart    |     | X     |
| HOW do you determine your students' and other CUSTOMERS' key support requirements, and DEPLOY these requirements to all people and PROCESSES involved in student and other CUSTOMER support? | Question |     | X     |
| Complaint Management   |          |     |       |

|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
|---|---------------|------------|--------------|
| HOW do you manage student and other CUSTOMER complaints?  | Process       | X          | X            |
| HOW do you resolve complaints promptly and effectively?   | Question      |            | X            |
| HOW does your management of complaints enable you to recover your students' and other CUSTOMERS' confidence, enhance their satisfaction and ENGAGEMENT, and avoid similar complaints in the future? | Question      |            | X            |
| Fair Treatment  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do your student and other CUSTOMER experience PROCESSES ensure fair treatment for different students, student groups, other CUSTOMER groups, and market SEGMENTS?                               | Process       | X          | X            |
| <b>DETERMINATION OF STUDENT AND OTHER CUSTOMER SATISFACTION AND ENGAGEMENT</b>  |               |            |              |
| Satisfaction, Dissatisfaction, and ENGAGEMENT   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine student and other CUSTOMER satisfaction, dissatisfaction, and ENGAGEMENT?  | Process       | X          | X            |
| HOW do your determination methods differ among your student and other CUSTOMER groups and market SEGMENTS, as appropriate?  | Chart         | X          | X            |
| HOW do your measurements capture actionable information?  | Question      |            | X            |

| Satisfaction Relative to Other Organizations   |          |     |       |
|--|----------|-----|-------|
|  | Format   | Two | Three |
| HOW do you obtain information on students' and other CUSTOMERS' satisfaction with your organization relative to other organizations or to education sector BENCHMARKS? | Process  | X   | X     |
| USE OF VOICE-OF-THE-CUSTOMER AND MARKET DATA   |          |     |       |
|  | Format   | Two | Three |
| HOW do you use VOICE-OF-THE-CUSTOMER and market data and information?  | Process  | X   | X     |
| HOW do you use VOICE-OF-THE-CUSTOMER and market data and information to build a more student-focused culture and support operational decision making?                  | Question |     | X     |



Category 4 - Measurement, Analysis, and Knowledge Management

4.1 - Measurement, Analysis, and Improvement of Organizational Performance

| <b>PERFORMANCE MEASUREMENT</b>   |               |            |              |
|--|---------------|------------|--------------|
| PERFORMANCE MEASURES   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you track data and information on daily operations and overall organizational PERFORMANCE?  | Process       | X          | X            |
| What are your KEY organizational PERFORMANCE MEASURES, including KEY short- and longer-term financial MEASURES?  | Chart         | X          | X            |
| HOW do you select, collect, align, and integrate data and information to use in tracking daily operations and overall organizational PERFORMANCE; and track progress on achieving STRATEGIC OBJECTIVES and ACTION PLANS? | Process       |            | X            |
| Comparative Data   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you select comparative data and information to support fact-based decision making?  | Process       | X          | X            |
| Measurement Agility  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you ensure that your PERFORMANCE measurement system can respond to rapid or   | Process       | X          | X            |

|   |  |  |  |
|---|--|--|--|
| unexpected organizational or external changes, and provide timely data? |  |  |  |
|---|--|--|--|

| <b>PERFORMANCE ANALYSIS AND REVIEW</b>  |               |            |              |
|---|---------------|------------|--------------|
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you review your organization's PERFORMANCE and capabilities? HOW do you use your key organizational PERFORMANCE MEASURES, as well as comparative data, in these reviews?   | Process       | X          | X            |
| What ANALYSES do you perform to support these reviews and ensure that conclusions are valid?  | Process       |            | X            |
| HOW do your organization and its SENIOR LEADERS use these reviews to assess organizational success, competitive PERFORMANCE, financial health, and progress on achieving your STRATEGIC OBJECTIVES and ACTION PLANS; and respond rapidly to changing organizational needs and challenges in your operating environment? | Process       |            | X            |
| HOW does your GOVERNANCE board review the organization's PERFORMANCE and its progress on STRATEGIC OBJECTIVES and ACTION PLANS, if appropriate?   | Question      |            | X            |
| <b>PERFORMANCE IMPROVEMENT</b>  |               |            |              |
| Future PERFORMANCE  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you project your organization's future?  | Process       | X          | X            |

|  |               |            |              |
|--|---------------|------------|--------------|
| HOW do you use findings from PERFORMANCE reviews and KEY comparative and competitive data in your PROJECTIONS?   | Question      |            | X            |
| Continuous Improvement and INNOVATION  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you use findings from PERFORMANCE reviews to develop priorities for continuous improvement and opportunities for INNOVATION?  | Process       | X          | X            |
| HOW do you DEPLOY these priorities and opportunities to faculty, staff, other work group, and functional-level operations; and when appropriate, to your feeder or receiving schools, suppliers, PARTNERS, and COLLABORATORS to ensure organizational ALIGNMENT? | Question      |            | X            |

#### 4.2 - Information and Knowledge Management

|  |               |            |              |
|--|---------------|------------|--------------|
| <b>DATA AND INFORMATION</b>  |               |            |              |
| Quality  |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you verify and ensure the quality of organizational data and information?   | Process       | X          | X            |
| HOW do you manage digital and other data and information to ensure their accuracy and validity, integrity and reliability, and currency? | Chart         |            | X            |
| Availability   |               |            |              |

|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
|---|---------------|------------|--------------|
| HOW do you ensure the availability of organizational data and information?  | Process       | X          | X            |
| HOW do you make needed data and information available in a user-friendly format and timely manner to your WORKFORCE, suppliers, PARTNERS, COLLABORATORS, students, and other CUSTOMERS, as appropriate? | Process       |            | X            |
| HOW do you ensure that your information technology systems are reliable and user-friendly?  | Question      |            | X            |

| <b>ORGANIZATIONAL KNOWLEDGE</b>   |               |            |              |
|---|---------------|------------|--------------|
| Knowledge Management  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you build and manage organizational knowledge?   | Process       | X          | X            |
| HOW do you collect and transfer WORKFORCE knowledge?  | Process       |            | X            |
| HOW do you transfer relevant knowledge from and to students, other CUSTOMERS, suppliers, PARTNERS, and COLLABORATORS? | Process       | X          | X            |
| HOW do you assemble and transfer relevant knowledge for use in your INNOVATION and strategic planning PROCESSES?      | Process       |            | X            |
| Best Practices  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you share best practices in your organization?   | Process       | X          | X            |
| HOW do you identify internal and external organizational units or operations that are HIGH PERFORMING?                | Process       |            | X            |
| HOW do you identify best practices for sharing and implement them across your organization, as appropriate?           | Process       |            | X            |

| Organizational LEARNING  |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you use your knowledge and resources to embed LEARNING in the way your organization operates? | Process       | X          | X            |

Category 5 - Workforce

5.1 - Workforce Environment

| <b>WORKFORCE CAPABILITY AND CAPACITY</b>  |               |            |              |
|---|---------------|------------|--------------|
| CAPABILITY and CAPACITY Needs   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you assess your WORKFORCE CAPABILITY and CAPACITY needs?   | Process       | X          | X            |
| HOW do you assess the skills, competencies, certifications, and staffing levels you need in the short and long term?                    | Process       |            | X            |
| New WORKFORCE Members   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you recruit, hire, and onboard new WORKFORCE members?  | Process       | X          | X            |
| HOW do you ensure that your WORKFORCE represents the DIVERSITY of ideas, cultures, and thinking in your hiring and student communities? | Process       |            | X            |
| HOW do you ensure the fit of new WORKFORCE members with your organizational culture?  | Process       |            | X            |
| WORKFORCE Change  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |

|   |               |            |              |
|---|---------------|------------|--------------|
|   |               |            |              |
| HOW do you prepare your WORKFORCE for changing CAPABILITY and CAPACITY needs?   | Process       | X          | X            |
| HOW do you balance the needs of your WORKFORCE and your organization to ensure continuity, prevent WORKFORCE reductions, and minimize the impact of any necessary reductions; prepare for and manage any periods of workforce growth; and prepare your workforce for changes in organizational structure, workplaces, work systems, and technology when needed? | Question      |            | X            |
| Work Accomplishment   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you organize and manage your WORKFORCE?  | Process       | X          | X            |
| HOW do you organize and manage your WORKFORCE to capitalize on your organization's CORE COMPETENCIES; reinforce organizational RESILIENCE, agility, and a student/other CUSTOMER and business focus; and exceed PERFORMANCE expectations?   | Question      |            | X            |
| <b>WORKPLACE CLIMATE</b>  |               |            |              |
| Workplace Environment   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you ensure workplace health, security, and accessibility for the WORKFORCE?  | Process       | X          | X            |
| What are your PERFORMANCE MEASURES and improvement GOALS for your workplace environmental factors?  | Chart         |            | X            |



| WORKFORCE Benefits and Policies  |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you support your WORKFORCE via services, benefits, and policies?                                  | Process       | X          | X            |
| HOW do you tailor these to the needs of a diverse WORKFORCE and different workforce groups and segments? | Question      |            | X            |

## 5.2 - Workforce Engagement

| <b>ASSESSMENT OF WORKFORCE ENGAGEMENT</b>   |               |            |              |
|---|---------------|------------|--------------|
| Drivers of ENGAGEMENT   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine the KEY drivers of WORKFORCE ENGAGEMENT?   | Process       | X          | X            |
| HOW do you determine these drivers for different WORKFORCE groups and SEGMENTS?   | Question      |            | X            |
| Assessment of ENGAGEMENT  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you assess WORKFORCE ENGAGEMENT?   | Process       | X          | X            |
| What formal and informal assessment methods and MEASURES do you use to determine WORKFORCE satisfaction and WORKFORCE ENGAGEMENT? | Chart         |            | X            |
| HOW do these methods and MEASURES differ across WORKFORCE groups and SEGMENTS?  | Question      |            | X            |
| HOW do you also use other INDICATORS to assess and improve WORKFORCE ENGAGEMENT?  | Question      |            | X            |

| <b>ORGANIZATIONAL CULTURE</b>  |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you foster an organizational culture that is characterized by open communication, HIGH PERFORMANCE, and an engaged WORKFORCE?   | Process       | X          | X            |
| HOW do you reinforce your organizational culture?  | Question      |            | X            |
| HOW do you ensure that your organizational culture supports your VISION and VALUES; promotes equity and inclusion; and benefits from the DIVERSITY of ideas, cultures, and thinking in your WORKFORCE? | Question      |            | X            |
| HOW do you EMPOWER your WORKFORCE?   | Question      |            | X            |
| <b>PERFORMANCE MANAGEMENT AND DEVELOPMENT</b>  |               |            |              |
| PERFORMANCE Management   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW does your WORKFORCE PERFORMANCE management system support HIGH PERFORMANCE?  | Process       | X          | X            |
| HOW does it consider WORKFORCE compensation, reward, recognition, and incentive practices?   | Chart         |            | X            |

|   |       |  |   |
|---|-------|--|---|
| HOW does it reinforce INTELLIGENT RISK taking, a student/CUSTOMER and business focus, and achievement of your ACTION PLANS? | Chart |  | X |
|---|-------|--|---|

| PERFORMANCE Development  |          |     |       |
|--|----------|-----|-------|
|  | Format   | Two | Three |
| HOW does your LEARNING and development system support the personal development of WORKFORCE members and your organization's needs?   | Process  | X   | X     |
| HOW does it consider the LEARNING and development desires of WORKFORCE members, support organizational PERFORMANCE improvement and INTELLIGENT RISK taking, and support ethics and ethical business practices? | Chart    |     | X     |
| LEARNING and Development EFFECTIVENESS   |          |     |       |
|  | Format   | Two | Three |
| HOW do you evaluate the EFFECTIVENESS of your LEARNING and development system?   | Process  | X   | X     |
| Career Development   |          |     |       |
|  | Format   | Two | Three |
| HOW do you manage career development for your WORKFORCE and your future leaders?   | Process  | X   | X     |
| HOW do you carry out succession planning for management, leadership, and other KEY positions?  | Question |     | X     |

|   |               |            |              |
|---|---------------|------------|--------------|
| Equity and Inclusion  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you ensure that your PERFORMANCE management, PERFORMANCE development, and career development PROCESSES promote equity and inclusion for a diverse WORKFORCE and different WORKFORCE groups and SEGMENTS? | Process       | X          | X            |

Category 6 - Operations

6.1 - Work Processes

|   |               |            |              |
|---|---------------|------------|--------------|
| <b>PROGRAM, SERVICE, AND PROCESS DESIGN</b>   |               |            |              |
| Determination of Program, Service, and PROCESS Requirements                             |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine KEY EDUCATIONAL PROGRAM AND SERVICE and WORK PROCESS requirements? | Process       | X          | X            |
| KEY WORK PROCESSES  |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your organization's KEY WORK PROCESSES?  | Chart         | X          | X            |
| What are the KEY requirements for these WORK PROCESSES?                                 | Chart         |            | X            |

| Design Concepts  |         |     |       |
|--|---------|-----|-------|
|  | Format  | Two | Three |
| HOW do you design your EDUCATIONAL PROGRAM AND SERVICES and WORK PROCESSES to meet requirements?   | Process | X   | X     |
| HOW do you incorporate new technology, organizational knowledge, program and service excellence, student and other CUSTOMER VALUE, consideration of risk, and the potential need for agility into these programs, services, and PROCESSES? | Chart   |     | X     |

| <b>PROCESS MANAGEMENT AND IMPROVEMENT</b>   |          |     |       |
|---|----------|-----|-------|
| PROCESS Implementation  |          |     |       |
|   | Format   | Two | Three |
| HOW does your day-to-day operation of WORK PROCESSES ensure that they meet KEY PROCESS requirements?                              | Process  | X   | X     |
| What KEY PERFORMANCE MEASURES or INDICATORS and in-process MEASURES do you use to control and improve your WORK PROCESSES?        | Chart    |     | X     |
| HOW do these MEASURES relate to the quality of outcomes and MEASURES of the PERFORMANCE of your EDUCATIONAL PROGRAM AND SERVICES? | Question |     | X     |

| Support PROCESSES   |               |            |              |
|---|---------------|------------|--------------|
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you determine your KEY support PROCESSES?  | Process       | X          | X            |
| What are your KEY support PROCESSES?  | Chart         |            | X            |
| HOW does your day-to-day operation of these PROCESSES ensure that they meet KEY organizational requirements?  | Chart         |            | X            |
| Program, Service, and PROCESS Improvement   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you improve your WORK PROCESSES and support PROCESSES to increase student LEARNING, improve EDUCATIONAL PROGRAMS AND SERVICES and PERFORMANCE, enhance your CORE COMPETENCIES, and reduce variability? | Process       | X          | X            |



| <b>SUPPLY-NETWORK MANAGEMENT</b>   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you manage your supply network?   | Process       | X          | X            |
| HOW do you select suppliers that are qualified and positioned to meet your operational needs, enhance your PERFORMANCE, support your STRATEGIC OBJECTIVES, and enhance your students' and other CUSTOMERS' satisfaction?   | Question      |            | X            |
| HOW do you promote ALIGNMENT and collaboration within your supply network; ensure supply-network agility and RESILIENCE in responding to changes in student, other CUSTOMER, market, and organizational requirements; and communicate PERFORMANCE expectations, measure and evaluate suppliers' PERFORMANCE, provide feedback to help them improve, and deal with poorly performing suppliers? | Question      |            | X            |
| Management of Opportunities for INNOVATION   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you pursue your identified opportunities for INNOVATION?  | Process       | X          | X            |
| HOW do you pursue the STRATEGIC OPPORTUNITIES that you have determined are INTELLIGENT RISKS?  | Process       | X          | X            |
| HOW do you make financial and other resources available to pursue these opportunities?   | Question      |            | X            |
| HOW do you decide to discontinue pursuing them at the appropriate time?  | Question      |            | X            |

6.2 - Operational Effectiveness

| <b>PROCESS EFFICIENCY AND EFFECTIVENESS</b>   |               |            |              |
|---|---------------|------------|--------------|
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you manage the cost, efficiency, and EFFECTIVENESS of your operations?   | Process       | X          | X            |
| HOW do you incorporate cycle time, PRODUCTIVITY, and other efficiency and EFFECTIVENESS factors into your WORK PROCESSES; prevent errors and rework; minimize the costs of inspections, tests, and PROCESS or PERFORMANCE audits, as appropriate; and balance the need for cost control and efficiency with the needs of your students and other CUSTOMERS? | Question      |            | X            |
| <b>SECURITY AND CYBERSECURITY</b>   |               |            |              |
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you ensure the security and cybersecurity of sensitive or privileged data and information and of KEY assets?   | Process       | X          | X            |
| HOW do you manage physical and digital data, information, and KEY operational systems to ensure confidentiality and only appropriate physical and digital access?   | Question      |            | X            |
| HOW do you maintain your awareness of emerging security and cybersecurity threats; ensure that your WORKFORCE, students, other CUSTOMERS, PARTNERS, and suppliers understand and fulfill their security and cybersecurity roles and responsibilities;?  | Question      |            | X            |
| HOW do you Identify and prioritize KEY information technology and operational systems to secure?  | Question      |            | X            |
| HOW do you protect these systems from potential cybersecurity events, detect cybersecurity events, and respond to and recover from cybersecurity incidents?   | Question      |            | X            |

| <b>SAFETY, BUSINESS CONTINUITY, AND RESILIENCE</b> |
|--|
| Safety   |

|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
|--|---------------|------------|--------------|
| HOW do you provide a safe operating environment for your WORKFORCES, your students, and other people in your workplace?  | Process       | X          | X            |
| HOW does your safety system address accident prevention, inspection, root-cause ANALYSIS of failures, and recovery?  | Question      |            | X            |
| Organizational Continuity and RESILIENCE   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| HOW do you ensure that your organization can anticipate, prepare for, and recover from disasters, emergencies, and other disruptions?  | Process       | X          | X            |
| HOW do you consider risk, prevention, protection, continuity of operations, and recovery in the event of disruptions?  | Question      |            | X            |
| How do you take into account student, other CUSTOMER, and business needs, and your reliance on your WORKFORCE, supply network, PARTNERS, and information technology systems? | Chart         |            | X            |

Category 7 - Results

| <b>STUDENT LEARNING AND PROCESS RESULTS</b>  |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your RESULTS for student LEARNING and for your student and other CUSTOMER service PROCESSES? STUDENT LEARNING - Oklahoma Data Matrix (Achievement, Academic Growth, Graduation, Postsecondary)  | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of student LEARNING outcomes and the PERFORMANCE of services that are important to and directly serve your students and other CUSTOMERS?  | Results       |            | X            |
| What are your PROCESS EFFECTIVENESS and efficiency RESULTS?  | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of the operational PERFORMANCE of your KEY work and support PROCESSES, including PRODUCTIVITY, cycle time, and other appropriate MEASURES of PROCESS EFFECTIVENESS, efficiency, security and cybersecurity, and INNOVATION? | Results       |            | X            |
| What are your safety and emergency preparedness RESULTS?   | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of the EFFECTIVENESS of your organization's safety system and its preparedness for disasters, emergencies, and other disruptions?   | Results       |            | X            |
| What are your supply-network management RESULTS?   | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of the PERFORMANCE of your supply network, including its contribution to enhancing your PERFORMANCE?  | Results       |            | X            |

| <b>STUDENT- AND OTHER CUSTOMER-FOCUSED RESULTS</b>   |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your student and other CUSTOMER satisfaction and dissatisfaction RESULTS?   | Results       | X          | X            |
| What are your student and other CUSTOMER ENGAGEMENT RESULTS?   | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of student and other CUSTOMER ENGAGEMENT, including those for building relationships with students and other CUSTOMERS? How do these RESULTS compare over the course of your students' and other CUSTOMERS' relationships with you, as appropriate? | Results       |            | X            |
| <b>WORKFORCE-FOCUSED RESULTS</b>   |               |            |              |
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your WORKFORCE CAPABILITY and CAPACITY RESULTS?   | Results       | X          | X            |
| What are your workplace climate RESULTS?   | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of your workplace climate, including those for WORKFORCE health, security, accessibility, and services and benefits, as appropriate?  | Results       |            | X            |
| What are your WORKFORCE ENGAGEMENT RESULTS?  | Results       | X          | X            |
| What are your WORKFORCE and leader development RESULTS?  | Results       | X          | X            |

| <b>LEADERSHIP, GOVERNANCE, AND SOCIETAL CONTRIBUTION RESULTS</b>  |               |            |              |
|---|---------------|------------|--------------|
|   | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your RESULTS for SENIOR LEADERS' communication and engagement with the WORKFORCE, PARTNERS, students, and other CUSTOMERS?   | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of SENIOR LEADERS' communication and engagement with the WORKFORCE, PARTNERS, students, and other CUSTOMERS to DEPLOY your VISION and VALUES, encourage two-way communication, cultivate INNOVATION and INTELLIGENT RISK taking, and create a focus on action? | Results       |            | X            |
| What are your RESULTS for GOVERNANCE accountability?  | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of GOVERNANCE and internal and external fiscal accountability, as appropriate?   | Results       |            | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of meeting and surpassing regulatory, legal, and accreditation requirements?   | Results       | X          | X            |
| What are your RESULTS for ETHICAL BEHAVIOR?   | Results       | X          | X            |
| What are your RESULTS for societal well-being and support of your KEY communities?  | Results       | X          | X            |

| <b>BUDGETARY, FINANCIAL, AND MARKET RESULTS</b>  |               |            |              |
|--|---------------|------------|--------------|
|  | <b>Format</b> | <b>Two</b> | <b>Three</b> |
| What are your financial PERFORMANCE RESULTS?   | Results       | X          | X            |
| What are your RESULTS for budgetary and financial PERFORMANCE, including aggregate MEASURES of cost containment, financial viability, and budgetary PERFORMANCE, as appropriate?         | Results       |            | X            |
| What are your market PERFORMANCE RESULTS?  | Results       | X          | X            |
| What are your RESULTS for KEY MEASURES or INDICATORS of market PERFORMANCE, including market share or position, market and market share growth, and new markets entered, as appropriate? | Results       |            | X            |
| What are your RESULTS for achievement of your organizational strategy and action PLANS?  | Results       | X          | X            |
| What are your RESULTS for taking INTELLIGENT RISKS?  | Results       |            | X            |

## **Appendix F – Base Results to Include – Provided by DOE**

Report Card Indicators - Achievement, Growth, Absenteeism, ELP  
Progress, Graduation, Postsecondary Opportunities  
Participation Rates and Performance Levels on State Exams  
KG-3rd Reading Remediation  
Average number of days absent  
Mobility Rate  
Student Suspension Rate  
Parents Attending PT Conference  
Patrons' Volunteer Hours per student  
% of Jrs and Srs taking Career-Tech offered courses  
% of HS Graduates completing college-bound curriculum  
% of Students Scoring Proficient and Above by Grade and Subject  
Senior Graduation rate  
4-year dropout rate  
Average GPA of HS Seniors  
Average ACT score of HS Graduates  
% of Graduates earning Promise Scholarship  
Out-of-state College-Going rate  
Oklahoma College-Going Rate  
Oklahoma College Freshmen taking Remedial  
Oklahoma College Freshmen with GPA of 2.0 or Above  
Average number of Oklahoma College Degrees



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<sup>1</sup> The enabling legislation for OEQA performance reviews does not specify their scope or content, only that they “determine the effectiveness and efficiency of the budget and operations of school districts.” Okla. Stat. Tit. 70, §3-118.1. Each of the district engagement strategies suggested in this analysis is predicated on OEQA beginning with this foundational work.

<sup>2</sup> See Chenoweth, K. *Districts that Succeed: Breaking the Correlation Between Race, Poverty and Achievement*. (2021), 79 (discussing the value of spotlighting high-performing districts in order to inform improvement more broadly; citing the Oklahoma experience of Lane Public Schools learning from Cottonwood Public Schools).

<sup>3</sup>Waite, C. (2021). Not a Lost Year: K-12 Innovation During 2020-21 and How to Nurture IT Post-Pandemic. Lexington, MA: Christensen Institute, 17 (documenting that public recognition is a leading motivator of education leaders who pursue innovation).

<sup>4</sup> Cooperative Council for Oklahoma School Administration.

<sup>5</sup> For instance, third-grading reading proficiency declined from 39% in 2019 to 25% of 2021. Similarly, math proficiency decreased from 43% in 2019 to 29% in 2021. Source: Oklahoma State Report Card.

<sup>6</sup> RAND Corporation and Center for Reinventing Public Education. (2021). *The State of the American School District: Policy Recommendations for the Road Ahead*.

<sup>7</sup> NGLC. (n.d.). *The Big Questions*. <https://myways.nextgenlearning.org/big-questions-understand> (“The new environment for today’s students combines a deepening employment crisis for under-30s, an increasingly fragmented and risky postsecondary education landscape, and a widening gap between lower-and higher-income students.”)

<sup>8</sup> Casey, K., & Patrick, S. (2020). A Promise for equitable futures: Enabling systems change to scale educational and economic mobility pathways. Vienna, VA: Aurora Institute, 9.

<sup>9</sup> Georgetown University Center on Education and the Workforce. (2018). *Three Educational Pathways to Good Jobs: High School, Middle Skills, and the Bachelor’s Degree*, 2018, p.1.; see also Oklahoma State Regents for Higher Education, *Degrees of Promise Newsletter, Winter 2022* (reporting that over 50% of the state’s critical occupations currently require a postsecondary degree).

<sup>10</sup> Georgetown University Center on Education and the Workforce analysis of data from US Census Bureau, American Community Survey (ACS), 2014–18, and US Department of

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Labor, Employment and Training Administration, Occupational Information Network (O\*NET) 24.3 Database, 2020.

<sup>11</sup> EMSI. (2021). *Demographic Drought: How the Approaching Pandemic Will Transform the Labor Market for the Rest of Our Lives*; see also Wooldridge, Adrian. *U.S. Must Fix Talent Recession to Beat China* (February 4, 2022), Bloomberg Tax (accessed February 11, 2022).

<sup>12</sup> Source: Oklahoma State Regents for Higher Education (preliminary Fall 2021 data show that overall enrollment fell by 2.1%; however, there was one bright spot, with first-time enrollers rising by 1%). Further, data indicate that in rural areas of the state enrollment declines will be more severe. See Marcus, John. *The Number of Rural Students Planning on Going to College Plummet*s, Hechinger Report (December 18, 2020) (citing a 23% decline in FAFSA completion by students in rural Oklahoma).

<sup>13</sup> Jimenez, Laura. (2020). *Preparing American Students for the Workforce of the Future*. Washington, DC: Center for American Progress.

<sup>14</sup> Oklahoma Legislative Office of Fiscal Transparency (December 2021). *Rapid Response Evaluation: Comprehensive Compensation for Oklahoma Teachers*.

<sup>15</sup> Oklahoma State Department of Education (February 2018). *Oklahoma Educator Supply & Demand Report*.

<sup>16</sup> Freeland Fisher, J. and Arnett, T. (2017). *The State Innovator's Toolkit: A guide to Successfully Managing Innovation under ESSA*. Lexington, MA: Christensen Institute, 17; see also Bryk, Anthony S. *Improvement in Action: Advancing Quality in America's Schools*. Harvard Education Press, 2021 (explaining that the performance management and evidence-based practice paradigms that have dominated the post-NCLB era are, by themselves inadequate to today's challenges; rather, contextualized, practitioner-led solutions must also be cultivated).

<sup>17</sup> Okla. Stat. Ann. Tit. 70, § 6-122.; National Council on Teacher Quality. (2020.) *Databurst: State Oversight of Alternative Routes into Teaching*.

<sup>18</sup> Education Commission of the States. (2021.) *Teacher License Reciprocity*.

<sup>19</sup> Okla. Stat. Ann. Tit. 70 O.S. § 5-141.

<sup>20</sup> Oklahoma Legislative Office of Fiscal Transparency (December 2021). *Rapid Response Evaluation, Comprehensive Compensation for Oklahoma Teachers* p. 5.

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<sup>21</sup> See e.g., Belle Isle Enterprise Middle School, Jackson Enterprise Elementary School, John Marshall Enterprise Mid-High School and Classen School of Advanced Studies in Oklahoma City Public Schools; Sadler Arts Academy in Muskogee Public Schools; and Emerson Elementary Public Montessori School in Tulsa Public Schools.

<sup>22</sup> The amended Education Open Transfer Act, 70 O.S. § 8-101.1, provides that on or after January 1, 2022, students are entitled to transfer to a district in which the student does not reside at any time in the year, subject only to capacity within the student's grade level at the district at which enrollment is sought; HB 2078, effective with the 2022-2023 School Year allocated funding based on current-year or most recent school year enrollment, rather than the prior two-year "lookback" provision.

<sup>23</sup> OAC 210:35-27 (proficiency-based promotion); Okl. St. Ann. Tit. 70 § 11- 103.6 (competency-based graduation); Okla. Stat. Ann. Tit. 70, § 628.13(E) (concurrent enrollment).

<sup>24</sup> Aurora Institute. (2019.) *Snapshot of K-12 Competency-Based Education State Policy Across the United States*.

<sup>25</sup> See Hanover Research. (2021.) *Best Practices in Ratio-Based and Weighted Resource Allocation*.

<sup>26</sup> Okla. Stat. Tit. 70 § 1-109. *Note:* The State Board of Education granted a one-year exemption to the new requirements due to the pandemic. The requirements take effect with the 2022-2023 school year.

<sup>27</sup> Education Commission of the States. (2020.) *Instructional Time Policies: 50 State Comparison*. The following states do not require a minimum number of operating days per year: Delaware, Idaho, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oregon, South Dakota, and Texas.

<sup>28</sup> Okla. Stat. Tit. 70 § 1-111.

<sup>29</sup> Okla. Stat. Tit. 70 § 18-125 (creating a grant program incentivizing cooperative programs).

<sup>30</sup> Waite, C. (2021). *Not a Lost Year: K-12 Innovation During 2020-21 and How to Nurture IT Post-Pandemic*. Lexington, MA: Christensen Institute, 16.

<sup>31</sup> Okla. Stat. Tit. 70, § 3-136 (charter schools are not exempt from state requirements addressing health, safety, suspensions, civil rights, student accountability, length of employee criminal history checks, special education requirements, length of instructional

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year/days, open meetings, freedom of information, generally accepted accounting practices, reporting requirements and financial audits, and insurance).

<sup>32</sup> Okla. Stat. Tit. 70, §3-132.

<sup>33</sup> Okla. Stat. Tit. 70, §5-117(G).

<sup>34</sup> Okla. Stat. Tit. 70, §3-132(E).

<sup>35</sup> Okla. Stat. Tit. 70, §3-129.

<sup>36</sup> Okla. Stat. Tit. 70, §3-126(C).

<sup>37</sup> Oklahoma Legislative Office of Fiscal Transparency (December 2021). *Rapid Response Evaluation, Comprehensive Compensation for Oklahoma Teachers* p. 5.

<sup>38</sup> *Id.* at 31-34; *see also* Springer, Matthew G. (2019). *You Get What You Pay For: Why We Need to Invest in Strategic Compensation Reform*; TNTP (2014.) *Shortchanged: The Hidden Costs of Lockstep Teacher Pay*.

<sup>39</sup> The Oklahoma School Code provides at least two avenues for such arrangements: Okla. Stat. Tit. 70, §§ 5-117(C) and 5-117(b). The Legislature also expressed its intent to incentivize such cooperation via grants. Okla. Stat. Tit. 70 § 18-125. The Rural Schools Innovation Zone in South Texas is an example of such coordination. *See* <https://www.thersiz.org/>.

<sup>40</sup> Marguerite Roza and Paul T. Hill, “How Can Anyone Say What’s Adequate If Nobody Knows How Money Is Spent Now?” in *Courting Failure: How School Finance Lawsuits Exploit Judges’ Good Intentions and Harm Our Children*, edited by Eric A. Hanushek (Stanford: Education Next Books, 2006), *Courting Failure*, pp. 251-55; Webb, Lauren, *Educational Opportunity for All: Reducing Intradistrict Funding Disparities* (November 8, 2017). *NEW YORK UNIVERSITY LAW REVIEW*, Vol. 92, No. 6, 2017.

<sup>41</sup> Education Resource Strategies. (2018). *Transforming School Funding for Equity, Transparency and Flexibility: An Introduction to Student-Based Budgeting*.

<sup>42</sup>The Office of Public School Instruction, Washington State. (2018). *Unlocking Federal and State Program Funds to Support Student Success*.

<sup>43</sup> The enabling legislation for OEQA performance reviews does not specify their scope or content, only that they “determine the effectiveness and efficiency of the budget and

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operations of school districts.” Okla. Stat. Tit. 70, §3-118.1. Each of the district engagement strategies suggested in this analysis is predicated on OEQA beginning with this foundational work.

<sup>44</sup> See Chenowith, K. *Districts that Succeed: Breaking the Correlation Between Race, Poverty and Achievement*. (2021), 79 (discussing the value of spotlighting high-performing districts in order to inform improvement more broadly; citing the Oklahoma experience of Lane Public Schools learning from Cottonwood Public Schools).

<sup>45</sup>Waite, C. (2021). *Not a Lost Year: K-12 Innovation During 2020-21 and How to Nurture IT Post-Pandemic*. Lexington, MA: Christensen Institute, 17 (documenting that public recognition is a leading motivator of education leaders who pursue innovation).

<sup>46</sup> Cooperative Council for Oklahoma School Administration.