

# Creating and Sustaining the Capacity for Change



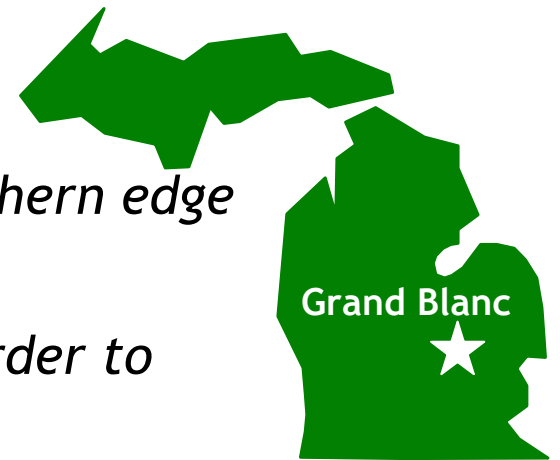
## Grand Blanc Community Schools

Three of our schools - Cook Elementary, Myers Elementary, and Grand Blanc Community High School - are the first and only education organizations recognized with the Baldrige-based Michigan Quality Leadership Award.

# ***GRAND BLANC COMMUNITY SCHOOLS***

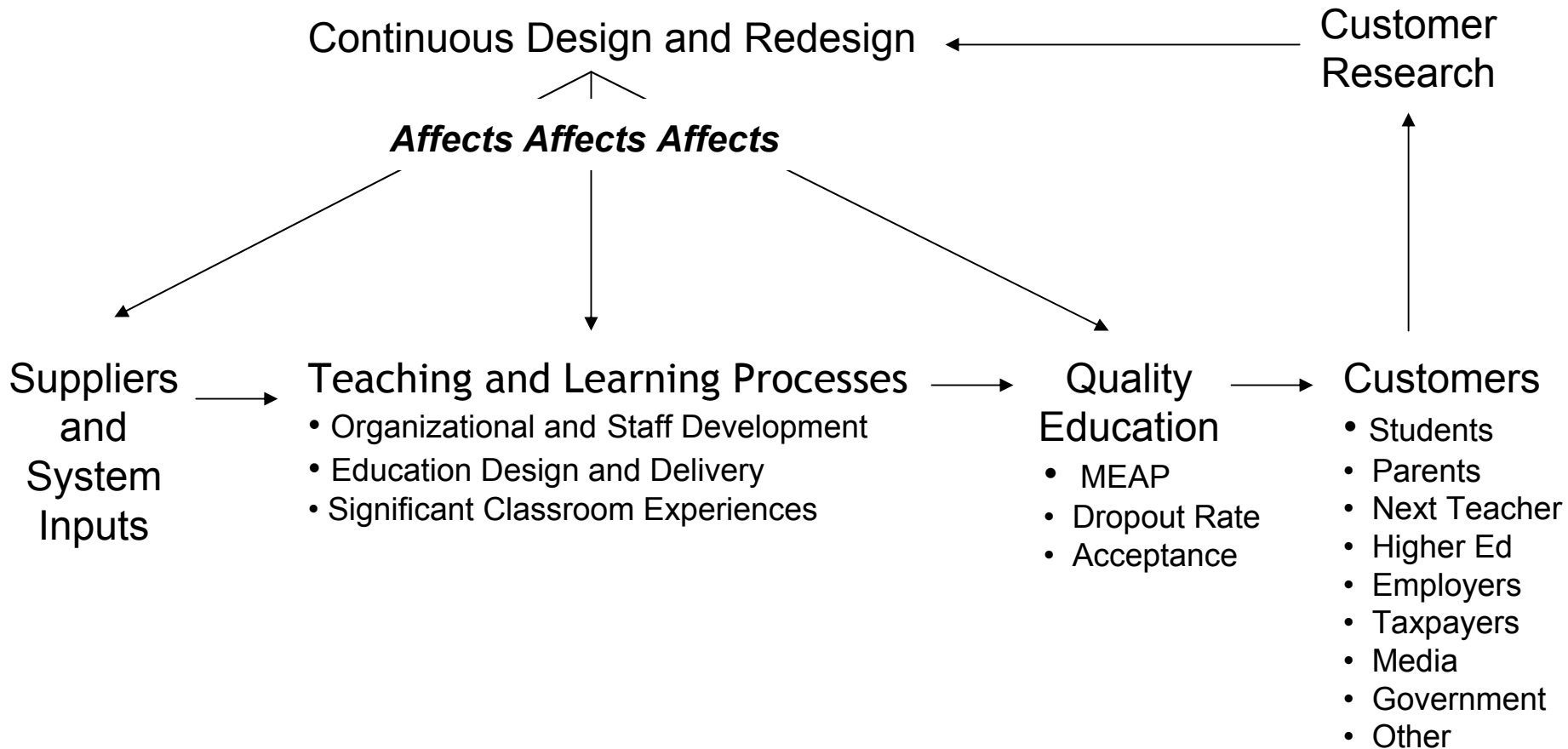
## *About us . . .*

- Approximately 7647 students, 10 schools in 11 buildings*
- 12.2% economically disadvantaged*
- 9.6% special education*
- 16.5% high school ethnicity [29 languages spoken in the home]*
- 1000 employees*
- Foundation Allowance \$7080, about the state average*
- 10 schools in 11 buildings*
- Southern Genesee County bordering on northern edge of Oakland County*
- All GBHS students MUST pass the MEAP in order to earn a diploma.*



# Basic School Improvement Model

## DEMING SYSTEM MODEL APPLIED TO EDUCATION



# District Mission

Grand Blanc Community Schools as an innovative leader in providing quality and equitable education will develop all individuals to the highest potential for living in an ever-changing world.

We will know we are successful when:

- Grand Blanc students' MEAP scores rank in the top 5% in the state.
- The Dropout Rate is 0 percent.
- 100% of students feel accepted at school.
- 100% of Grand Blanc graduates admitted to Michigan colleges or universities will not require enrollment in Remedial English and/or Math courses.

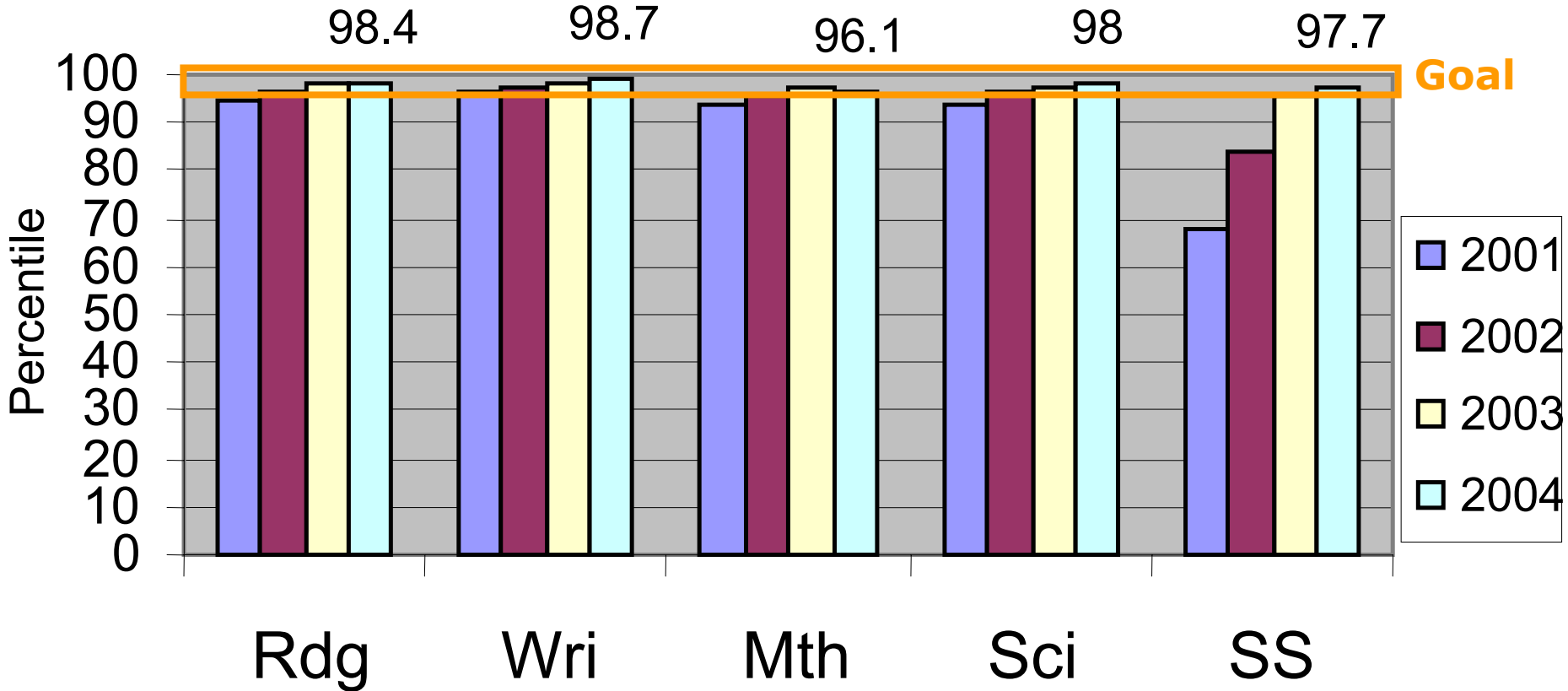
# MEAP State Ranking

*Aggregate Grand Blanc Community Schools MEAP data  
rank the district in the top 1% in the State.*

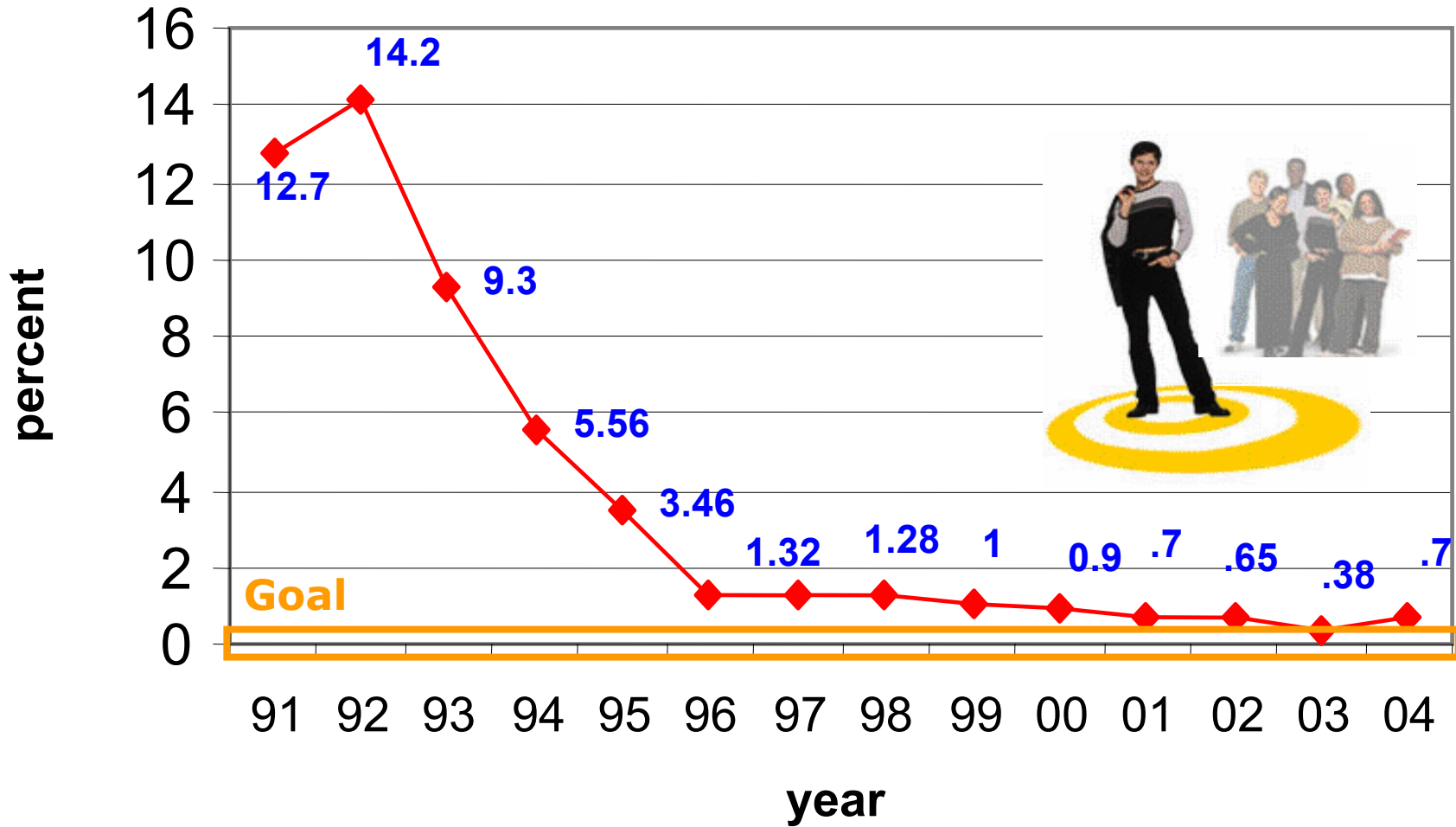
Best



## High School MEAP

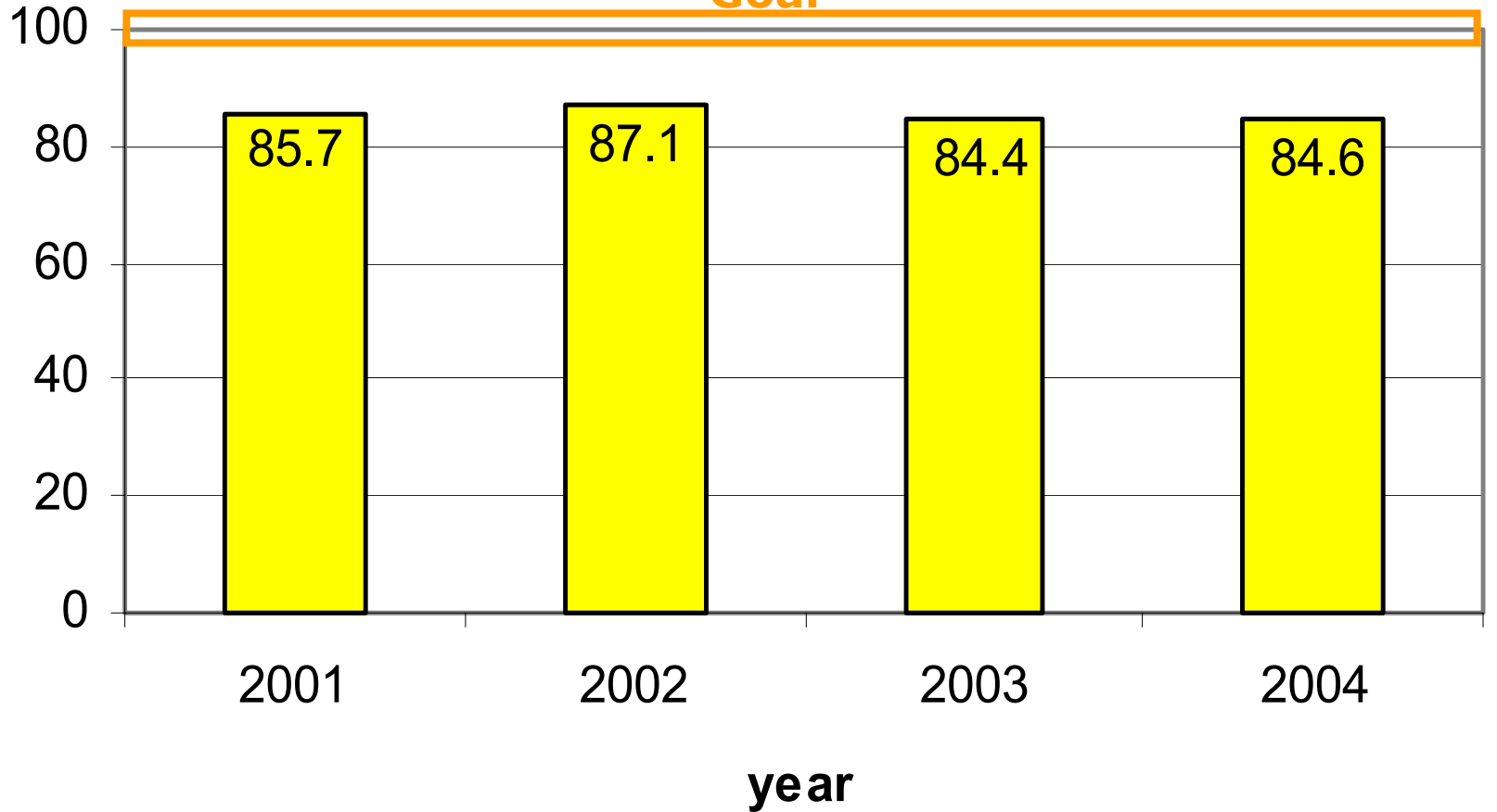


# GBHS Dropout Rate



# District Overall Student Satisfaction Averages

Goal



# MICHIGAN SCHOOL REPORT CARD

## (Adequate Yearly Progress)

	2002/03		2003/04
School	"B" Report Card	"A" Report Card	"A" Report Card
AE	X		X
CE		X	X
HS		X	X
IH	X		X
MA	Not open until 2003/04		X
McG	X		X
ME	X		X
MS	X		X
RE		X	X

The Report Card Grade is based on scores in the following categories: Student Achievement Status, Student Achievement Change, and Indicators of School Performance. *Note: Although City School administers the MEAP to 4-5<sup>th</sup> graders, the state does not report their results because the group tested is too small.*

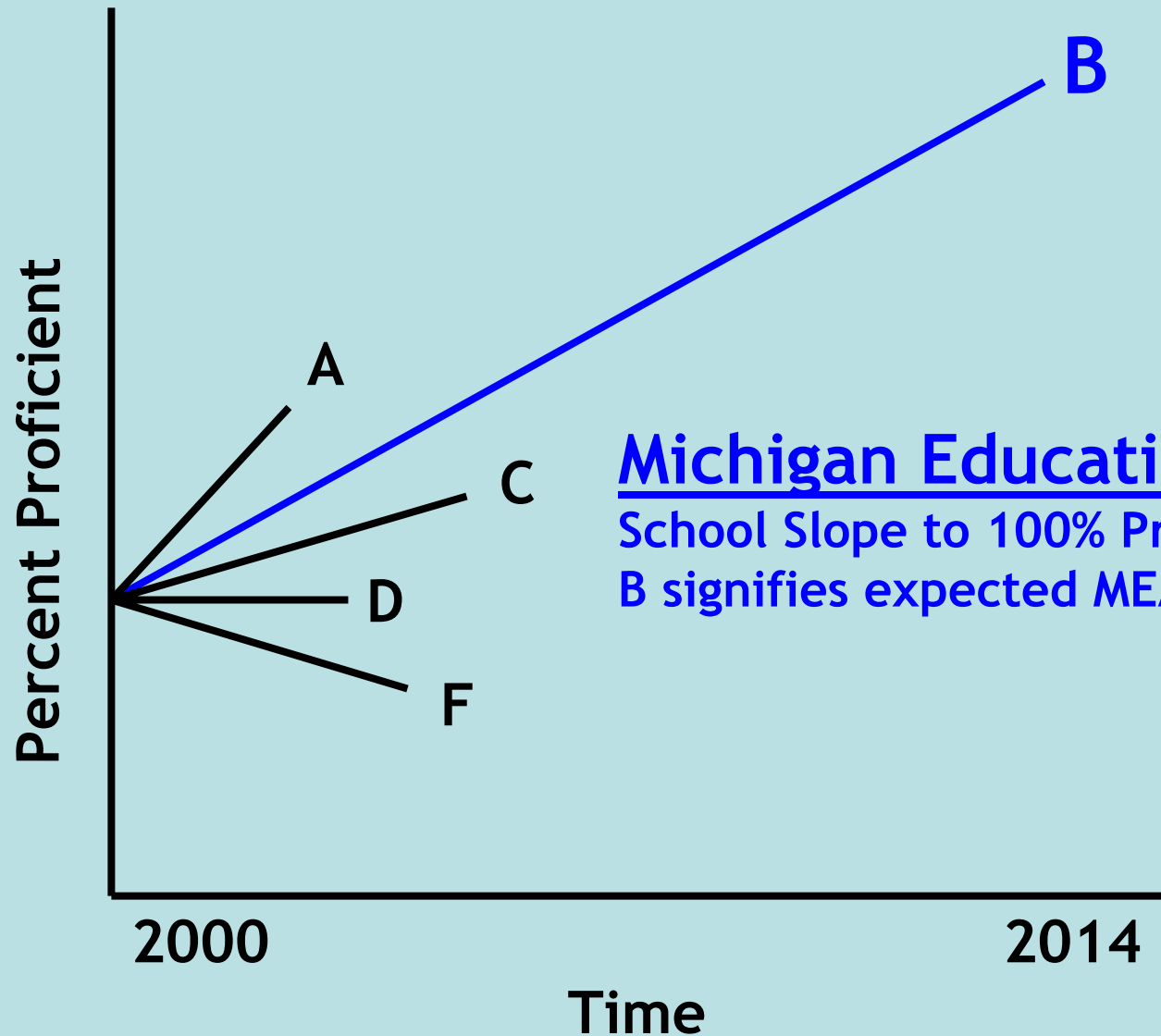


**“Our district does extremely well on these tests [MEAP], but that is because we have COMPLETELY bought into them and catered our curriculum around them and forced our students to be proficient.”**

***-Marie Bauermeister, Grand Blanc HS Social Studies Teacher***

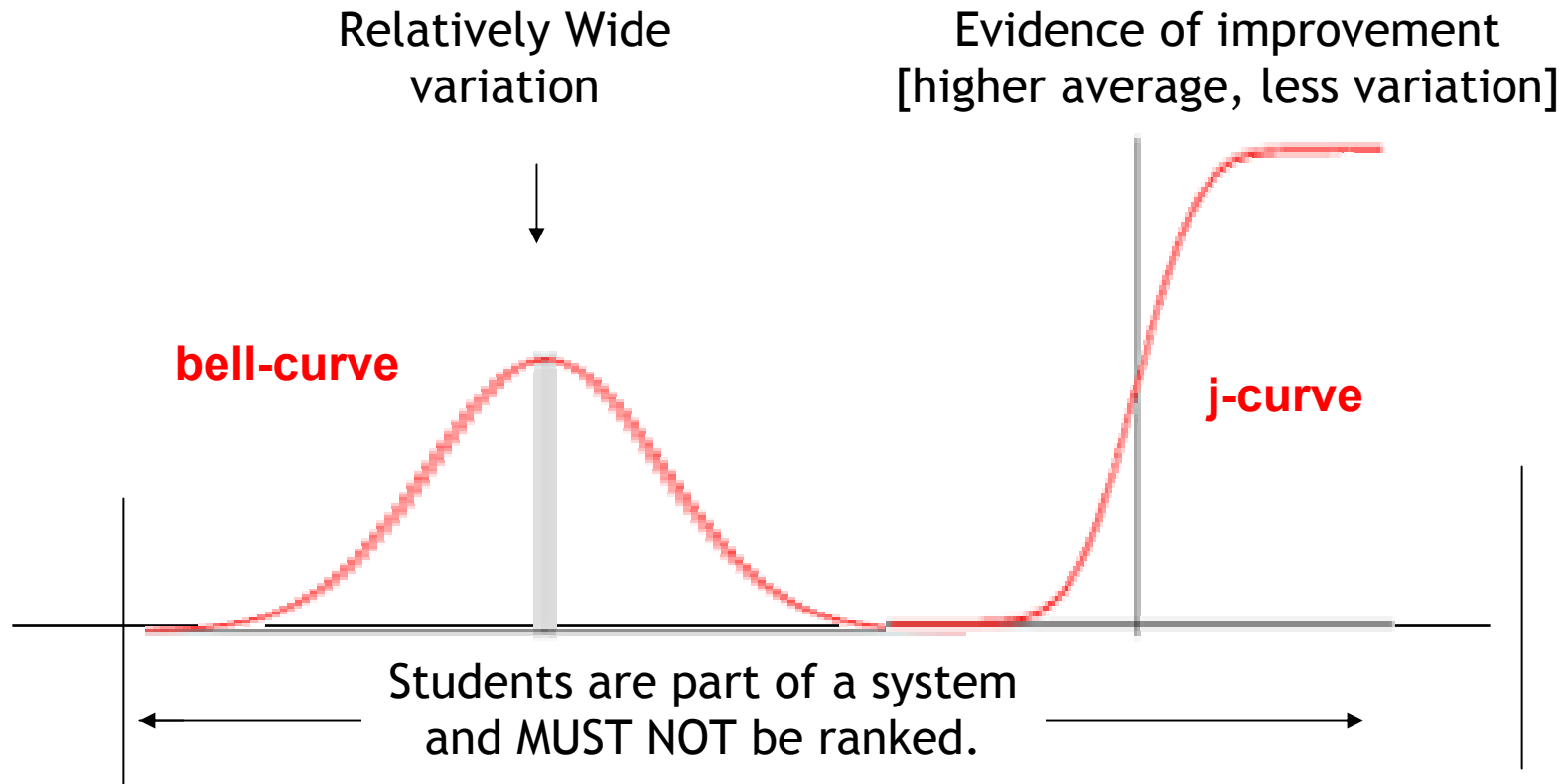


# Michigan School Report Card



Michigan Education YES!  
School Slope to 100% Proficiency.  
B signifies expected MEAP progress.

# Improving a Classroom Learning System



*The classic bell curve represents the distribution of grades that occurs when a small proportion of students get very low and very high marks and most students get average marks. The bell curve approach is designed to "sort people out" and identify a limited number of "winners." The J-Curve represents the theoretical distribution of grades in an education system that believes most students are capable of doing well in school. J-Curve advocates work on changing the system [85/15 Rule] until all or most students learn at a high level.*

# ALL I REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN

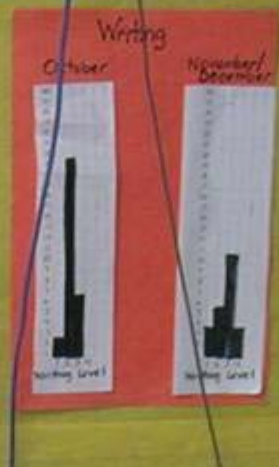
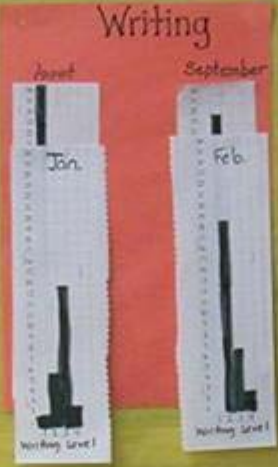
(a guide for global leadership)





# Quality Board

Goals:  
We want to improve our reading and writing  
Level 4 in reading  
Level 3 in writing



Level 1 Writing

- Writing to inform with main ideas
- Writing to persuade with main ideas
- Writing to entertain with main ideas
- Writing to describe with main ideas
- Writing to explain with main ideas
- Writing to compare with main ideas
- Writing to contrast with main ideas
- Writing to analyze with main ideas
- Writing to evaluate with main ideas
- Writing to create with main ideas
- Writing to reflect with main ideas

Level 2 Writing

- Writing to inform with main ideas and details
- Writing to persuade with main ideas and details
- Writing to entertain with main ideas and details
- Writing to describe with main ideas and details
- Writing to explain with main ideas and details
- Writing to compare with main ideas and details
- Writing to contrast with main ideas and details
- Writing to analyze with main ideas and details
- Writing to evaluate with main ideas and details
- Writing to create with main ideas and details
- Writing to reflect with main ideas and details

Level 3 Writing

- Writing to inform with main ideas and details and organization
- Writing to persuade with main ideas and details and organization
- Writing to entertain with main ideas and details and organization
- Writing to describe with main ideas and details and organization
- Writing to explain with main ideas and details and organization
- Writing to compare with main ideas and details and organization
- Writing to contrast with main ideas and details and organization
- Writing to analyze with main ideas and details and organization
- Writing to evaluate with main ideas and details and organization
- Writing to create with main ideas and details and organization
- Writing to reflect with main ideas and details and organization

Level 4 Writing

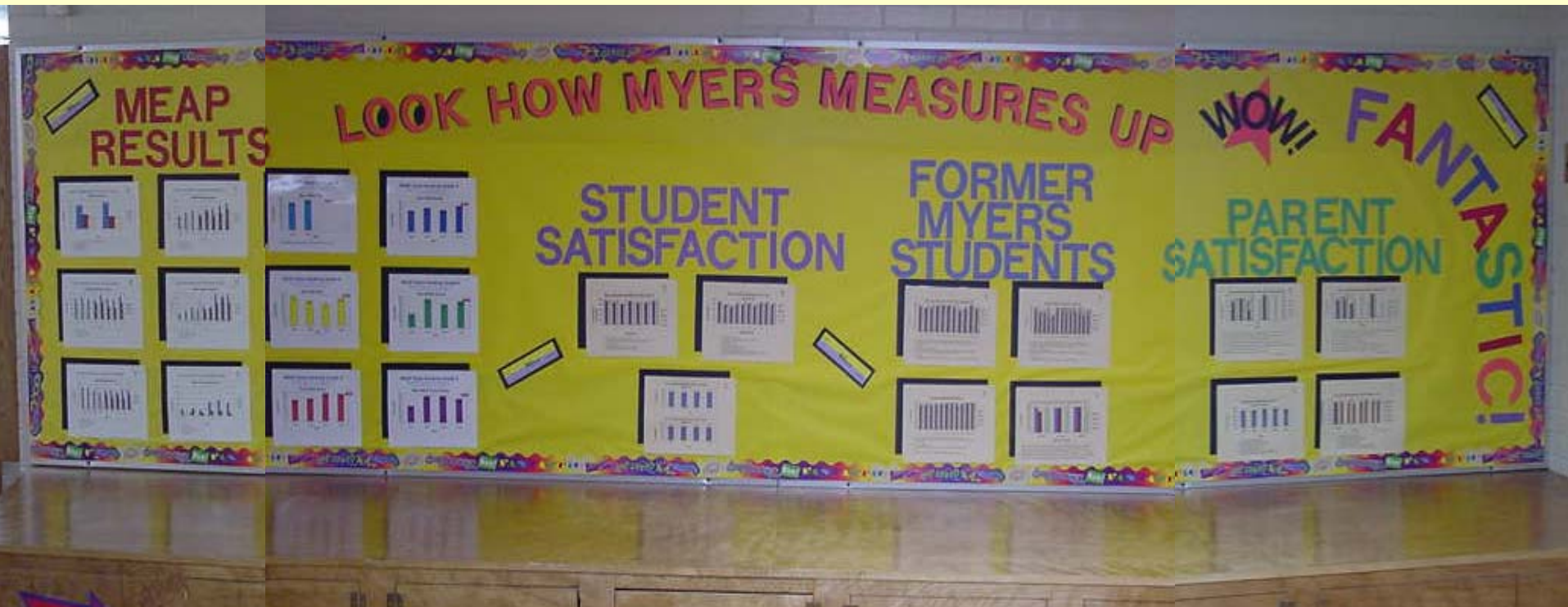
- Writing to inform with main ideas and details and organization and style
- Writing to persuade with main ideas and details and organization and style
- Writing to entertain with main ideas and details and organization and style
- Writing to describe with main ideas and details and organization and style
- Writing to explain with main ideas and details and organization and style
- Writing to compare with main ideas and details and organization and style
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- Writing to analyze with main ideas and details and organization and style
- Writing to evaluate with main ideas and details and organization and style
- Writing to create with main ideas and details and organization and style
- Writing to reflect with main ideas and details and organization and style

Welcome to Mye

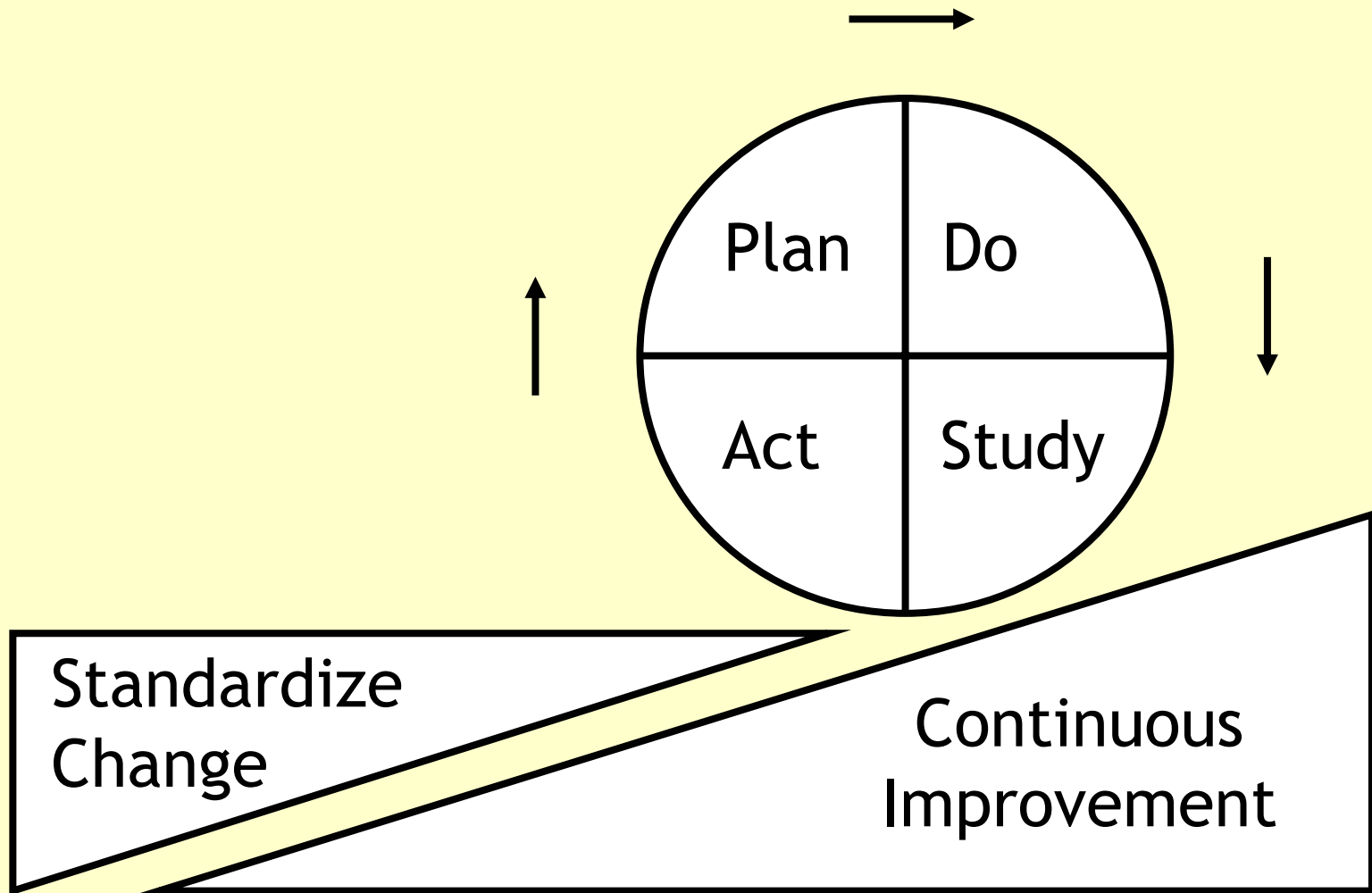




# Data Center for Meyers Elementary School [Grand Blanc]



# Improvement Model: Plan, Do, Study, Act





**Dr. Deming redefined the job of a teacher along the following lines . . .**

**"Students work IN a system.  
The job of a Teacher is to work ON the system,  
to improve it,  
continuously with their help."**

**Deming changed the understanding of what it means to be a principal. The new view is captured in a definition of the manager's duties.**

**"Teachers work IN a system.  
The job of a Principal is to work ON the system,  
to improve it,  
continuously with their help."**

# How do I earn Value Added Pay?



*Pay is earned by completing:*

- 1. May Baldrige Survey*
- 2. Previous year's feedback report from internal audit*
- 3. Building bullet book*
- 4. Story boards*
- 5. Classroom Data Center*
- 6. A or B on Report Card from the State (AYP)*



# Baldrige Beacon Classroom Checklist

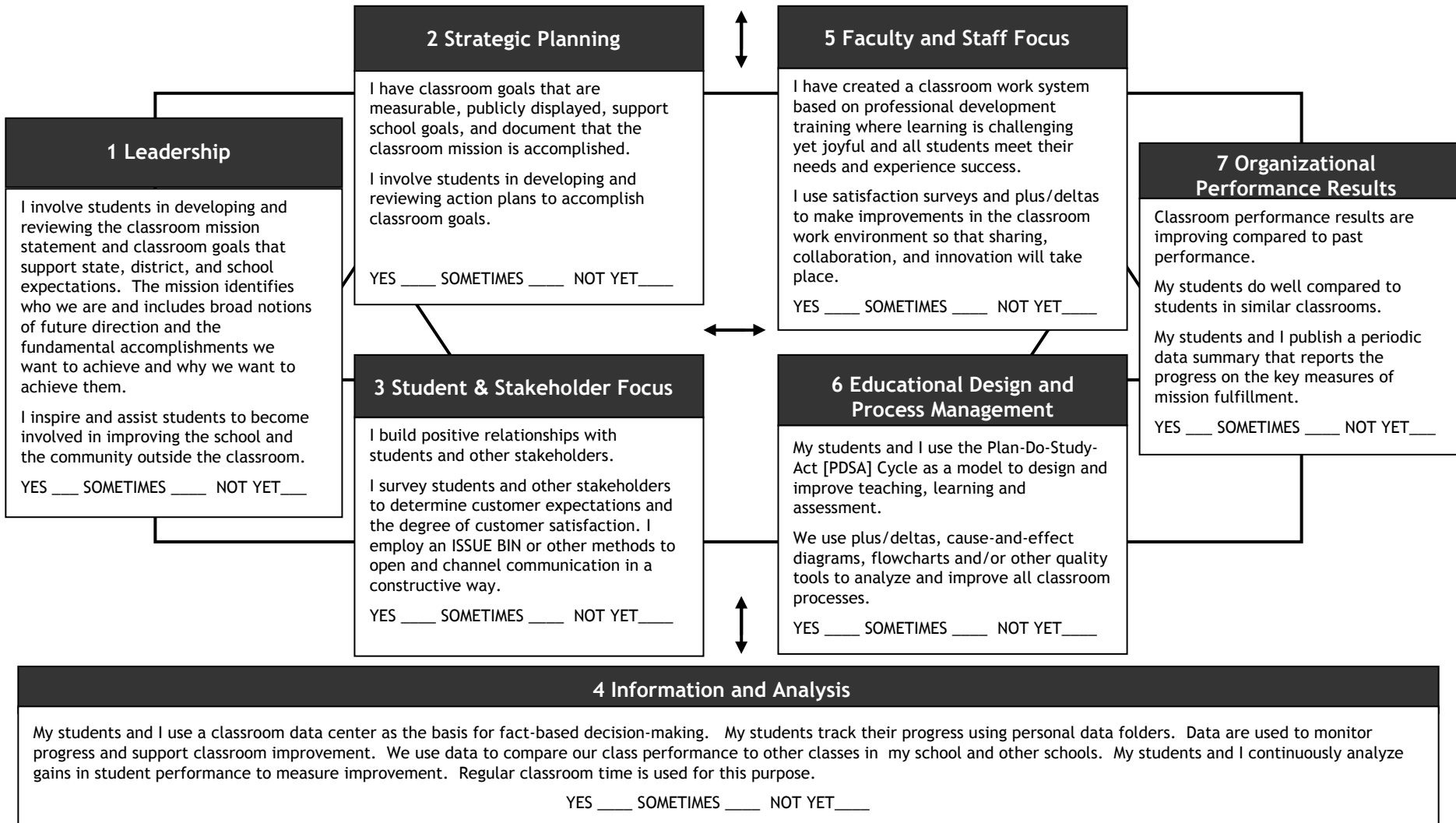


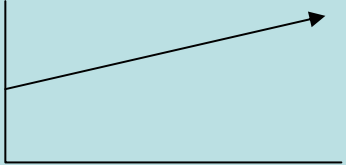
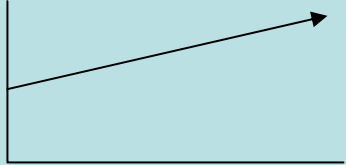
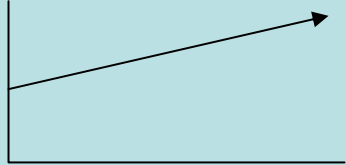
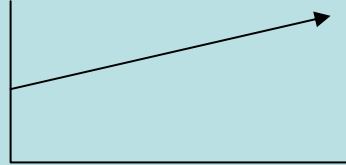

Based on the Performance Excellence Criteria for Education of the Malcolm Baldrige National Quality Program

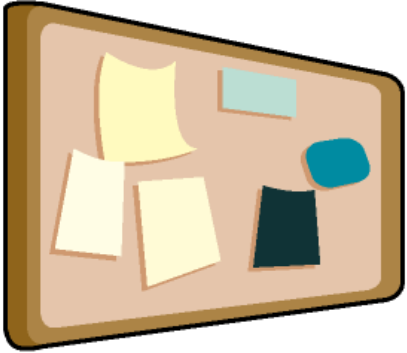
Check **yes** if the actions described take place regularly and systematically. Check **sometimes** if the actions happen once in a while. Check **not yet** if the actions are not part of your current classroom practice.

## CLASSROOM PROFILE

### Environment, Relationships, and Challenges



<p>Class Identification Information</p>	<p>Class Team Picture</p>	<p>Class Mission Statement w/signatures</p>	<p>Key Measures of Mission Fulfillment</p>
<p>Key Measure Chart</p> 	<p>Key Measure Chart</p> 	<p>Key Measure Chart</p> 	<p>Key Measure Chart</p> 
<p>District Mission and District Key Measureables</p>	<p>Department Mission Statement and Key Measureables</p>	<p>Definition of <b>QUALITY</b> w/rubric</p>	 <p><b>Beacon Classroom Checklist Results</b></p>
<p>Artifacts that show evidence of classroom practices</p>	<p>Artifacts that show evidence of classroom practices</p>	<p>Artifacts that show evidence of classroom practices</p>	<p>Artifacts that show evidence of classroom practices</p>



## *The Classroom Data Center . . .*

is the graphic representation of a set of well-defined processes that illustrates the classroom mission and what the successful completion of the mission looks like.

It may take the form of run or bar charts that compare performance projections for classroom goals with current and past data performance.

It is a classroom version of the building and district data centers. It may include the class mission statement, a list of key measures or critical success factors, action plans, the name of team members, and a half dozen charts.

*In its most highly developed form, students use the data center to manage their own learning and truly become self-directed learners.*

# The Balanced Scorecard [BSC]

... is a conceptual framework that translates mission into action.

## Student Learning Results

*To develop the fullest potential of all students what must a learning-centered organization excel at?*

MEAP TESTS  
GRADUATION RATE  
ESSENTIAL SKILLS TESTS  
ACT and SAT TESTS  
AP and TERRA NOVA TESTS

## Governance and Social Responsibility Results

*To be role models in leadership and social responsibility what must we excel at?*

EXTERNAL FINANCIAL AUDIT  
FEDERAL/STATE REG COMPLIANCE  
NCA ACCREDITATION  
COMPUTER ETHICAL USE POLICY  
No Child Left Behind and Mich Ed YES!

## Student-and-Stakeholder-Focused Results

*To satisfy our students and their families as well as other stakeholders what must we excel at?*

STUDENT SATISFACTION SURVEY  
PARENT SATISFACTION  
PARTNERSHIP PROGRAM  
RETENTION and DROPOUT RATES  
ENROLLMENT



## MISSION and STRATEGIEY

## Faculty and Staff Results

*To satisfy, develop to the full potential, and promote the well-being of faculty and staff what must we excel at?*

GRIEVANCES FILED  
FAIR TREATMENT FORMS  
ABSENTEEISM and TURNOVER  
TRAINING  
BQSA  
JOB SATISFACTION SURVEY

## Budgetary, Financial, and Market Focused Results

*To satisfy our customers and stakeholders what business processes must we excel at?*

PERFORMANCE COST INDEX  
EXPENDATURES  
FOUNDATION ALLOWANCE  
PUPIL/TEACHER RATIO  
MARKET SHARE

## Organizational Effectiveness Results

*To achieve performance excellence what characteristics must we illustrate?*

BQSA  
Technology, Transportation, Maintenance, Food Service, and Special Education Results  
ACTION PLAN RESULTS

# Follow-up Support



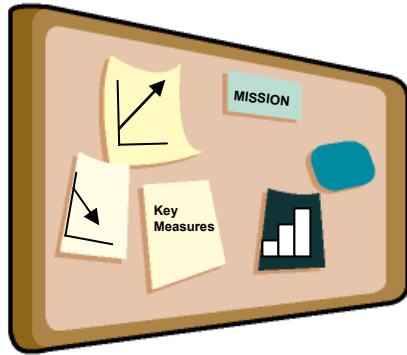
- Michigan Quality Council  
<http://www.michiganquality.org/index.asp>
- Website Support  
<http://www.grand-blanc.k12.mi.us/qip>
- E-Mail Contacts  
[jvanworm@aol.com](mailto:jvanworm@aol.com)  
[bjbarnes@okemosweb.com](mailto:bjbarnes@okemosweb.com)

**Quality is a journey, not a destination.**





# Pre-Evaluation Question for Teachers



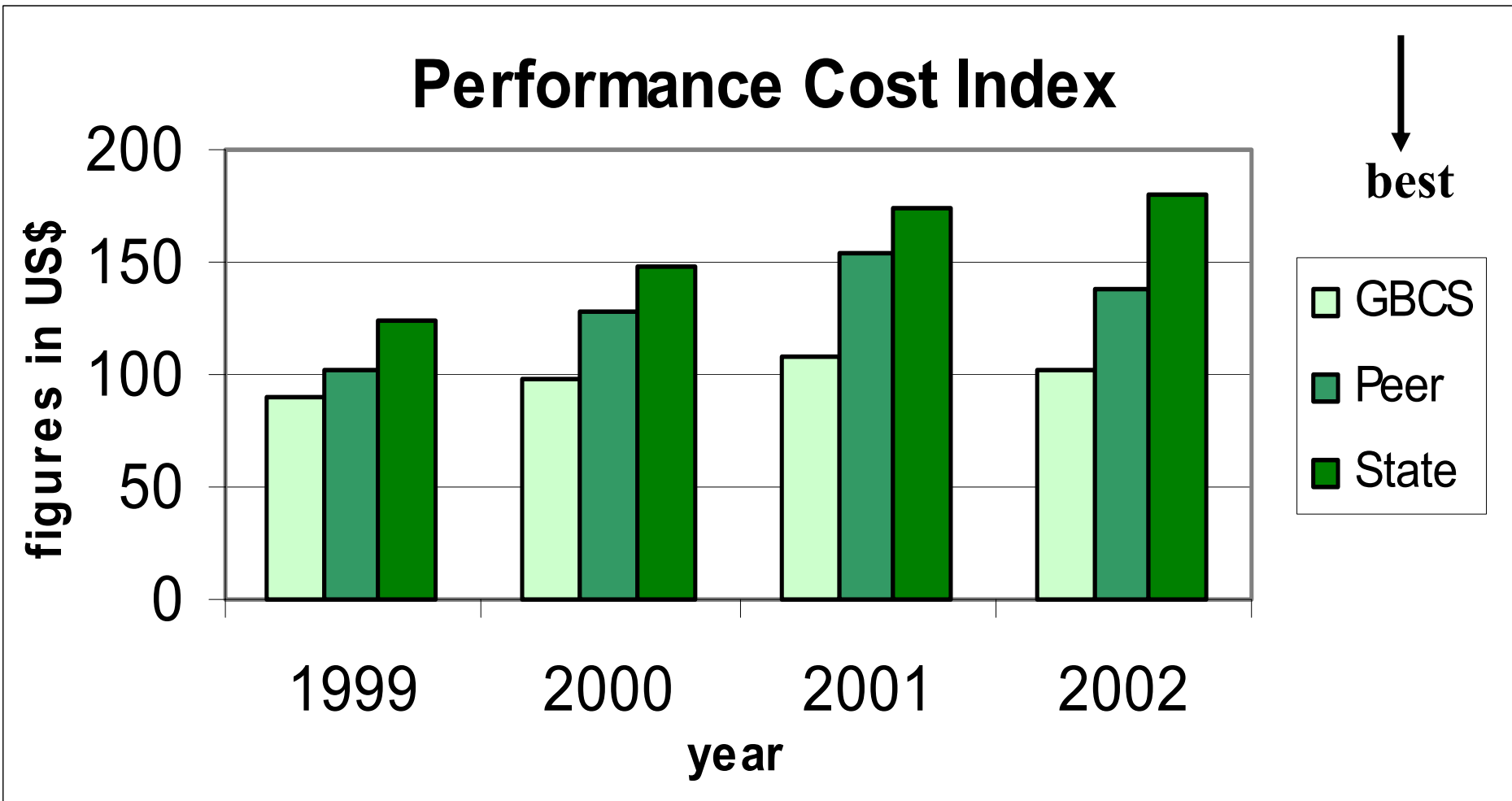
*Before the administrator goes to a classroom to evaluate the teacher, he asks each teacher to respond to the following question.*

**Is your data center up to date in your classroom? Describe what is included.**

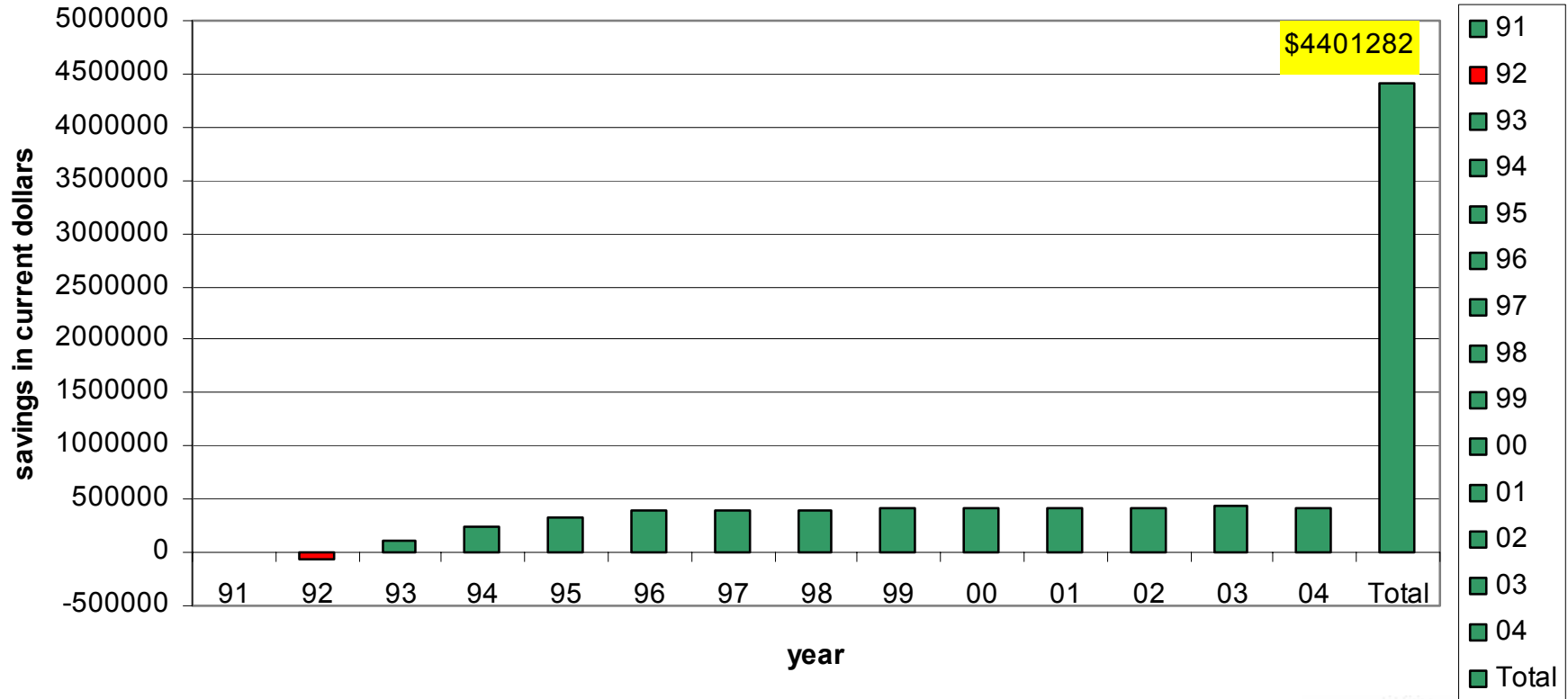
Teacher Evaluation Booklets are due March 1, 2005

# Return on Resources

According to the Standard & Poor's Report, the "PCI represents the average expenditure per percentage point of the MEAP passing rate." Our PCI is in the 99% ile. "Statewide, only .9% of the school districts generate a more favorable PCI" than GBCS.



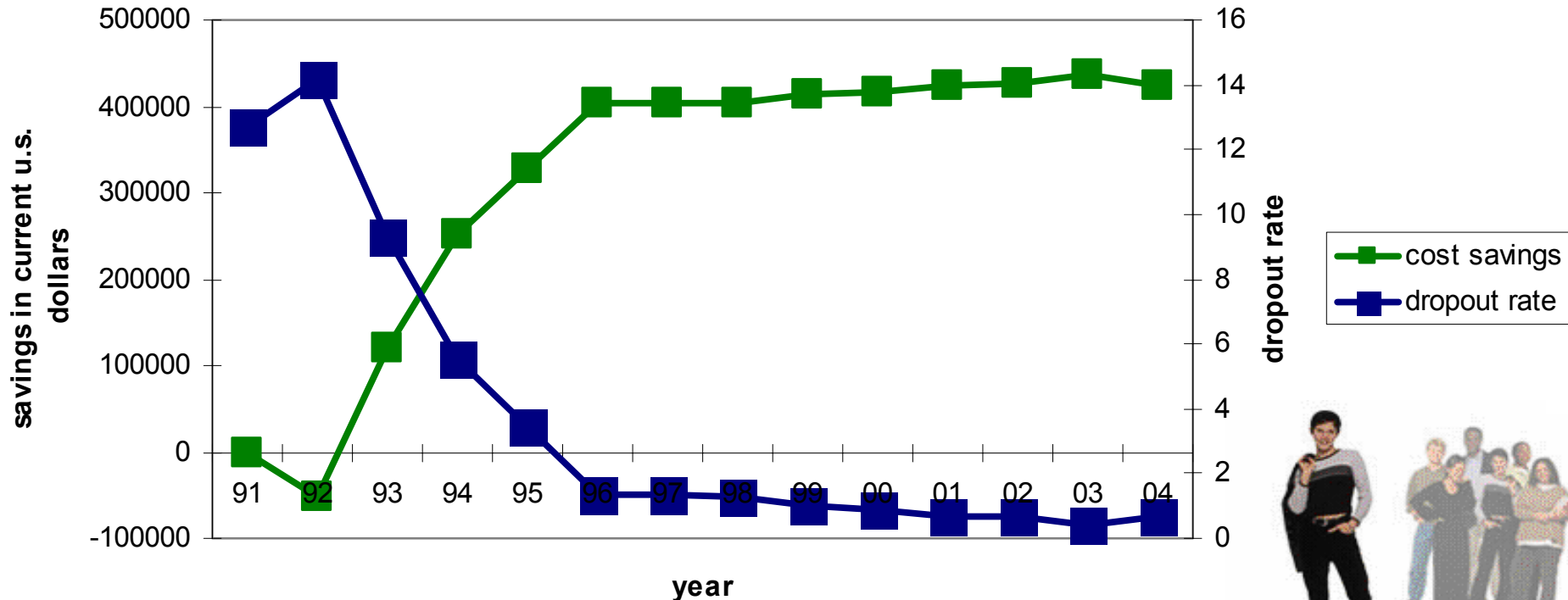
## Cost Savings From Lowering The Dropout Rate, 1992-2004



- *Figures in current U.S. dollars.*
- *Assumes a senior class of 500 students in the high school.*
- *Assumes \$7080 per pupil reimbursement*
- **\$4,401,282 Total Savings, 1992-2004**



## Dropout Rate Compared With Revenue Generated By Lowing Dropout Rate



- *Figures in current U.S. dollars.*
- *Assumes a senior class of 500 students in the high school.*
- *Assumes \$7080 per pupil reimbursement*
- \$4,401,282 Total Savings, 1992-2004

