

Systematic = Well-ordered, repeatable, and exhibiting the use of data and information so that learning is possible and processes can be continually improved.

Process = Linked activities with the purpose of producing a product or service for a customer (user) within or outside your organization.

Stage 1 – Reacting to Problems/Processes Do Not Exist: not formalized in writing and not transparent to users

Stage 2 – Early Systematic Approaches/Just Getting Started: in writing and transparent for users

Stage 3 – Aligned Approaches/Completion of at Least One Cycle of Improvement: cycle of improvement = listening and learning from users

Stage 4 – Integrated Approaches/Mature Process: written, transparent, and multiple cycles of improvement

Our Organization Has Systematic Process(es) for:

Process 1. Getting community and Board involved in development and continual review of Beliefs- Mission/Vision and Strategic Priorities.

- How do you Involve stakeholders in local policy and procedures?
- Do you survey your customers, students, and other stakeholders?
- Do you have a process showing the Board's participation in development and review of Beliefs/Mission/Vision and Strategic Priorities?

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Process 2. Ensuring good governance.

- HOW does your board review the organization's PERFORMANCE and its progress on STRATEGIC OBJECTIVES and ACTION PLANS?
- HOW do you ensure Accountability for SENIOR LEADERS' actions, strategic plans, Fiscal accountability and Transparency in operations?
- How does your organization ensure that its strategic planning addresses long-term sustainability?

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Process 3. Modeling and ensuring ethical behavior.

- HOW do you promote and ensure ETHICAL BEHAVIOR in all interactions?
- What are your KEY PROCESSES and MEASURES or INDICATORS for enabling and monitoring ETHICAL BEHAVIOR in your GOVERNANCE structure; throughout your organization; and in interactions with your WORKFORCE, students, other CUSTOMERS, PARTNERS, suppliers, and other STAKEHOLDERS?
- HOW do you monitor and respond to breaches of ETHICAL BEHAVIOR?

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Process 4. Measuring (and communicating) progress on primary strategic goals.

- What are your organization’s KEY STRATEGIC OBJECTIVES and timetable for achieving them?
- What are your most important GOALS for these STRATEGIC OBJECTIVES?
- What KEY changes, if any, are planned in your EDUCATIONAL PROGRAMS AND SERVICES, CUSTOMERS and markets, suppliers and PARTNERS, and operations?

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Process 5. Ensuring that we have appropriate balance among four organizational perspectives*. (student performance, faculty/staff, the customer, and financial implications.)

- Do you consider student performance, faculty/staff, the customer, and financial implications when making decisions?
- How do you encourage management focus on all perspectives?

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Process 6. Ensuring that work aligns (at all levels of the organization) to four organizational perspectives*. (student performance, faculty/staff, the customer, and financial implications.)

- How do YOU consider and balance the needs of all KEY STAKEHOLDERS?
- How do you ensure that processes that attempt to meet the needs of student performance, faculty/staff, customers, and financial implications do not conflict?
- HOW does your overall ACTION PLAN measurement system reinforce organizational ALIGNMENT among student performance, faculty/staff, the customer, and financial implications?

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Process 7. Responding to the need for a rapid shift away from the "way we have always done it" and execute a new plan if needed.

- HOW do you establish and implement modified ACTION PLANS if circumstances require a shift in plans and rapid execution of new plans?
- HOW do you respond rapidly to changing organizational needs and challenges in your operating environment, including any need for transformational change in organizational structure and WORK SYSTEMS?

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Process 8. Making sure that the data we have is useful and aligns with our organizational perspectives*. (student performance, faculty/staff, the customer, and financial implications.)

- HOW do you use data and information to track daily operations and overall organizational PERFORMANCE for student performance, faculty/staff, the customer, and financial implications?
- HOW do you select, collect, align, and integrate data and information to use in tracking daily operations and overall organizational PERFORMANCE?
- HOW do you track progress on achieving STRATEGIC OBJECTIVES and ACTION PLANS?

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Process 9. Translating data into knowledge.

- What are your KEY organizational PERFORMANCE MEASURES, including KEY short- and longer-term financial MEASURES? How frequently do you track these MEASURES?
- HOW do you select and EFFECTIVELY use KEY comparative data and information to support operational decision making?
- HOW do you select and EFFECTIVELY use VOICE-OF-THE-CUSTOMER and market data and information (including aggregated data on complaints) to build a more student-focused culture and to support operational decision making, and use data and information gathered through social media, as appropriate?
- Does your staff understand leading and lagging indicators and how data becomes knowledge and are working upstream of problems/issues?

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Process 10. Innovation - creating meaningful change for improvement.

- HOW do you use findings from PERFORMANCE reviews to develop priorities for continuous improvement and opportunities for INNOVATION?
- 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?
- Is there an effective process in place to review organizational performance and, based on the findings, to prioritize improvements and designate areas for innovations?

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Process 11. Comparing our results to similarly situated districts.

- HOW do you select and EFFECTIVELY use comparative data and information?
- HOW do you select and EFFECTIVELY use KEY comparative data and information to support operational decision making?
- How do you ensure that data from similarly situated districts does not automatically provide a final solution or new process for you without first analyzing your own needs?

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Process 12. Determining/ensuring what students should know by when.

- HOW do you design your EDUCATIONAL PROGRAMS AND SERVICES and WORK PROCESSES to meet requirements?
- HOW do you incorporate new technology, organizational knowledge, program and service excellence, CUSTOMER VALUE, and the potential need for agility into these programs, services, and PROCESSES?
- Do you have a process in place to track and manage what students should know by when?

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Process 13. Clear processes if students are not meeting annual progress.

- HOW do you improve your WORK PROCESSES to increase student LEARNING, improve EDUCATIONAL PROGRAMS AND SERVICES and PERFORMANCE, enhance your CORE COMPETENCIES, and reduce variability?
- Do you have a process for identifying interventions for students who are not meeting annual progress?
- Do you have a process for knowing and tracking students who are not making annual progress?

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Process 14. Clear processes to extend learning if students are meeting annual progress.

- How do you identify and provide differentiated instruction to extend learning when appropriate?

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Process 15. Determining means, other than state/federal accountability of measuring/communicating student success aligning to community desires.

- HOW do you use your KEY organizational PERFORMANCE MEASURES, as well as comparative and CUSTOMER data, in these reviews?
- What ANALYSES do you perform to support these reviews and ensure that conclusions are valid?
- Do you have a process or method for reporting locally-relevant student achievement data and results?
- How do you identify community desires relative to your education services offerings?
- How do you encourage individual achievements as a result of your policies, procedures and documented processes?

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Process 16. One-way timely communication with customers (internal and external) and staff.

- HOW do you notify stakeholders of an important incident? (weapon on campus, lockdown, drill, unusual event)
- HOW do you present results to students, parents, and the community?
- HOW do you communicate successes and information on community events?

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Process 17. Two-way communication with customers and staff.

- HOW do you listen to, interact with, and observe students and other CUSTOMERS to obtain actionable information?
- HOW do you get continual feedback from stakeholders?
- HOW do you get anonymous feedback/reporting from stakeholders?

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Process 18. Addressing current and anticipating future community, customer, and staff concerns.

- HOW do you project your organization’s future PERFORMANCE?
- HOW do you use findings from PERFORMANCE reviews and KEY comparative and competitive data in projecting future PERFORMANCE?
- How do you know what may become a concern to your stakeholders now and in the future?

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Process 19. Listening to and learning from current (internal and external) customers (satisfaction and dissatisfaction).

- HOW do you determine student and other CUSTOMER satisfaction, dissatisfaction, and ENGAGEMENT?
- HOW do you listen to, interact with, and observe students and other CUSTOMERS to obtain actionable information?
- HOW do you use social media and web-based technologies to listen to students and other CUSTOMERS, as appropriate?
- HOW do you seek immediate and actionable feedback from students and other CUSTOMERS on the quality of EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support, and transactions?

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Process 20. Listening to and learning from potential external customers.

- HOW do you listen to potential students and other CUSTOMERS to obtain actionable information?
- HOW do you listen to former, potential, and competitors’ students and other CUSTOMERS to obtain feedback on your EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support, and transactions, as appropriate?
- How do you remain aware of issues that may affect you and your customers in the future?

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Process 21. Making sure educational offerings align with external customer needs (to the extent you can afford).

- HOW do you seek immediate and actionable feedback from external CUSTOMERS on the quality of EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support, and transactions?
- HOW do you listen to former, potential, and competitors’ students and other CUSTOMERS to obtain feedback on your EDUCATIONAL PROGRAMS AND SERVICES?

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Process 22. Determining faculty/staff training/tools needed.

- HOW do you recruit, hire, place, and retain new WORKFORCE members?
- HOW do you assess your WORKFORCE CAPABILITY and CAPACITY needs?
- HOW do you assess the skills, competencies, certifications, and staffing levels you need?
- How do you provide for continuing education opportunities?

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Process 23. Listening to faculty/staff regarding safety & security needs.

- HOW do you get input for workplace health, security, and accessibility for the WORKFORCE?
- HOW do you EMPOWER your WORKFORCE to report and suggest improvements for safety and security?

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Process 24. Determining faculty/staff satisfaction and engagement.

- What formal and informal assessment methods and MEASURES do you use to determine WORKFORCE ENGAGEMENT, including satisfaction?
- HOW do you also use other INDICATORS, such as WORKFORCE retention, absenteeism, grievances, safety, and PRODUCTIVITY, to assess and improve WORKFORCE ENGAGEMENT?
- How do you obtain actionable feedback from departing employees?

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Process 25. Leadership development and succession planning.

- HOW do you manage career progression for your organization?
- HOW do you manage career development and build capacity for your WORKFORCE?
- HOW do you carry out succession planning for management and leadership positions?

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Process 26. Ensuring that key work processes align with both internal and external customer needs.

- HOW do you determine student, other CUSTOMER, and market needs and requirements for EDUCATIONAL PROGRAM AND SERVICE offerings?
- 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?
- How do you ensure that the data you track is meaningful and helps build knowledge in your organization?

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Process 27. Ensuring that key work processes are improving.

- HOW do you use findings from PERFORMANCE reviews to develop priorities for continuous improvement and opportunities for INNOVATION?
- HOW do you DEPLOY and project manage these priorities and opportunities?
- What are your RESULTS for student LEARNING and other CUSTOMER service PROCESSES?
- How do you track and analyze your key processes to show trends and improvement?

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Process 28. Cost management, effectiveness, and efficiency.

- HOW do you control the overall costs of your operations?
- HOW do you incorporate CYCLE TIME, PRODUCTIVITY, and other efficiency and EFFECTIVENESS factors into your WORK PROCESSES to prevent errors and rework, minimize the costs of inspections, tests, and PROCESS or PERFORMANCE audits, as appropriate; and balance the need for cost control with the needs of your students and other CUSTOMERS?

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Process 29. Ensuring a safe and secure work environment.

- HOW do you provide a safe operating environment?
- How do you ensure compliance with state-mandated safety and security policies?
- HOW does your safety system address accident prevention, inspection, root-cause ANALYSIS of failures, and recovery?
- HOW do you ensure that your organization is prepared for disasters or emergencies?
- HOW does your disaster and emergency preparedness system consider prevention, continuity of operations, and recovery?
- HOW does your disaster and emergency preparedness system take your reliance on suppliers and PARTNERS into account?

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Process 30. Monitoring the organization's reputation.

- HOW do you monitor and report your financial PERFORMANCE RESULTS?
- What are your RESULTS for KEY MEASURES or INDICATORS of your fulfillment of your societal responsibilities and support of your KEY communities?
- What are your RESULTS for KEY MEASURES or INDICATORS of ETHICAL BEHAVIOR, breaches of ETHICAL BEHAVIOR, and STAKEHOLDER trust in your SENIOR LEADERS and GOVERNANCE?
- What are your RESULTS for KEY MEASURES or INDICATORS of meeting and surpassing regulatory, legal, and accreditation requirements?
- How do you know what your customers and the community thinks about your organization?

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*Student Performance

Faculty & Staff Recruitment, Retention & Capacity-Building

Customer, Community and Stakeholder Engagement and Satisfaction

Demonstrated Financial Stewardship and Internal Process Efficacy