West Chicago 2025 Strategic Management Survey

STRATEGIC MANAGEMENT

Two Basic Questions

Are we doing things RIGHT?

OPERATIONAL MANAGEMENT

Are we doing the RIGHT things?

STRATEGIC MANAGEMENT

Strategic management is crucial because it allows an organization to identify and use its strengths and weaknesses to achieve its goals. It can also help an organization respond to changes in the environment, such as new technologies or competitors, so it can stay ahead of the curve. Additionally, this corporate strategy can help an organization allocate its resources efficiently, thereby maximizing profits.

Balanced Scorecard Institute Strategy Management Group

Eight Dimensions of a Strategic Management System

Leadership & Governance

Performance Culture and Change Management

Strategic Thinking and Planning

Strategic Project and Portfolio Management

Performance Reporting, Analyzing and Informing

Aligning and Operationalizing Strategy

Process Improvement

Sustainability
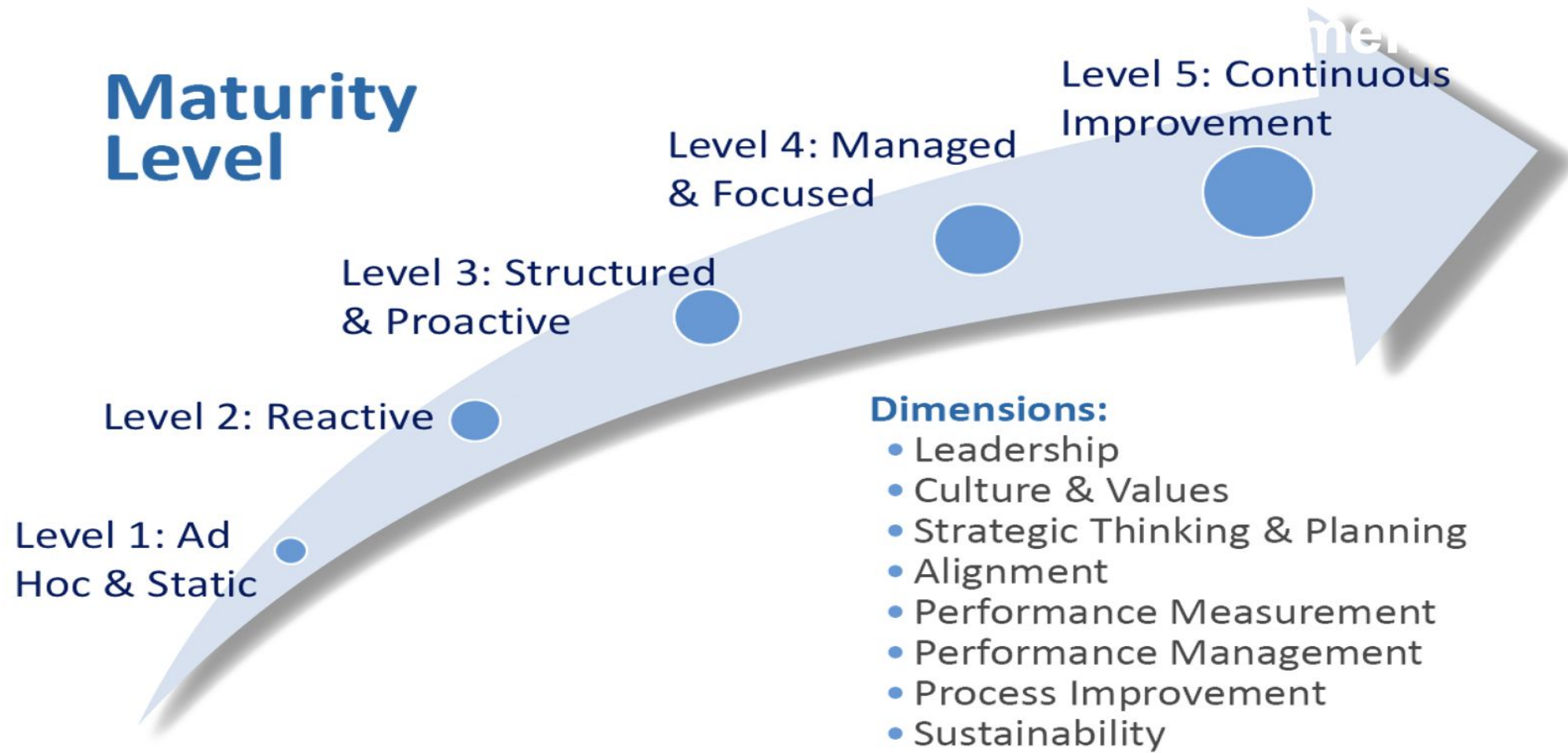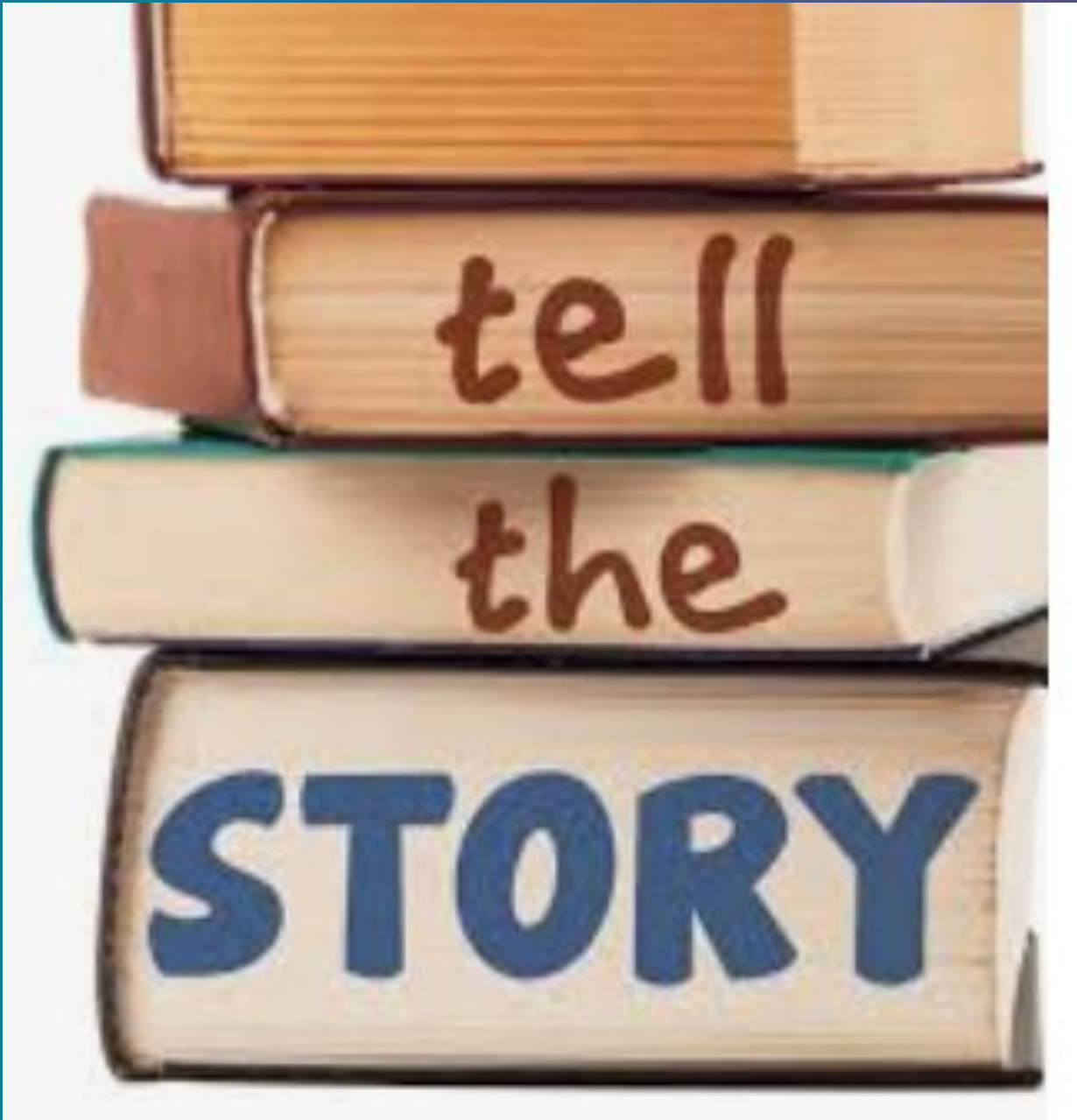
Tell your story through strategic management:
Are you doing the RIGHT things? How do you know? What do you do if you are NOT?

Survey Directions

To assess an organization's strategic maturity, simply select the maturity level that best describes your school district for each dimension. Read the descriptions and identify the most appropriate level (1-5) for each of the dimensions in your district. Knowing this level will allow you to determine appropriate next steps to take your district's strategic management to the next level. Measure your strategic maturity at least annually.

Next Steps

Once you have identified your district's current level of strategic maturity, the model suggests improvements to help you get to the next level. This information can guide leaders in identifying what specific dimensions of strategic management have higher priority for improvement initiatives.   Move strategic management from the district level to the school level.

Participation

2020	27
2022	23
2023	43
2024	43
2025	50

The district is growing the number of participants taking the survey over time..

Invited to Participate

Stakeholder	
BOE	7
Administrators	38
CAT only 5 of 20 at meeting	5
FAC only 8 of 11 teachers at meeting	8

**86% Participation Rate
50 out of 58**

The district is growing the number of participants taking the survey over time..

Actually Took Survey

Stakeholder	
BOE	4/7
Administrators	33/38
CAT	5
AC	8
Total	50

86% Participation Rate
50 out of 58

The district is growing the number of participants taking the survey over time.

Dimension n=50 2025	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	0	1	12	27	10
Values and Culture	0	5	10	22	13
Strategic Thinking and Planning	0	2	14	17	17
Alignment.	0	3	21	15	11
Performance Measurement	0	1	18	21	10
Performance Management	0	3	21	14	12
Process Improvement	0	3	20	18	8
Sustainability	0	5	23	10	12

Dimension n=43 2024	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	1	1	14	22	5
Values and Culture	0	2	13	26	1
Strategic Thinking and Planning	0	3	16	16	8
Alignment.	0	3	22	12	6
Performance Measurement	0	5	11	24	4
Performance Management	0	3	20	16	6
Process Improvement	0	6	19	13	5
Sustainability	1	2	22	9	7

Dimension n=43 2023	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	2	7	9	17	7
Values and Culture	0	8	14	16	7
Strategic Thinking and Planning	1	3	16	16	7
Alignment.	3	3	20	6	10
Performance Measurement	0	3	21	14	12
Performance Management	1	5	14	16	6
Process Improvement	4	9	13	11	4
Sustainability	4	5	17	10	5

Dimension n=25 2022	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	0	2	6	11	6
Values and Culture	0	1	10	8	6
Strategic Thinking and Planning	0	2	12	6	5
Alignment	0	3	12	3	7
Performance Measurement	0	2	9	9	5
Performance Management	1	1	9	7	7
Process Improvement	1	4	10	6	4
Sustainability	2	6	5	1	11

Dimension n=27 2020	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	0	8	6	7	6
Values and Culture	0	10	5	9	3
Strategic Thinking and Planning	0	6	10	8	3
Alignment	2	10	10	4	1
Performance Measurement	0	4	11	7	5
Performance Management	0	5	14	6	2
Process Improvement	2	8	11	5	1
Sustainability	6	6	8	4	3

Improving the Management System

Begin
Red

Emerge
Yellow

Sustain
Green

Mean SCORE of < 2.5   **Mean SCORE of 2.6 to < 3.8**   **Mean SCORE of 3.8 to 5.0**

Dimension n=50 2025	Total Points	Mean Score	Strength or Opportunity
Leadership	168	3.9	
Values and Culture	156	3.9	
Strategic Thinking and Planning	158	4.0	
Alignment	150	3.7	
Performance Measurement	159	3.8	
Performance Management	150	3.7	
Process Improvement	146	3.6	
Sustainability	142	3.6	

Dimension n=43 2024	Total Points	Mean Score	Strength or Opportunity
Leadership	168	3.91	
Values and Culture	156	3.71	
Strategic Thinking and Planning	158	3.67	
Alignment	150	3.49	
Performance Measurement	159	3.70	
Performance Management	150	3.60	
Process Improvement	146	3.40	
Sustainability	142	3.30	

Dimension n=43 2023	Total Points	Mean Score	Strength or Opportunity
Leadership	146	3.40	
Values and Culture	157	3.65	
Strategic Thinking and Planning	154	3.60	
Alignment	143	3.33	
Performance Measurement	172	4.00	
Performance Management	148	3.44	
Process Improvement	147	3.42	
Sustainability	130	3.02	

Dimension n=25 2022	Total Points	Mean Score	Strength or Opportunity
Leadership	96	3.84	
Values and Culture	94	3.76	
Strategic Thinking and Planning	89	3.56	
Alignment	89	3.56	
Performance Measurement	92	3.68	
Performance Management	92	3.72	
Process Improvement	83	3.32	
Sustainability	88	3.53	

Dimension n=27 2020	Total Points	Mean Score	Strength or Opportunity
Leadership	92	3.41	
Values and Culture	86	3.19	
Strategic Thinking and Planning	89	3.30	
Alignment	73	2.70	
Performance Measurement	94	3.48	
Performance Management	86	3.19	
Process Improvement	76	2.81	
Sustainability	73	2.70	

Assessment: Strategic Management Maturity Model 2025 n= 50

Dimension:	Level 1: Ad hoc and Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed and Focused	Level 5: Continuous Improvement
Leadership	Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
Culture & Values	Vision and values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated and understood	Vision & Values collaboratively developed & reviewed	Vision & Values are fully integrated into the organization's culture
Strategic Thinking & Planning	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization	A structured and open planning process involves people throughout the organization	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
Alignment	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision-making	Employees know their students, families, and community, and align strategy to those needs	Vision, customer needs, strategy and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
Performance Measurement	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused	Strategic performance measures are collected, covering most strategic goals and action plans.	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements are comprehensively used and routinely revised based on continuous improvement
Performance Management	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; little accountability	Measures are assigned owners and performance is managed at the organization & employee levels	Measurement owners are held accountable and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based
Process Improvement	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models/frameworks introduced	All key processes are identified and documents and strategy guides successful process improvement	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and formal process exists for improving process management
Sustainability	Lack of structure and champions lead to short-term focus on tasks	Strategy "champions" identified 1	Formal organization structure in place to maintain focus on strategy	Organization has an "Office of Strategy Management" or equivalent	Strategic thinking and management are embedded in the culture of the organization

Assessment: Strategic Management Maturity Model 2024 n= 43

Dimension:	Level 1: Ad hoc and Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed and Focused	Level 5: Continuous Improvement
Leadership	Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
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Assessment: Strategic Management Maturity Model 2023 n= 43

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Assessment: Strategic Management Maturity Model 2022 n=25

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Assessment: Strategic Management Maturity Model 2020 n=27

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Dimensions	2022	Change	2023	Change	2024	Change	2025
Leadership	3.84	▼	3.40	▲	3.91	=	3.91
Values and Culture	3.76	▼	3.65	▲	3.71	▲	3.9
Strategic Thinking and Planning	3.56	▲	3.60	▲	3.67	▲	4.0
Alignment	3.56	▼	3.33	▲	3.49	▲	3.7
Performance Measurement	3.68	▲	4.00	▼	3.70	▲	3.8
Performance Management	3.72	▼	3.44	▲	3.60	▲	3.7
Process Improvement	3.32	▲	3.42	▼	3.40	▲	3.6
Sustainability	3.53	▼	3.02	▲	3.30	▲	3.6

Y1 Area of Focus: Alignment

Area of Focus: Alignment

-Use meaningful data points to align data from Board to classroom

-People at all levels of the organization connect their work to the strategic plan and a common vision and strategy

Core Actions:

-Cascading data system from boardroom to classroom

-Common consistent data driven goal setting

-Prioritizing end users have access to fast, reliable, relevant high-quality data

Where in the organization:

-Strategic Plan & Strategic Plan Scorecard

-District Goals align with Building Goals align with Grade Level Goals

Year	2020	2022	2023
Score	2.70	3.56	3.33

Annual PDSA Cycle
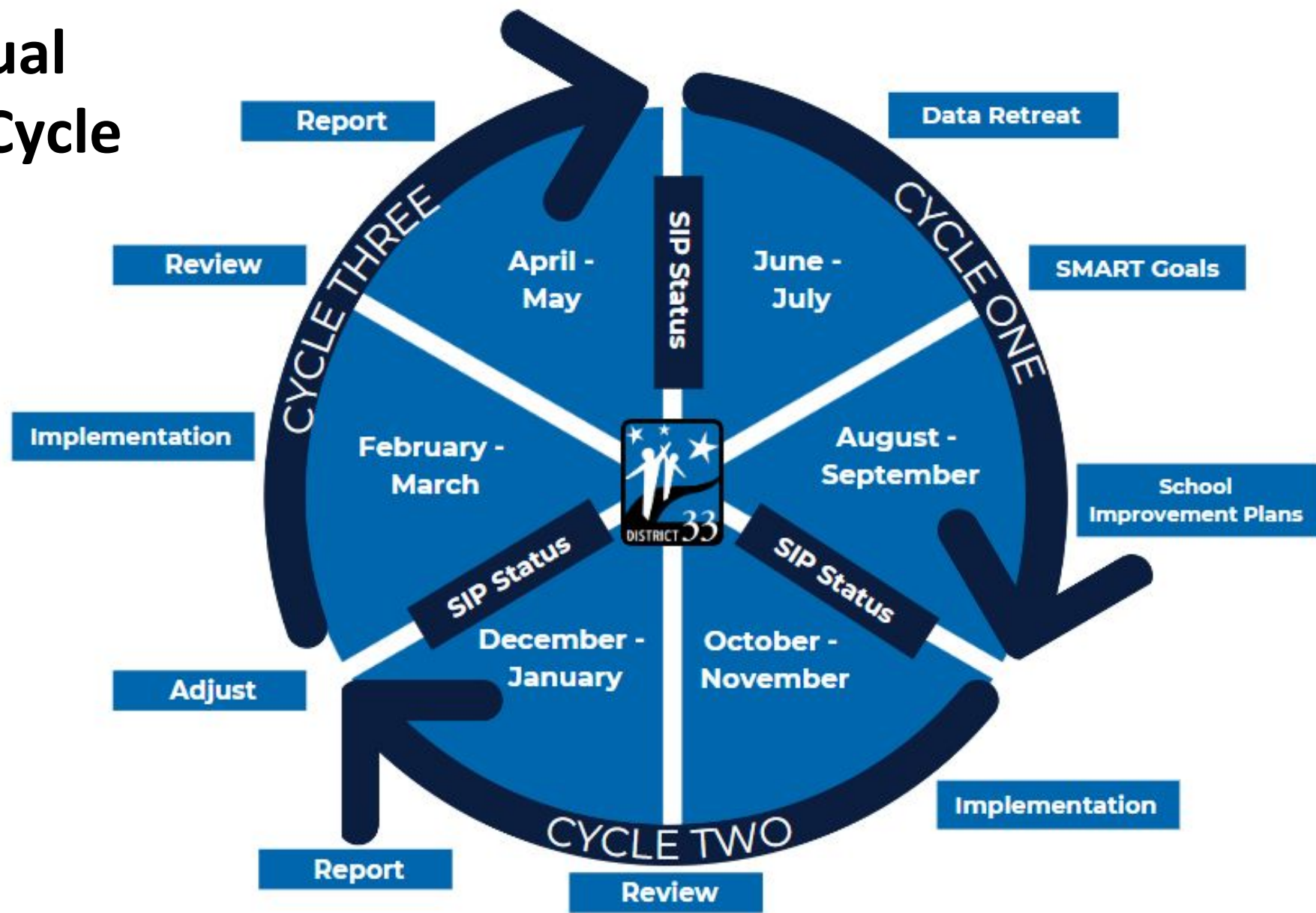
Y2 Area of Focus: Performance Measurement

Area of Focus: Performance Measurement

- Measuring team and organization performance,
  - not just individual performance
- Ensuring a progress monitoring system
- Ensuring a results orientation not an activity orientation

Year	2020	2022	2023	2024
Score	3.48	3.68	4.00	3.70

Core Actions:

- Measuring district, school, team results

- Prioritizing measurable outcomes goals that are SMART

- Utilizing baseline data by which to set challenging yet attainable targets

- Implementing a data analysis protocol that defines what kinds of data are necessary for which level of the organization – district, school, team, individual teacher, individual student

- Using satisfaction, demographic and fiscal data to determine goals, identify KPIs and set targets

Where in the organization: BLT, PLC, Data Walls and Scorecards

DISTRICT 33

Y2/Y3 Area of Focus: Performance Management

Year	2020	2022	2023	2024
Score	3.19	3.72	3.44	3.60

Area of Focus: Performance Management
- The degree to which performance metrics are used in decision making
- Degree to which leaders and staff feel they have the information they need to make decisions

Core Actions:
- Goals align across every level of the organization
- Implementing a School Improvement Process (SIP) that aligns school goals to both district and team goals with annual spring Data Retreat where school results assessed and new goals are set
- Establish common monitoring forms, makes the right data available for the right audience and includes feedback loops
- Aligning goals and targeted results to administrative performance evaluations

Where in the organization: Evaluations, Strategic Plan KPIs, Building Plans on a Page, Growth measures

DISTRICT 33

District 33 Scorecard

Strategic Plan Achieve 2026 Scorecard (2021-2026)

Scorecard Key		Met Achieve 2026 Goal	Growth from previous year	Decrease from previous year

Goal 1: Student Growth & Achievement: Ensure all students meet challenging academic, physical, and social-emotional standards.

	Data Source	Data Updates	SMART Measures & Indicators	Covid Impacts 2020- 2021	2021-2022	2022-2023	2023-2024	2024-2025	GOAL Achieve 2026 2025-2026
1.1	ISBE Summative Designation	Annual, Fall	Maintain a rating of "Commendable" or "Exemplary" for all buildings per the Summative Designation as calculated by ISBE	6 of 6 schools "Commendable"	6 Commendable 1 Targeted	1 Exemplary 6 Commendable	All schools "Commendable"	All schools "Commendable" or "Exemplary"	*All schools "Commendable" or "Exemplary"*
1.2	ISBE IAR	Annual, Fall	Students will meet or exceed English Language Arts standards as measured by the IAR	2019= 19.3% 2021=10.3%	Actual= 14.6% *Target 19.3%*	Actual= 16.0% Goal 23.9%	*Actual 24.8% Target 28.5%*	*Target 33.2%*	*Goal percentage 37.8%*
1.3	ISBE IAR	Annual, Fall	Students will meet or exceed Mathematics standards as measured by the IAR	2019= 17.6% 2021=10.0%	Actual= 14.1% *Target 17.6%*	Actual= 15.6% Goal 21.2%	*Actual 16.1% Target 24.7%*	*Target 28.3%*	*Goal percentage 31.8%*
1.4	NWEA MAP	Annual, Spring	Students will meet/exceed the 50th percentile on MAP English reading proficiency Spring to Spring		Baseline 28% of students at/above 50th percentile	Results= 31% *Target 39.2%*	Results= 34.4% *Target: 43%*	Results = 39.27% Target: 47%	*Goal: 50% of students at/above 50th percentile*
1.5	NWEA MAP	Annual, Spring	Students will meet/exceed the 50th percentile on MAP Math proficiency Spring to Spring		Baseline 32% of students at/above 50th percentile	Results= 35% *Target 38.1%*	Results= 44.2% *Target: 41%*	Results = 50.7% Target: 50%	*Goal: 50% of students at/above 50th percentile*

Key Questions:

- **Which dimension is your most recent highest?** Strategic Thinking and Planning.

- **Which is your most recent lowest?** Sustainability

- **Which dimension showed the greatest amount of growth and improvement over time?** Leadership

- **Which dimension shows the least amount of growth and improvement over time?** Performance Management

- **Which dimension(s) have you targeted in the past? What impact did the target have on performance?** Alignment. Performance Measurement? Performance Management?

- **What might be your top two dimensions for targeting this coming year?** Process Improvement? Sustainability?

WHAT ACTION WILL IMPROVE OUR WORK?

- Process improvement includes an assessment of:
  - Organization's knowledge about its strategically important work processes
  - How well these processes are being improved updated and documented
  - How efficiently these processes perform compared to industry benchmarks
  - Skills, practices and technologies used to improve process quality and efficiency
  - Knowledge of core competencies and capacities of the organization and how well they are employed in running the processes
  - Level of employee awareness of customers and their expectations
  - Existence of contingency plans for future risks, such as disasters, funding shortages, and leadership succession

PROCESS IMPROVEMENT: Dimension #7
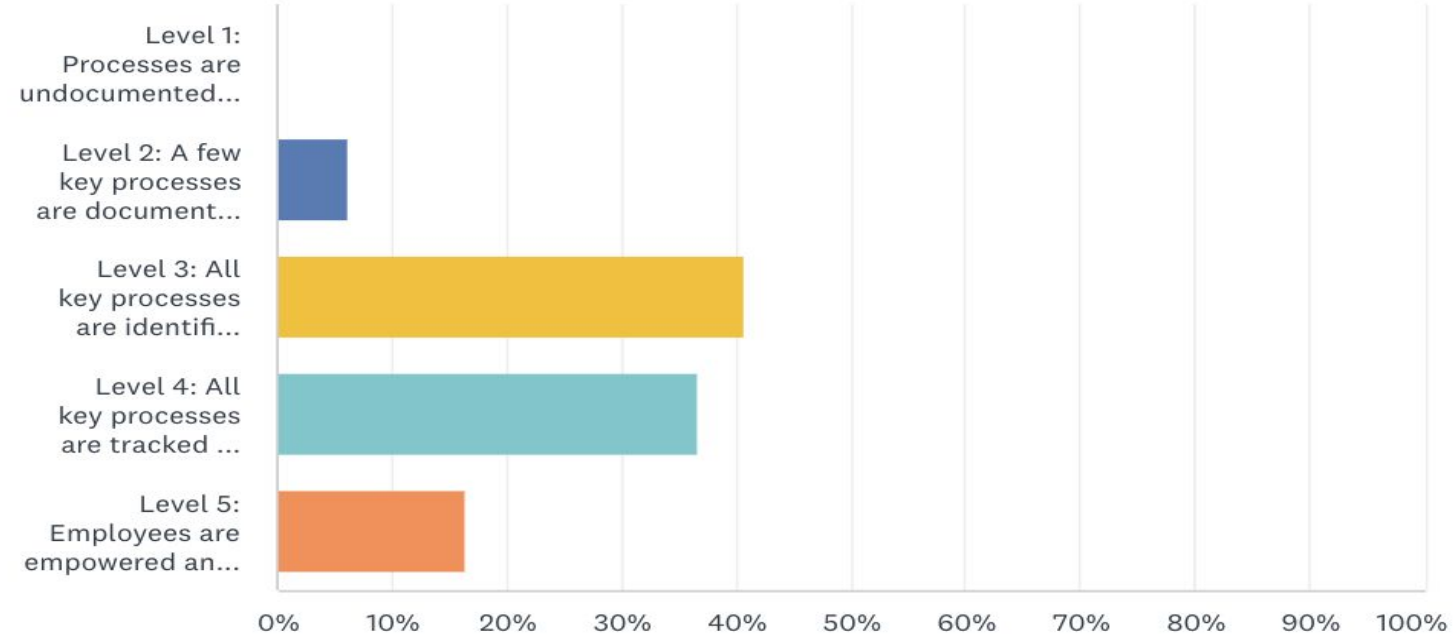
Which key processes should be in everyone's portfolio? How do we know we are Doing the RIGHT Things RIGHT?   How do we answer the questions, "Does it make a difference which teacher a student has at a grade level or which school a student attends in the system?"

This requires input from the strategy, which informs the allocation of resources for planning improvements of the most strategically important processes in the near term and long term. This guides professional development, mentoring and induction, and coaching. This becomes easier when the preceding 6 Dimensions are in place.

Process Improvement

Answered: 49   Skipped: 1

Level 1: Processes are undocumented...

Level 2: A few key processes are document...

Level 3: All key processes are identifi...

Level 4: All key processes are tracked ...

Level 5: Employees are empowered an...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Dimension:		Level 1	Level 2	Level 3	Level 4	Level 5
Process Improvement 3.40 to 3.6		0	3	20	18	8

Process Improvement

QUIZ STATISTICS

Percent Correct 16%	Average Score 3.6/5.0 (73%)	Standard Deviation 0.83	Difficulty 2/9

ANSWER CHOICES	SCORE	RESPONSES	
Level 1: Processes are undocumented and ad-hoc with evident duplication and delays	1/5	0.00%	0
Level 2: A few key processes are documented, and process improvement models introduced	2/5	6.12%	3
Level 3: All key processes are identified and documents, and strategy guides successful process improvement initiatives and improvements	3/5	40.82%	20
Level 4: All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	4/5	36.73%	18
✓ Level 5: Employees are empowered and training, and a formal process exists for improving process management	5/5	16.33%	8
TOTAL			49

Dimension:	Level 1	Level 2	Level 3	Level 4	Level 5
Process Improvement 3.40 to 3.6	0	3	20	18	8

PROCESS IMPROVEMENT QUESTIONS

Define process improvement. Why is process improvement so important to the success of the district?
Has the district identified, documented, and provided professional development and support for its key work processes? Provide some examples?
Do you feel the key work processes are being implemented with fidelity in each classroom in every school throughout the district? Do you feel it makes a different which teacher a student has? Do you feel it makes a difference which elementary school a student attends?
Does the district address and provide contingency plans for future risks, such as disasters, funding shortages, and leadership succession? Provide evidence to support your answer.
Does the district address the level of employee awareness of customers and their expectations? Provide evidence to support your answer.
Are you familiar with WSD101 Professional Development Roadmap? How does this roadmap assist with process improvement?
How does the district assess the effectiveness and efficiencies of the key work processes compared to industry benchmarks?
What are we most proud about as we think about process improvement? What would we tell others about process improvement?
What needs our attention as we think about process improvement? What would we tell others are our challenges and areas of growth and improvement?
Others:

CONSORTIUM FOR EDUCATIONAL CHANGE

Audit Tool

Process Improvement - First Steps

FIRST STEPS.

First Steps: Address fidelity of implementation and execution to identify key processes that are working well and those that need attention.

First Steps: Provide essential professional development and support aligned to strategy.

First Steps: Identify, promote and model district-wide "tight" benchmark comparisons, educational norms and standards.

Process Improvement - Core

CORE: Determine and support roles of instructional coaches and teacher leader positions in process improvement.

CORE: Develop comfort in shared practices within and across teams.

CORE: Implement SIP cycle visitation schedule and participation protocols for District administrators.

Process Improvement - Extend

EXTEND: Implement a schedule and protocols for responding to satisfaction data, including communicating the district's responses to those who generated the satisfaction data.

EXTEND: Ensure leader understanding of techniques of "coaching up or coaching out."

EXTEND: Promote the role of co-teaching in process improvement.

EXTEND: Align feedback processes, including walk-throughs and professional development for those processes.

Going from GREAT to GREATEST

The district will conduct an audit process in the fall. An external team will interview teams of stakeholders in the district office as well as in all schools. They will prepare a summary report to provide further details that will guide district improvement in strategic management.

Strategic Management Audit

Readiness

- Communicate with employee groups the purpose of the Audit. Seek Board approval.
- Set Schedule/ Identify stakeholder interview groups
- Review Interview question guides; adapt to district language

Prepare Audit Team

- Select Audit Team
- Hold Orientation/ set expectations
- Complete logistics/ travel
- Prepare Audit materials

Conduct Interviews

- Day one interviews for District Level interviewees
- Day two interviews for Building level interviewees
- Complete Question Guide/ Assess 3-5 Top Strengths and 3-5 Top Opportunities for each interview
- Assessment all Interview Guides and prepare Audit Report

Audit Team Roles and Responsibilities

- **Facilitate Interviews with District identified stakeholder groups.**

- **Complete Interview Note Template.**

- **Identify top 3-5 Strengths, Points of Pride for each interview.**

- **Identify top 3-5 Opportunities for Improvement for each interview.**

- **Return Note template Google Doc to Facilitator.**

The Audit Team will identify from interviews with all stakeholder groups specifics for each of the 8 Dimensions

Points of Pride/Celebrations	Opportunities for Growth & Improvement

Suggested Next Steps

What do we mean by REFRESH?

Why is it important to ensure a RETURN on the INVESTMENT of a Strategic Plan?

Next
Steps?