



# **EASE Guidebook: Establishing and Sustaining a Balanced Scorecard Process**

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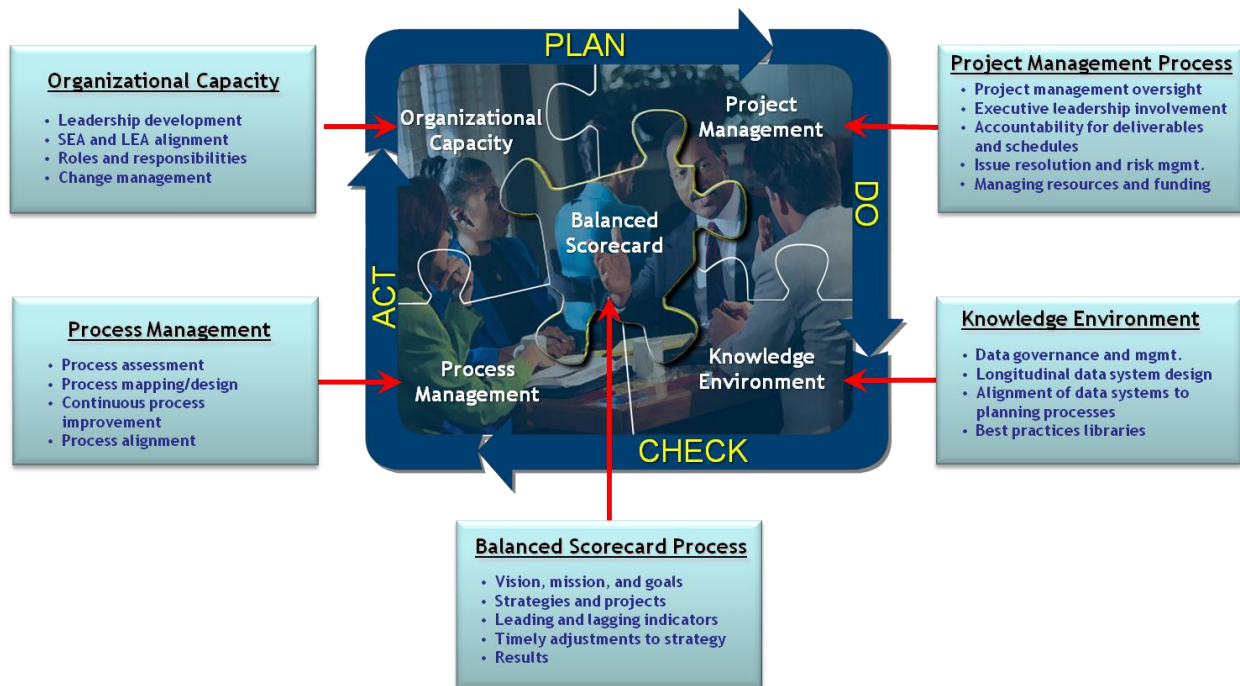
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## Chapter 1. Introduction

The Center for Educational Leadership and Technology (CELТ), in conjunction with the University of Virginia's Darden School of Business and Curry College of Education, is developing private sector management techniques for public education organizations. Building on the balanced scorecard (BSC) approach to strategic management, this includes development of related processes in the areas of project management, knowledge environment, process improvement, and organizational capacity. Collectively, these are the key components of CELТ's Enterprise Accountability System for Education (EASE).



**Figure 1: Key Components of an Enterprise Accountability System for Education (EASE)**

The graphic in Figure 1 illustrates the key components of EASE. The balanced scorecard serves as the centerpiece of this framework for educational accountability and performance management. Like building a puzzle, it doesn't matter what piece is placed down first, and as more and more pieces of the puzzle are assembled, the results and improvement opportunities become clearer and clearer. Nevertheless, CELТ recommends beginning with the balanced scorecard process when implementing the EASE framework.

This guidebook is intended to help leaders and managers of educational organizations implement the EASE Balanced Scorecard Process. It includes information about the scorecard and about the process of creating and using it to manage for success.

## Chapter 2. Overview of the Balanced Scorecard Process

The EASE Balanced Scorecard (BSC) Process described in this guidebook is a method for managing any organization. Developed initially in the private sector, the approach has been successfully applied in many public learning organizations. The ultimate aim of this process is to help educational organizations achieve success in accomplishing their vision to improve learning and achievement for all students.

In addition, the EASE BSC Process is intended to play a central role in the activities of the executive leadership of the organization. Strategic planning, implementation, and management are at the heart of any endeavor. The balanced scorecard begins with the structure of a traditional strategic plan and then enhances it, placing it at the center of organizational management.

An organization does not achieve success in its goals and excellence in its operations by good fortune or hard work, but by focused effort on the right things. Most organizations have a vision of some desired future different from the present and would consider achieving that vision to be success. Those that focus their efforts on the right things are likely to get where they want to go sooner than those that rely on good luck and hard work alone. The question is how does one determine what those right things are?

One way to think about the EASE BSC Process is as a series of questions; the answer to each question is an element of the scorecard.

<b>Why do we exist?</b>	↔ <b>Mission</b>
<b>What do we want our future to look like?</b>	↔ <b>Vision</b>
<b>What do we need to accomplish?</b>	↔ <b>Goals and Objectives</b>
<b>How are we going to do it?</b>	↔ <b>Strategies</b>
<b>How will we implement our Strategies?</b>	↔ <b>Projects</b>
<b>How will we know our Strategies are working?</b>	↔ <b>Measures, Baseline, and Targets</b>
<b>Are we going to meet or exceed our targets?</b>	↔ <b>Leading Indicators</b>
<b>Did we reach our Objectives?</b>	↔ <b>Lagging Indicators</b>
<b>What changes should we make along the way?</b>	↔ <b>Adjust Strategies and Objectives</b>

Together, the answers to these questions form the contents of a complete and well-written scorecard and the foundation for the EASE BSC Process. Each element will be discussed in greater detail later, but for now the focus is on the pieces that form the *heart and soul* of a good balanced scorecard — the strategies and measures.

An analogy may be helpful here. Pick your favorite successful coach, regardless of the sport, and think about the way in which he/she carries out the coaching role. The coach begins each season with a clearly defined and articulated (right down to the plays) set of strategies for how the team will succeed throughout the season. These strategies are comprehensive — macro and micro — and include everything from recruiting to the

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starting lineup, from training strategies to game plans. Strategies define *how* the coach will accomplish success (the vision and goal — a winning season).

Strategies are shared with the assistant coaches and the players (but not the competition), and everyone is expected to follow these strategies, sit on the bench — or play for another team! Coaches also use measures: leading indicators that report progress and how well the team is doing, such as the score during a game, and lagging indicators that tell after the fact how well the team did, such as win/loss percentages. The most important point in all of this is that good coaches use these measures to adjust strategies in mid season or in the middle of the game as the need arises.

That is the essence of a balanced scorecard *process* and it involves the following actions:

- Knowing the vision, mission, and goals (or *what* you want to accomplish).
- Establishing the strategies to accomplish these (or *how* you will accomplish what you want to accomplish).
- Communicating the strategies and ensuring buy-in and support.
- Establishing the leading and lagging indicators that tell if the strategies are working.
- Monitoring the leading and lagging indicators.
- Adjusting strategies as necessary to be successful.

It's about the process, not the balanced scorecard itself. The scorecard is an instrument; a list in time of the organization's vision, mission, goals, objectives, strategies, and measures. What is important is what one does with the scorecard — use it to set, monitor, adjust, and carry out strategies that lead to success. The scorecard itself is not fixed, but rather it changes with the process. Good leaders, like good coaches, use such a dynamic process to lead their organizations — no matter how small or how large — to success.

The EASE BSC Process involves much of the organization in managing strategic change. In most school districts, governance is provided by an elected school board, while the superintendent leads the implementation and management of policy. The EASE BSC Process accommodates both of these faces of educational leadership and provides a structure that can facilitate both governance and management (see Table 1).

**Table 1: Alignment of Process with BSC Component and Governing Body**

A. Planning:	Mission Vision Goals	Executive Leadership, School Board Executive Leadership, School Board Executive Leadership, School Board
B. Implementation:	Objectives Strategies	Executive Leadership, School Board Executive Leadership, Department Heads
C. Management:	Measures Projects Baselines Targets Adjust	Executive Leadership, Department Heads Executive Leadership, Project Managers Executive Leadership, Data Stewards Executive Leadership Executive Leadership

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In the initial stages of the EASE BSC Process, the school board and executive management draft the typical strategic plan, which includes the mission, vision, goals, and objectives. The management then draws upon the organization to develop the implementation plans. This is a natural division that should delimit board involvement; the strategies need to be developed by the content experts in the organization who will carry them out. Identifying measures to assess the strategies and obtaining accurate data requires intimate knowledge of the organization's data structures. In fact, many strategies will require projects that will involve staff members as managers or team members. It is leadership's role to assess the strategies, evaluate their effectiveness in moving toward the organization's objectives, and make adjustments as indicated. Ultimately, the balanced scorecard reports the progress made as the organization moves closer to accomplishing its strategic plan.

### **Definitions**

Before describing the EASE BSC Process in any detail, it will be helpful to discuss several important terms that will appear frequently in this document.

**Process** is a particularly important concept in education. Process is how work gets done — the means that are used to accomplish the result. A process can be more narrowly described as any regularly repeated action or set of actions, and in this sense includes much of what educators do. A large proportion of the work done in educational institutions is regular activity repeated according to a schedule.

A **project** is distinct from a process in that it is a one-time effort with a discernable beginning and end with a clearly defined scope of work to be accomplished. Projects are crucial in accomplishing strategic changes; at the same time they are often outside the normal scope of operations for educational organizations. Strategic projects usually transform the organization in some way, resulting in new or different processes.

A **balanced scorecard** is a document that captures what an organization wants to accomplish along with the actions it will take and how those actions will be monitored and evaluated. There are many formats used for the document itself, but all should include the usual elements of a strategic plan (vision, mission, goals, and objectives) as well as how these will be accomplished (strategies, projects, and processes) and how the actions will be assessed (leading and lagging indicators).

Refer to [Appendix A](#) for an example of an organization-wide balanced scorecard and [Appendix B](#) for a sample school-level balanced scorecard.

A **strategy** in terms of the balanced scorecard is an action that will be taken to accomplish a goal or objective. Strategic plans can only improve the organization if they are implemented effectively, and strategies are the key to implementation. Strategies describe behavior by the organization that can be managed and evaluated; often strategies will involve projects that create new processes.

The **balanced scorecard process** is how an organization uses the balanced scorecard document to create, implement, monitor, and manage its strategic plan. This process involves the leadership, management, and staff of an organization in setting strategic objectives, determining the most effective actions to accomplish the objectives, identifying

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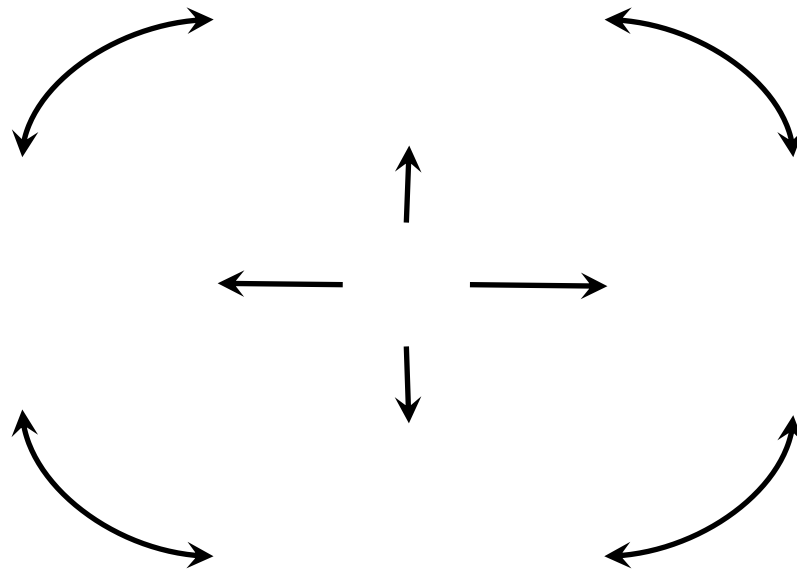
the key performance metrics that indicate the efficacy of the actions, monitoring the data, and adjusting the strategies to keep on track.

The BSC Process is the focus of this guidebook. The document alone is of little value outside of the process; it needs to be a central part of the work of managing the organization. When done properly, this process can change a strategic plan from an abstract exercise into a living document that drives progress.

Additional definitions are found in [Appendix E](#).

### ***Background of the Balanced Scorecard***

The BSC approach to organizational management was developed by Robert Kaplan and David Norton in the 1990s. They initially urged businesses to look beyond financial measures in strategic planning and consider the point of view of the customer, the way work is done, and the ability of the organization to learn and grow. The initial model identified four perspectives that leadership should use to balance its approach to strategic planning (see Figure 2).



**Figure 2. Four Perspectives Balance the Approach to Strategic Planning**

Norton and Kaplan suggested managers identify measurable objectives in each of the four perspectives, set performance targets for those objectives, and launch specific initiatives to accomplish these goals. To ensure alignment between objectives in different

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perspectives, they next developed the concept of the strategy map to define the alignment of individual strategic objectives to the overall strategic plan.

Norton and Kaplan also recognized that financial measures were typically lagging indicators that provided information after the fact, making them of little use in making real-time decisions. Norton and Kaplan urged managers to seek leading indicators that were more predictive than financial metrics.

Balanced scorecards must be constructed to inform leaders not just how well they *did* (past tense), but how well they are *doing* (present tense) allowing them to adjust strategies as things progress (see Table 2). This requires an appropriate “balance” of lagging and leading indicators.

**Table 2: Characteristics of Lagging and Leading Indicators**

<b>Lagging Indicators:</b>	<ul style="list-style-type: none"><li>• Associated with objectives</li><li>• Measure end results</li><li>• Long cycle time</li><li>• Not useful in day-to-day decisions</li></ul>
<b>Leading Indicators:</b>	<ul style="list-style-type: none"><li>• Associated with strategies</li><li>• Predict end results</li><li>• Short cycle time</li><li>• Inform real time decisions</li></ul>

A good example in education of a leading indicator is formative classroom assessments. These can tell a school or school district during the course of the school year how well they are doing and whether their strategies are having the desired effect. Lagging indicators such as summative assessments tell educators how well they did, but generally after the fact and too late to have an effect on the current year.

A good scorecard has a balance of both leading and lagging indicators, enabling it to be part of an ongoing *process* of monitoring leading indicators and adjusting strategy to ensure that the targets for the lagging indicators are met. The EASE BSC Process associates lagging indicators with the objectives and leading indicators with the strategies.

Soon after it was developed, the BSC was used to manage public education organizations. The Charlotte-Mecklenburg school system was a pioneer in this work, and the Darden/Curry Partnership for Leadership in Education (PLE) Program at the University of Virginia has further developed the BSC process for public education. The PLE Program has introduced the BSC to a number of districts and states.

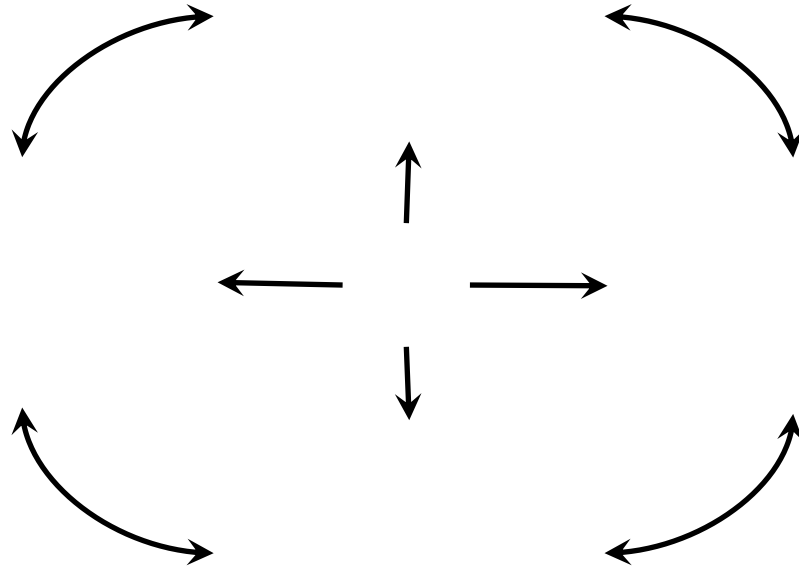
The BSC process at the core of EASE emphasizes student achievement and the implementation of strategic goals and objectives. A student achievement perspective replaces the financial perspective in the public education model (see Figure 3). As with finance in the private sector, student achievement is often pursued myopically, and student achievement metrics are often lagging indicators. Additionally, the customer perspective in the private sector model has become the stakeholder perspective in the



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public education model. Together these changes cause some difficulties in applying the techniques of strategy mapping; however, alignment is emphasized at all stages in developing the scorecard.



**Figure 3. Public Education Model of the BSC**

Most organizations, private and public, struggle with the implementation of their strategic plans. Knowing what needs to be done is not the same as knowing how to get it done. The EASE Balanced Scorecard Process revolves around strategies — the actions that will be taken to accomplish the objectives. The focus of balanced scorecard management is on identifying the desired behavior, making sure it is carried out, and assessing its effectiveness in moving you toward success.

The first step of the EASE BSC Process starts with those at the top of the organization setting the vision and direction of the next steps.

## Chapter 3. Strategic Planning

<b>Why do we exist?</b>	➤ <b>Mission</b>
<b>What do we want our future to look like?</b>	➤ <b>Vision</b>
<b>What do we need to accomplish?</b>	➤ <b>Goals and Objectives</b>

The executive leadership plays a central role in developing the BSC process. The scorecard reflects the strategic intent of the organization, the highest priority strategies or projects, and the best thinking about the use of data and measures to bring organizational behavior in line with the goals and objectives. As such, it requires and deserves top leadership's full attention to develop and monitor the instrument. Crafting the scorecard cannot be delegated to consultants or lower-level staff, but should involve the thought leaders in the organization (and the business and higher education communities).

The development of the BSC process should be managed as a project, with a project manager assigned to lead the effort and a sponsor assigned from the leadership team. Furthermore, the ongoing BSC process, once implemented by the project, requires a process owner to continuously monitor and drive the process. The project manager is the preferred person for this role, but if another is chosen, that person should be identified and participate in the project as early as possible.

A good starting point for the BSC is the organization's strategic plan, which typically articulates the vision, mission, goals, and objectives of the organization. Some strategic plans even outline some strategies and measures. If such a plan exists, a good first step is to review its components in a facilitated work session to determine if they are current and fit in the structure of the BSC. If the goals and objectives are relevant and clearly define *what* the organization is to accomplish, then these should go into the scorecard format (such as that shown in [Appendix B](#)).

A project management oversight committee (PMOC) should also undergo a facilitated self-assessment of the organization. One such assessment looks at the strengths, weaknesses, opportunities, and threats of the organization (a SWOT analysis). The analysis should also look at the strategies that are currently in place to support the vision, mission, and goals. This self-assessment provides additional ideas for missing or ineffective strategies. A number of facilitated work sessions may be required to complete the SWOT and identify the missing components of the strategic plan.

If an organization-wide strategic plan does not exist or is not current, CELT recommends that the EASE BSC Process fills this role. It has all of the necessary components to establish the strategic direction of the organization. The first step in this case is to conduct a series of work sessions with the governing board to establish the vision, mission, and goals for the organization. This process should be facilitated, and the results should be broadly communicated to the community and staff, encouraging their input. As recommended above, a SWOT analysis should also be conducted. Once this is completed, the board's input is minimized and input from the professional staff is required.

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**Balanced Scorecard Components**

**Mission**

The mission should be a concise statement that describes the reason the organization, department, program, or school exists. The mission should indicate who the stakeholders are and what the organization must provide in order to exist. It is a picture of where you are now.

Example of a school district mission statement:

*“To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a culturally diverse and technologically sophisticated world”*

Most educational organization’s mission statements are quite general, meant not to describe but inspire. Some sound very much like vision statements. Organizations, and particularly departments within larger organizations, can benefit from a more detailed examination of their mission.

The mission matrix is a two dimensional matrix that compares the services an organization or department provides with the customers it serves. A simple example is shown to the right. (Green signifies more activity in that area, yellow signifies a medium level of activity, red signifies less activity). It is an informative exercise for an organization to think about who its customers are and what services it provides to them. Each intersection contains a story that can be examined to any desired level of detail. This sort of analysis sets the stage well for discussions about strategic direction.

	Customer	Students	Teachers	District			
Service							
Education		Green	Yellow	Red			
Employment		Yellow	Green	Red			
Information		Green	Green	Green			

**Vision**

The vision should be a concise statement of where and what the organization wants to be in the future. It provides an overall guide for all strategic planning; all actions can be evaluated in terms of their contribution to the vision. The mission and vision together define a trajectory of strategic progress for the organization. The rest of the BSC process focuses on moving the organization along the line from mission to vision.

Example of a school district vision statement:

*“Every student will graduate with the knowledge and the skills to be successful in post-secondary education/or the workforce”*

As with mission statements, most educational organization’s vision statements are quite general, also meant not to define but to inspire. Organizations (and their departments) can benefit from a more detailed process of defining their vision as well. The mission matrix

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can be used to examine several areas where the organization, department, area, or school might improve performance.

A first step is to reconsider the existing relationships between the customers and services (mission matrix A). Can the organization do a better job in any of those areas? Can it expand any services it already offers to existing customers it doesn't currently offer these services to? How can it expand what it is already doing?

	Customer	Students	Teachers	District			
Service							
Education							
Employment							
Information							

A second area to consider is new customers for existing services (mission matrix B). Since the organization is already doing the work required to provide existing services, finding new customers for those services can allow it to expand its activities without significantly changing the way it operates.

	Customer	Students	Teachers	District			
Service							
Education							
Employment							
Information							

Another area for expansion is finding new services for existing customers (mission matrix C). The organization already has an existing relationship with its current customers; what other services do they need that it can provide? Movement in this direction will often require significant changes in the way the organization operates, but this may be essential to its long-term survival.

	Customer	Students	Teachers	District			
Service							
Education							
Employment							
Information							

Finally, the organization can explore the undiscovered territory where new services and new customers intersect (mission matrix D). Movement in this direction will often demand a complete redesign of the organization.

	Customer	Students	Teachers	District			
Service							
Education							
Employment							
Information							

Departments of larger organizations often inherit the mission and vision of the larger entity; this is often the case in public school districts. The exercises using the mission matrix are particularly benefical in these situations. Setting strategic direction for parts of a larger organization often benefits from a more detailed concept of vision. The mission matrix can also help to identify goals.

**Goal**

A goal is a broad statement that describes what an organization needs to do to accomplish its vision. Goals further define the vision in broad strokes; they are long-term

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priorities that may take five to ten years to realize. An organization’s goals must always clearly support the vision.

Example of a school district goal:

*“Increase student achievement”*

In fact, many school district strategic plans list a very similar set of goals. Almost every plan lists improving student achievement as the primary goal. This is defined and assessed in a number of ways, but most ultimately rely on annual standardized testing. A majority of plans include goals of attracting and retaining a highly qualified workforce, providing a safe and secure environment, and increasing stakeholder support and participation. Many also include a goal related to the efficient use of organizational resources (see Table 3).

**Table 3: Public Education Goals Align Well with the BSC Perspectives**

<b><u>Goal:</u></b>	<b><u>Perspective:</u></b>
Improve Student Achievement	Student Achievement
Increase Stakeholder Support	Stakeholder
High-quality Workforce	Learning & Growth
Safe & Secure Environment	Internal Process
Efficient Use of Resources	Internal Process

The precise content and balance of an organization’s goals will depend on the specific circumstances. The list of goals should broadly outline all the major themes of the strategic plan. The objectives will be developed to align with and support these goals, as will the rest of the components of the balanced scorecard.

**Objective**

An objective is a statement that defines a measurable end result that is expected to be accomplished in a given period of time. Objectives further define the goals and need to clearly support one or more of the goals on the balanced scorecard.

Example of a school district objective:

*“Increase middle school literacy scores by 15% over the next 2 years.”*

Objectives define the short-term priorities — what one plans to accomplish in the next year or two. Objectives should be measurable, and it should be clear what success looks like. Objectives should have a clear date when they should be accomplished. One of the aims of the EASE BSC Process is to set and accomplish objectives, allowing one to replace them with new objectives that continuously move the organization toward its goals and vision.

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Setting measurable and dated objectives introduces one set of measures to the balanced scorecard. Measures that are connected to the objectives tell you if you have succeeded. At the same time, they are often collected annually and therefore do not usually help to assess the effect of actions or to adjust strategies during the year. As such they are lagging indicators — important in assessing overall success and progress, but less useful in managing the organization.

It is valuable to involve a school district's board in establishing the mission, vision, goals, and objectives on the balanced scorecard. Sharing ownership of the BSC process with the superintendent brings consistency to board's oversight. Expressing policy directives in the language of the BSC also enhances management's ability to fulfill those directives and report progress. Involvement of the school board to the overall strategic plan should be limited to setting the mission, vision, goals, and objectives. The strategies employed to implement the board's strategic directives should be developed by the content experts within the school district organization.

## Chapter 4. Strategic Implementation

- How are we going to do it? ↔ Strategies
- How will we implement our Strategies? ↔ Projects
- How will we know our Strategies are working? ↔ Measures, Baseline and Targets
- Are we going to meet or exceed our targets? ↔ Leading Indicators
- Did we reach our Objectives? ↔ Lagging Indicators

After the goals have been identified by executive leadership, the superintendent should assign each one to a member of the leadership team. The goal sponsor then assigns a team of thought leaders from the organization and local universities, businesses, and community (as appropriate) to come together for a series of meetings to discuss and recommend a set of clear strategies for achieving the goal. These strategies should be driven by best practices and supported by data and documented results. The goal sponsors work with their team of experts to come up with an approved short list of recommended strategies that they believe will produce the type of results called for by the vision, mission, and goal. Each sponsor, in turn, takes the recommended strategies to the leadership team for review and approval. Once these have been approved, the leadership team should look at the full list of strategies to assess completeness, identify gaps, and ensure all perspectives are appropriately addressed.

It is important to note at this point that this is not a democratic process. Rather, the leadership must be decisive in developing a list of strategies that they believe will carry them to the vision, mission, and goals. An alternative step at this point in the process is to reverse-engineer each strategy to form a strategic objective — or a statement that reflects exactly *what* the strategy is intended to accomplish. This often helps to clarify the intent of the strategy and completes the full set of goal/objective/strategy.

After a full list of strategies and objectives has been established, the goal teams come together once again for a series of sessions to identify leading and lagging indicators for each strategy. These measures should further refine the strategy and be constructed so they can assess whether the strategy is working. The leadership should also approve the list of measures.

Once this process is complete, the goal sponsors identify an owner for each of the strategies and measures, who then collects data for each measure to determine a baseline. The sponsor and owners also identify any projects required to fully implement the strategies. The sponsor also works with the owners to establish a recommended target for each measure. These, once again, go through the review process. Once the review is completed, there should be a full list of goals, objectives, strategies, measures, baselines, targets, and projects. One final review to ensure completeness and to prioritize the projects is recommended.

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### **Balanced Scorecard Components**

#### **Strategy**

A strategy is an action that is taken to accomplish a particular objective.

Example of a school district strategy:

**Goal (what)** Increase student achievement

**Objective (what)** Increase middle school literacy scores by 15% over the next 2 years.

**Strategies (how)**

- Use formative assessments to assess middle school student progress
- Identify the students with scores in the lower quartile
- Increase individualized instructional time to students in the lower quartile

Strategies are the heart of a balanced scorecard and describe how to implement the vision and goals. They take you from knowing *what* to do, to knowing *how* to do it. Scorecard implementations revolve around actionable strategies.

A central concept in the EASE BSC Process is the distinction between *what* and *how*. Most strategic plans describe what the organization needs to do: the mission, vision, goals, and objectives. To the extent that these plans include metrics, they are typically lagging indicators tied to the objectives.

*Whats* are statements that describe a desired outcome — often clearly defining success — without providing any information about the activities that will bring it about. The examples of mission, vision, goals, and objectives have given an increasingly more detailed description of what should be accomplished but no indication of how this should be done.

To flesh out the strategic plan and provide the sort of information that supports ongoing, real-time management of the enterprise, the organization needs descriptions of the actions that it will take in the immediate future to pursue the objectives in the strategic plan. It is necessary to describe clearly how one intends to accomplish what needs to be done. Only then is it possible to actually put those plans into action.

A good way to determine the difference between a *what* and a *how* is to apply the budget test. Strategies are behaviors and as such require resources. Any time members of the organization do something it costs time and money. If you can easily imagine a rough budget for something, then it is probably a *how*; if you can't it is likely a *what*.

As an example, consider the objective of increasing graduation rate by 10% over the next year. This would clearly support a goal of improving student achievement on any district's balanced scorecard. If you were asked to sketch out a rough budget for increasing the graduation rate 10% over the next year, what would it look like? On the other hand if you



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were asked to estimate a budget for a credit recovery plan in a high school, would that be easier? The easier it is to imagine the resources necessary to do something, the more likely it is to be a *how*, or strategy. Implementing a credit recovery program at all high schools is a good example of a strategy that might support the objective of increasing graduation rate by 10% over the next year.

Strategies are based on assumptions about cause and effect relationships — the relationship between something you will do and the resulting progress toward your goals. It should be clear how each strategy supports specific objectives and goals.

The school district strategy example of increasing middle school literacy scores assumes a cause and effect relationship. If the school district follows its strategies — using formative assessments to assess progress, identifying the students with scores in the lower quartile, and increasing the individualized instructional time provided to students with scores in the bottom quartile — then it will increase middle school literacy scores, thereby meeting its goal of increasing student achievement. This demonstrates the alignment and the flow of goal/objective/strategy.

Such assumptions should be supported by research and best practice and should be developed by the content experts in the organization. CELT encourages school districts to establish a library of recommended best practices for their schools to use, rather than require each school to find its own practices.

The leadership of the organization spends most of its time focusing on the balanced scorecard strategies, making sure they are being implemented (and launching projects if necessary), assessing the leading and lagging indicators, and determining which to keep and which to replace. This process is made easier when measures (or metrics) are identified to accurately assess the effect of the strategic actions.

### Measures

Measures (or metrics) are quantifiable representations of activities performed in pursuit of a strategy or objective. They assess progress toward objectives and effectiveness of strategies.

Measures, a very important part of a balanced scorecard, help the leadership to do the following:

- Know whether the strategies are working by providing real data as evidence of change in actual performance.
- Change the behavior of the organization and individuals in ways that should positively affect progress toward the goals and objectives.

Measures are always numbers, and they represent actual numbers and data. They should begin with either *the number of*, *the percentage of*, or *the time to*. Measures should also be constructed such as to inform leaders as to the effectiveness of the BSC strategies.

Leading indicators, such as formative assessments, help leaders to see whether the performance is improving in such a way as to meet the targets for the lagging indicators,

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such as summative assessments. (The distinction between leading and lagging indicators has already been discussed in Chapter 2.) Leading indicators associated with strategies should not only measure the ultimate effect of the strategy; they should also assure that the strategy was implemented with fidelity. Once the strategy has been implemented, its impact must be judged. In cases where strategies appear ineffective, the cause may be a poor strategy, or it may be that a good one has not been implemented well. Managing the balanced scorecard is a process of determining strategies that support the objectives and goals, making sure the behavior defined by those strategies is carried out, assessing the results, and adjusting strategy accordingly.

When selecting measures, one must always consider where the data will come from. A measure is not useful if it cannot be practically populated with accurate and timely data. Members of the organization with intimate knowledge of the data systems will be very helpful when identifying the measures on the balanced scorecard. It is likely that a team will need to make some effort to collect the data for truly strategic leading indicators. A good rule of thumb is that data that someone else already collects is probably not strategic for you. The type of data that the state collects and reports is generally not strategic for districts or schools; they require different data that is collected more frequently upon which to base real-time decisions.

Measures are accompanied by baselines and targets. The baseline is the value of the particular measure at a point in time that represents the starting point against which all future results will be compared to assess whether performance is getting better or worse. Targets are the desired value of a measure at a specified future point. They should do one or more of the following:

- Provide direction for action.
- Represent continuous improvement.
- Motivate employees toward a stretch objective.

Table 4 shows a strategy with possible leading and lagging indicators.

**Table 4: Example of a Strategy with Leading and Lagging Indicators**

<b>Strategy</b>	<b>Leading Indicator</b>	<b>Lagging Indicator</b>
Use formative assessments to assess progress and to determine the need for differentiated instruction.	Percentage of students on grade level for 3 <sup>rd</sup> grade reading as measured at each quarter by the formative assessment process.	Percentage of students on grade level for 3 <sup>rd</sup> grade reading as measured by the state test.

The *baseline* for the leading indicator (and the lagging indicator in this case) could be established by using the state's test results from the previous year. The target would need to be determined by adding to the baseline an amount that shows some stretch toward improvement. For example, if 75% of the students performed on grade-level on the state's

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## Establishing and Sustaining a Balanced Scorecard Process

tests for the previous year, then the *baseline* for the current year's leading and lagging indicator would be 75%. The *target* for the leading indicator might be as follows:

- Target for 1<sup>st</sup> quarter: 76%
- Target for 2<sup>nd</sup> quarter: 77%
- Target for 3<sup>rd</sup> quarter: 78%

The *target* for the lagging indicator (4<sup>th</sup> quarter or end of year state's exam) might be 79%.

The combination of measure, baseline, and target should set the stage for expected improvement over time. A very important point is that strategies, measures, baselines, and targets should work together to change the behaviors of staff and employees. In fact, the BSC is intended to change people's behavior. If it doesn't, then there is *no reason at all* to expect different results. A good example of a strategy and a measure that can work together to change behavior is as follows:

- **Strategy:** Use a well-defined curriculum with scope, sequence, and schedule tied to classroom assessments and aligned to state standards. Monitor adherence to the curriculum with a well-defined classroom observation process.
- **Measure:** Percentage of teachers on scope, sequence, and schedule each week as determined by observations by principals.

This strategy and measure should affect teacher and administrator behaviors in a number of ways:

- First, if there is not a well-defined curriculum or a classroom observation process already in place, then a project will need to be undertaken to build these. The project should drive alignment of curriculum to state standards and take into account how to differentiate instruction for students who are not on grade level. The project should also ensure that the classroom observation process uses the scope, sequence, and schedule as defined by the curriculum and is specific as to what the principal should be evaluating (by using a checklist) during each classroom observation.
- The strategy and measure should drive principals to observe each classroom at least weekly. It should help them to be objective in their observations. It should make them informed observers and more knowledgeable of what *should* go on in each classroom. In short, it should position the principal to be the instructional leader in the building.
- The strategy and measure should also help teachers to better plan and prepare for each day's instruction by using the curriculum. It should encourage teachers to manage and conduct their classrooms according to the defined scope, schedule, and sequence, and balance this with the individual needs of the students.

If the results on each measure are reported and monitored carefully, then people normally will respond in such a way as to ensure their results look good. If there is good alignment between vision, mission, goals, objectives, strategies, and measures, then the organization should move in the direction set by the leadership — towards success!

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## Establishing and Sustaining a Balanced Scorecard Process

There is another consideration as regards targets. Sometimes, continuous improvement is not enough. This is often the case in an organization that needs major improvement. In such cases, leadership may want to consider setting stretch targets that convey that incremental improvements and the *old familiar ways* and attitudes about improvement are no longer acceptable. Leadership should consider such stretch targets only if they are willing to *drive* the types of changes needed in the employees, work practices, and leaders necessary to bring about this type of improvement.

Measures are used to assess several areas of the balanced scorecard. Lagging indicators gauge progress toward objectives. Leading indicators assess both the implementation and effectiveness of strategies. As with strategies, setting up the processes to acquire the data for the balanced scorecard can itself be a project.

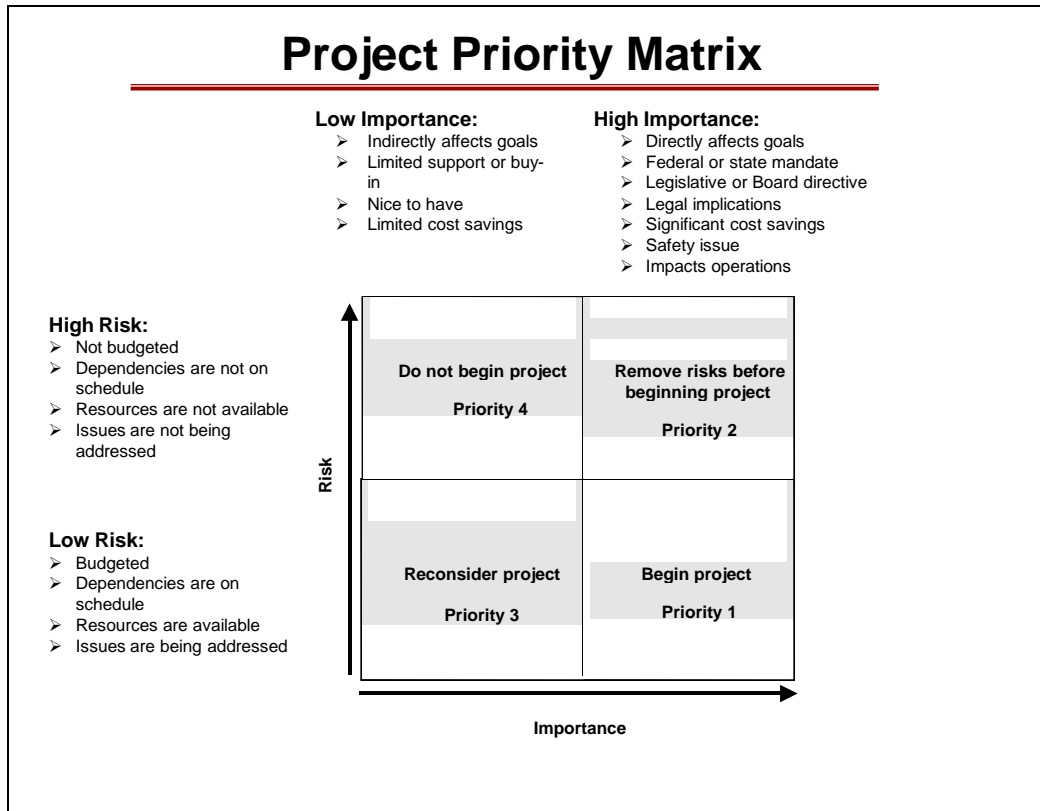
### **Project**

Projects, in particular strategic projects, are initiatives with a clearly defined scope and a discernable beginning and end that help implement the strategies on the balanced scorecard.

Once the balanced scorecard has been established, there should be a list of strategies that will be followed to achieve the goals and objectives. Often there is work required to implement the strategies, and this work can be grouped to form projects. In the example in the previous section on measures, the strategy required a new project to build the aligned curriculum, differentiated instruction, and classroom observation process. This project should include professional development to put these processes in place.

Each strategy should be evaluated to determine whether there is a project needed to implement it fully. Once the list of projects is finished, it should be reviewed and prioritized using a matrix that evaluates importance and risk, as in the example in Figure 4.

## Establishing and Sustaining a Balanced Scorecard Process



**Figure 4. Project Priority Matrix**

Once the priorities are established, the projects should be sequenced in the order that they should logically occur. This prioritized, sequenced list of projects should then be launched in the order established, unless resource or staffing constraints dictate a different order.

To facilitate the management of strategic projects, organizations should establish a special session of the executive leadership team known as the project management oversight committee (PMOC). This forum is used exclusively to pursue strategic initiatives related to the balanced scorecard. The group employs a project management process designed to facilitate successful management of these projects. (A separate guidebook, *EASE Guidebook: Establishing and Sustaining a Project Management Oversight Committee Process*, describes the PMOC process in detail.)

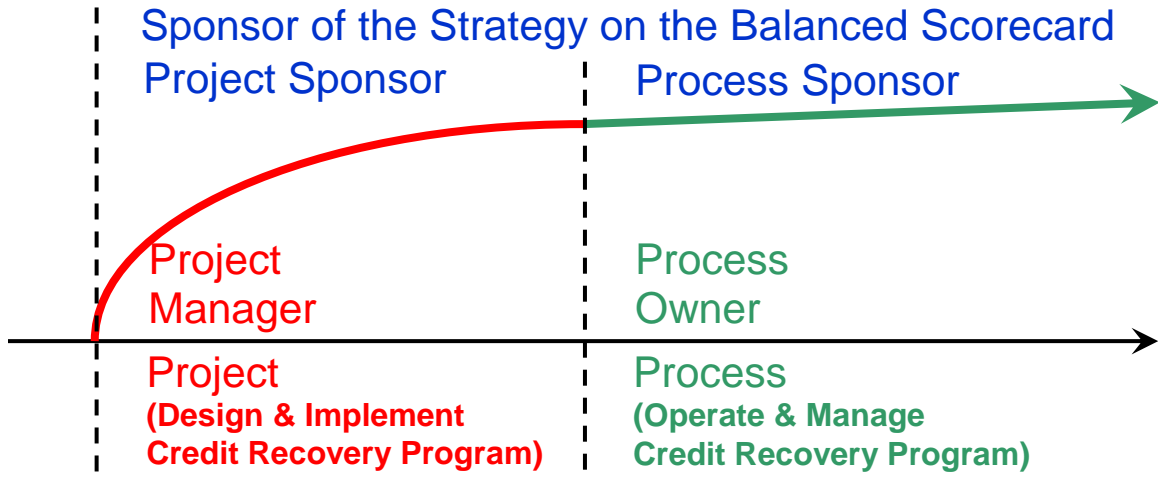
Strategic projects often engender new processes or alter existing ones. Setting these up for formal process management needs to be part of the project planning. (A separate guidebook, *EASE Guidebook: Process Improvement Guidebook*, describes the management of process improvement in detail.)

BSC strategies can involve both projects and processes. An objective of “increasing the graduation rate by 10% by next year” might be supported by a strategy of “make credit recovery available in all high schools.” This strategy would be sponsored by someone on the executive leadership team (see Figure 5).

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 Establishing and Sustaining a Balanced Scorecard Process
 

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**Figure 5: Relationship between Strategy, Project, and Process**

Creating a credit recovery program would be a project with its own manager; the sponsor of the strategy would be the logical sponsor for that project. The strategy includes ongoing operation of the credit recovery program so it will be available in all high schools. This process might be owned by someone other than the implementation project manager, although the strategy sponsor would also be the logical process sponsor.

## Chapter 5. Strategic Management

### What changes should we make along the way? ↔ Adjust Strategies and Objectives

The organization-level BSC should now be through its first iteration — but remember it is never really complete. It must constantly be monitored and adjusted when necessary; however, it should now be communicated on a broad scale to the organization (for feedback), to the board (for feedback), and once this is done, to the community. At this point, the BSC can be posted to the Web site of the organization.

Once the BSC is established, the leadership team should settle in to manage the plan. CELT recommends that the team meet weekly for this purpose. During these meetings, the team will be launching new projects, listening to the project managers report progress on ongoing projects (one or two project status reports each week), resolving project-related issues, monitoring BSC leading indicators, and working to cascade the BSC process down to the departments, divisions, and schools.

The thread of thought goes from *what* is to be focused on, to *how* to achieve it, to *how you know* if the strategy is working. Following are some other things to know and note about the components of a BSC:

- **The BSC works together as a whole** to tell a story about how you intend to be successful. The various parts reinforce each other and further define what is intended. Goals reinforce the vision and further explain it. Objectives take the goals to a lower level of specificity to further explain *what* you want to accomplish. Strategies explain *how* you will get there. Goals and objectives must have strategies that are clear, actionable, and agreed to; otherwise, there is no reason to expect movement or progress toward the goals.
- **Measures should be constructed to change behavior.** In fact, the BSC itself should be crafted in such a way as to change behaviors. Unless the behaviors of people (teachers, administrators, and central office staff) change, there is no reason to expect that the results will be any different.
- **The number of objectives, strategies, and measures need to be minimal.** A BSC is intended to focus the organization on the strategic initiatives and activities that move it toward its vision. If there are too many items in the scorecard, it does not serve well to focus the organization. Strategies and measures that are not strategic, but rather more operational in nature, belong either on a lower level's (department or team) BSC or on an operational dashboard of key performance indicators (KPIs). Such a dashboard might contain a large number of indicators of performance across a wide range of processes and/or departments. These are important to monitor on an ongoing basis (like watching the dashboard of a car) to ensure things are operating smoothly, but they are not necessarily strategic. For example, a measure of the percentage of buses that arrive on schedule each day might be on a dashboard of KPIs, but it is not a strategic measure at the organization's level — unless the organization is having significant problems in this area and needs to focus attention for a short time to drive significant improvement. Such a measure might, however, be strategic for a transportation department.

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## Establishing and Sustaining a Balanced Scorecard Process

- **The measure, baseline, and target are all separately defined from the objective.** This allows them to be clearly articulated and monitored over the course of time (months, quarters, or years). Often, objectives are written to include the *what*, as well as the measure, the baseline, and the target all rolled into one statement; for example, “Increase the percentage of students reading on grade level in middle school, as measured by the annual summative assessment, from 85% to 90% by the end of the current school year.” CELT does not recommend this bunched up approach, although technically there is nothing wrong with it. CELT finds it easier to track progress and increase the targets over time if the items are compartmentalized.
- **Projects are defined by the strategies that need work to be implemented or improved to be effective.** A BSC should define, prioritize, and clarify ownership of the projects required to implement the strategies successfully. An organization has a limit to the number of projects that it can pursue at any one time. Normally, a large urban organization can pursue around 12 to 15 large, multi-departmental (e.g., across the organization) projects at the executive PMOC level. A smaller organization might be limited to fewer projects at this high level. A BSC will likely identify more projects than can be started and carried out at one time. There necessarily may be a list of projects that are active, as well as a list of projects waiting to be started and a list of completed projects. The goal is to implement as many strategies as quickly (or timely) as possible by completing the projects on the list. As these projects are launched, resources (people and dollars) will limit the number of projects that can be run simultaneously at the executive level. Resource constraints will often force leadership to delve deeper into the organization to (a) surface new talent and resources to staff the projects; (b) contract for this resource; or, (c) move this project to a department or school level. Eventually, however, a limit is reached and no more resources are available. New projects must then wait for the completion of earlier projects and the freeing up of critical resources and skills.
- **The BSC should ultimately become integrated into the organization’s budgeting and assessment processes.** The strategies and projects must be properly funded during the budget process to ensure they can be carried out. The BSC process must be synched with the budget process, so that the outputs of the BSC (projects and the expected project costs derived from project plans) can be used as input to the budget process. Over time, the balanced scorecard can be integrated into all aspects of organizational management.

During the initial stages, most of the leadership’s attention will be focused on implementing the strategies. Launching and managing projects is an important part of this work. The organization should intentionally reserve time to do this work and use consistent processes to assure success. Leadership needs to confirm that the strategies are being consistently implemented with fidelity. The initial indicators they will watch are those that assess the implementation of the strategies.

The logistics of this process can be difficult at first. A dedicated facilitator/coordinator is crucial in dealing with scheduling and paperwork. This represents a significant change in behavior for many organizations, but that is the only way to achieve different results. Another challenge will be establishing the processes to keep the BSC data current. This information must be kept reliably up-to-date if the scorecard is to be useful.



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## Establishing and Sustaining a Balanced Scorecard Process

Eventually, data will emerge that indicates whether or not the strategies are accomplishing the intended results. It is important at this point to be assured that the strategies have in fact been implemented. Those that produce promising results should be continued, and those that do not should be abandoned or altered. The use of good strategic measures will keep this from being a qualitative decision.

Leadership should formally review and update the scorecard on a quarterly basis. Changes to strategies, measures, and/or projects should be recorded and all data should be up to date. They should also assess the performance of the BSC process (a rating rubric is provided in [Appendix D](#)) to ensure that it is being followed and continuously improved.

Ideally the BSC is used as the format for an annual board planning retreat. The board reviews progress over the past year and updates the goals and objectives as it sees fit. This approach allows the strategic plan to evolve continuously instead of changing, drastically in many cases, every five years. Once the BSC process is fully implemented, it can provide consistency for the organization in the face of changes in governance and management.

The BSC is a useful tool for communicating strategic direction to all stakeholders. It clearly informs members of the organization what they should be focusing on. It shows the board how its directives are being implemented by the organization. It informs members of the community of the organization's priorities. The scorecard even lets students know what is being done to improve their experience.

The organization may not wish to share the strategies, projects, and measures with all stakeholders. Often the mission, vision, goals, and objectives are published in the form of a strategic plan. The more detailed sections of the scorecard are reserved for internal use. The more the scorecard is publicized, the more it will become an institutionalized part of the organization's operations.

Another way to institutionalize the BSC process is to cascade it to lower levels in the organization, with the overall BSC providing the focus. Each department, division, and school develops its own strategies and measures that align with and support the organization's balanced scorecard (see Figure 6).

Establishing and Sustaining a Balanced Scorecard Process

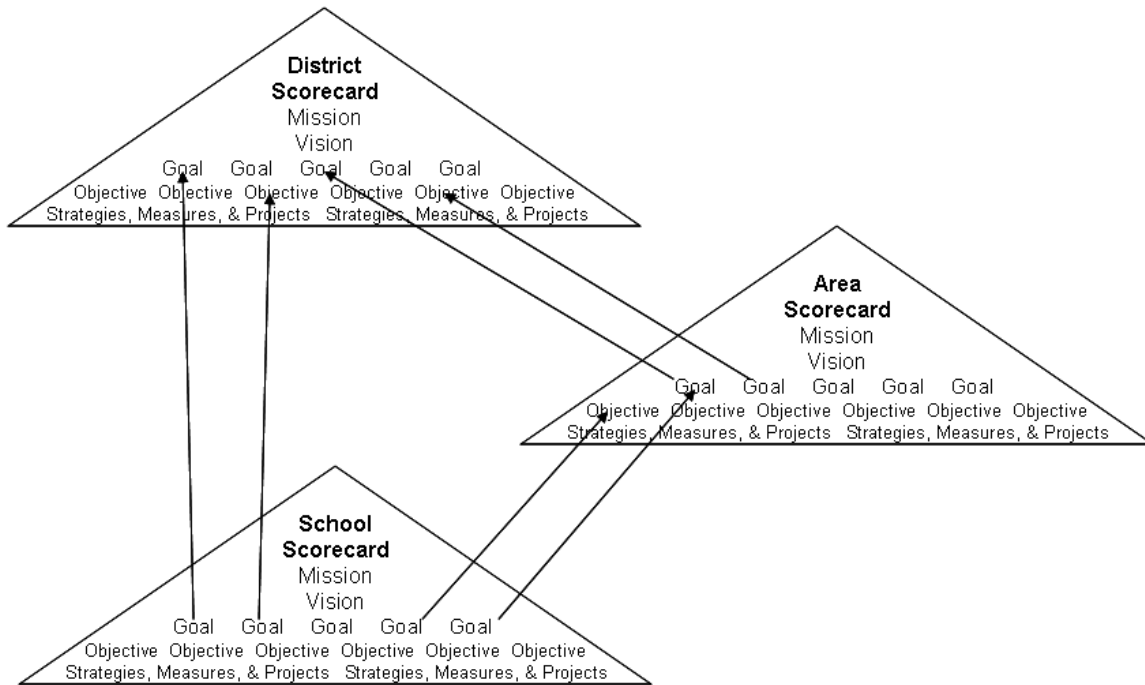


Figure 6: Strategies All Parts of the Organization Should Align to the Overall Strategic Plan

At any level, the balanced scorecard should support all possible goals and objectives of the scorecards above it. At the same time, it may contain goals, objectives, strategies, and measures specific to that part of the organization.

The organization’s leadership can support the alignment of cascaded scorecards in a number of ways. Training, facilitation, and support to departments, school districts, and schools for the EASE BSC Process will be necessary. Formally adopting the EASE BSC Process as the standard strategic planning process for all departments, school districts, and schools and eliminating other required formats is essential. The scorecard works as a planning, reporting, and assessment tool at the department level, and it also serves well as a school improvement plan. A consistent format for strategic planning at all levels can also be used in the budgeting and allocation process.

The organization can provide certain predetermined goals and objectives to include in department and school scorecards, as well as a common set of Indicators for departments and schools that are populated from the data warehouse. The organization might also provide a library of proven and promising strategies for the subcomponent scorecards.

A support matrix can help departments within an organization begin to think about aligning to an overall

		Importance of your initiative	Effectiveness of your support
<b>District Objective</b>	<b>Supporting Initiative</b>		
Objective 1.1: Increase high school graduation rates by 10%	Credit Recovery Program	High	Medium

## Establishing and Sustaining a Balanced Scorecard Process

strategic plan. This chart lists all objectives on the overall strategic plan that are relevant to the individual department. For each objective, the department identifies all initiatives they are presently engaged in that support that objective. Each initiative is then rated for its importance to the objective and for the effectiveness with which the department is currently providing that support.

The department or school will begin to see their operations in the context of overall strategic priorities. This will set the stage for creating an individual balanced scorecard.

The BSC is a strategic plan, but it can also be a useful strategic management tool that identifies strategies and indicators to inform short-term tactical decisions. To be useful for organizational management, the BSC needs to be lean and focused only on those things that are most important for progress toward vision and goals.

The scorecard should outline what the organization will do over the next year, how it will be done, and how it will be assessed. The data that is used to guide management decisions has to be accurate and timely — leading indicators need to be collected and refreshed often.

The BSC should be a living document that reflects a vital process. Unlike a traditional strategic plan, a good balanced scorecard doesn't sit on the shelf from year to year. This process will help your organization realize its vision.

## Chapter 6. Next Steps

### ***Aligning Critical Management Processes for Effective Leadership: Balanced Scorecard and Project Management Oversight***

Every organization, whether in the public or private sector, small or large, should have a clearly articulated mission (the purpose for existing as an organization) and a vision of where an organization wants to be in the future that is better than today). Many organizations, both public and private, do very good strategic thinking and planning relative to mission and vision. Unfortunately for many of these organizations, they lack the ability to transform strategic plans into actionable projects (or initiatives) and ongoing performance measures that are tracked and monitored to produce the results needed by the organization. Rather, many strategic plans, although well done and well received by the organization, do little more than occupy bookshelf space.

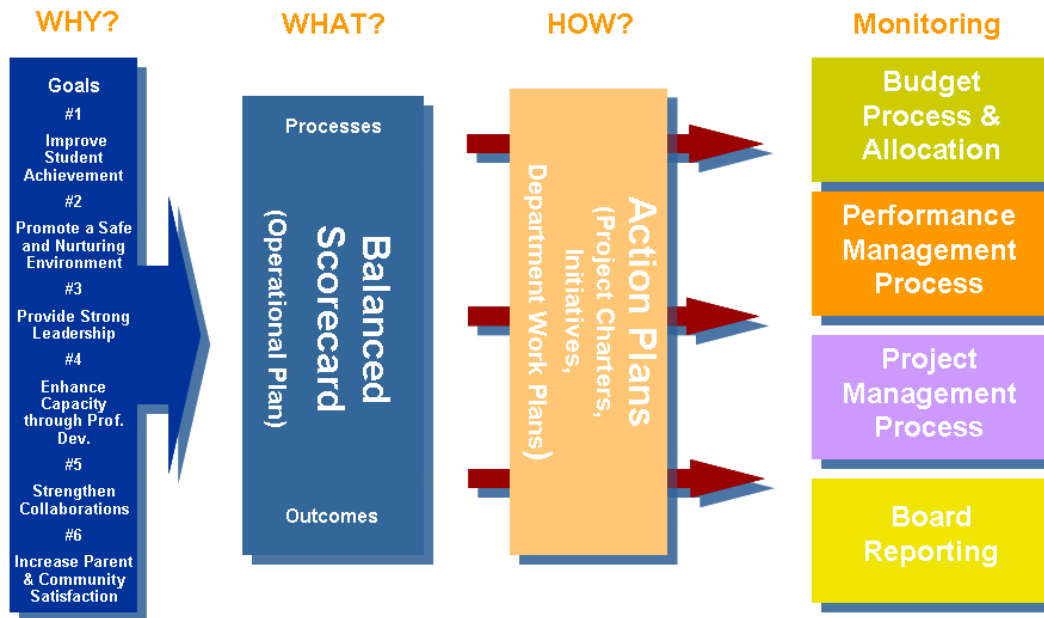
By combining the balanced scorecard management process with a project management and oversight process, we have created a very structured methodology that not only can define the key strategies for achieving the goals of an organization, but that can produce an easy-to-follow process for turning the strategies into action as well.

The BSC process defines the both the strategic objectives and the measures for determining whether or not the strategic objectives are met. It also identifies the current performance against the measures (baseline data) and the target performance desired at predetermined points in the future. Lastly, the BSC identifies the specific projects needed to accomplish the strategic objectives. This is where many organizations get with their strategic plans and stop. The important next step is to formally launch these projects in a structured manner that ensures clarity of purpose and responsibility for results. The project management and oversight process does this, while providing a forum, format, and tools for tracking these projects all the way to a successful completion.

The combined processes of balanced scorecard and project management and oversight turn an organization's vision into real work delegated throughout the organization and carefully aligned to the vision and strategic objectives. It is a powerful management and leadership tool for institutionalizing strategic planning and project management in order to achieve and sustain organizational progress and results.

The balanced scorecard and project management processes align with additional management processes (see Figure 7). Budgeting and allocation of resources is a key piece of managing the strategic projects identified through the BSC Process. The scorecard can drive performance assessment and can be useful in reporting to the board, community, and the rest of the organization. Many strategic projects result in new programs and processes in the organization and benefit from an organized approach to managing and continuously improving processes. The balanced scorecard and project management processes can be cascaded down through levels of an organization to align and coordinate strategic efforts.

## Establishing and Sustaining a Balanced Scorecard Process



**Figure 7: The BSC Can Be Integrated into All Aspects of Organizational Management**

Two other important processes support the EASE Balanced Scorecard Process. The project management oversight committee (PMOC) process helps the organization's management focus on strategic planning and implementation in a disciplined and effective manner. The process improvement process brings consistent performance and continuous improvement to processes that support the strategic plan or to any other important organizational operations.

CELT has also published two additional EASE guidebooks: *Managing Internal Processes for Continuous Improvement* and *Establishing and Sustaining a Project Management Oversight Committee Process*.

The CELT Corporation's Leadership and Organizational Development business unit provides a wide variety of customized services to educational organizations. We can work with your organization's leadership and staff to:

- Develop a strategic plan
- Convert an existing strategic plan into a balanced scorecard
- Identify strategic actions that will accomplish your objectives
- Set performance metrics to assess progress toward your goals
- Establish a project management oversight committee (PMOC)
- Complete strategic projects effectively
- Manage crucial processes for continuous improvement
- Develop your information technology to serve all stakeholders
- Make the most efficient use of valuable human resources

## Establishing and Sustaining a Balanced Scorecard Process

Contact CELT for more information on customized training and development workshops for:

- Executive leadership
- School board members
- Department/area managers
- Project managers
- School building leadership
- Teachers and other staff members

## Appendix A: Example of a Balanced Scorecard



Partnership for  
Leaders in Education  
*Darden Graduate School of Business Administration*  
*Curry School of Education*



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### North Community School District Scorecard

Scorecard Timeframe:

**Vision:**

All students will meet minimum proficiency standards, and be prepared for the next stage of learning and to be contributing members of society.

**Mission:**





The North Community School District exists to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Balanced Scorecard Perspectives:**  
*Student Achievement*  
*Customers*  
*Internal Business Process*  
*Professional Development*

**Status Key:**  
● = meets expectations  
▲ = improving but needs focus  
◆ = not meeting expectations

<p><b>Goal 1</b> All schools meet AYP requirements and prepare students for success</p>	<p><b>Goal 2</b> All schools provide a safe and secure learning environment</p>	<p><b>Goal 3</b> Promote parent and community involvement</p>
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Establishing and Sustaining a Balanced Scorecard Process

Student Achievement										
Goal 1	<b>Strategic Objective:</b> All teachers in the district use results of monthly formative assessments, aligned to annual state assessments, to inform instruction.			<b>Strategy:</b> Implement common formative assessment district-wide to inform instructional decision-making for each grade-level and subject.						
	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Current Status	<b>Project Name:</b> Implement common formative assessment <b>Sponsor Name:</b> F. Williams <b>Manager Name:</b> R. Thomas	
	% of teachers using common formative assessment weekly	0	100	40				 40% THRESHOLDS (optional) 33 66		
	% of students meeting minimum requirements on the state assessment	75	85	80	86			 110% THRESHOLDS (optional) 33 66		
% of teachers using formative assessment results to inform instruction	0	100	20				 20% THRESHOLDS (optional) 20 80			
Goal 1	<b>Strategic Objective:</b> All grades, subjects, students, and schools base instruction on a common written curriculum plan.			<b>Strategy:</b> Establish a written plan outlining content standards for all grades, subjects, students, and schools.					<b>Project Name:</b>  <b>Sponsor Name:</b>  <b>Manager Name:</b>	
	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Current Status		
% of curriculum documents that display a continuum of skills that spiral from one content area or grade level to the next	50	100	50	75				 50% THRESHOLDS (optional) 33 66		



Establishing and Sustaining a Balanced Scorecard Process

<p><b>Strategic Objective:</b> Career-based learning experiences offered at the elementary, middle and high school levels are integrated into, and aligned with the curriculum.</p>		<p><b>Strategy:</b> Implement career-based learning experiences at the elementary, middle and high school levels that are integrated into the curriculum--extending the classroom into the community.</p>						<p><b>Project Name:</b></p>	
<p><b>Measures</b></p>		<b>Baseline</b>	<b>Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Current Status</b>	<p><b>Sponsor Name:</b></p>
Goal 1	% of students who participate in job-shadowing, internships, or apprenticeships	0	50	0	0			<p>0% THRESHOLDS (optional) 33 66</p>	<p><b>Manager Name:</b></p>
	% of career-based learning experiences that map core curriculum to career proficiencies	0	100	0	25			<p>25% THRESHOLDS (optional) 33 66</p>	
<p><b>Customers</b></p>									
<p><b>Strategic Objective:</b> District schools have up-to-date parent information maintained in the student management system and use it to facilitate the parent communications plan.</p>		<p><b>Strategy:</b> Established accurate and up-to-date list of all parents with contact information.</p>						<p><b>Project Name:</b></p>	
<p><b>Measures</b></p>		<b>Baseline</b>	<b>Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Current Status</b>	<p><b>Sponsor Name:</b></p>
Goal 3	% of children for whom parent information is available	0	95	72	84			<p>88% THRESHOLDS (optional) 33 66</p>	<p><b>Manager Name:</b></p>

Establishing and Sustaining a Balanced Scorecard Process

<b>Strategic Objective:</b> Parent-staff learning sessions offered at schools and in alternative (non-educational) sites to establish new staff-parent relationships.				<b>Strategy:</b> Create learning sessions to assist staff to effectively build relations with parents (Epstein, J. 1992)					
	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Current Status	
Goal 3	% of parents who attend at least one learning session	0	20	2	7			 THRESHOLDS (optional) 33 66	Project Name: Sponsor Name: Manager Name:
	% of staff who attend at least one learning session	0	50	5	11			 THRESHOLDS (optional) 33 66	
	% of learning sessions offered in alternative (non-educational) sites	0	50					 THRESHOLDS (optional) 33 66	
				30	60			THRESHOLDS (optional) 33 66	
<b>Strategic Objective:</b> School councils/PTA-PTO consist of a diverse group of parents who support their children and school in multiple ways.				<b>Strategy:</b> Establish school councils/PTA-PTO to connect with a diverse group of parents. Provide opportunities for parents to support their children and school in multiple ways.					
	Measures	Baseline	Target	Q1	Q2	Q3	Q4	Current Status	
Goal 1	% of average attendance at PAC (Parent Advisory Council) meetings	0	10					 THRESHOLDS (optional) 33 66	Project Name: Sponsor Name: Manager Name:
	% of favorable responses in Parent Survey results	0	75					 THRESHOLDS (optional) 33 66	
	% of written and verbal communications with parents and family in languages other than English	0	80					 THRESHOLDS (optional) 33 66	
	# of meetings held at alternative (non-educational) sites	0						 THRESHOLDS (optional) 33 66	

Establishing and Sustaining a Balanced Scorecard Process

Internal Business Process										
		<b>Strategic Objective:</b> Lock-down policy and process is well established to minimize potential safety risk at all sites.				<b>Strategy:</b> Review lock-down policy and process with local authorities and conduct training at each school site.				<b>Project Name:</b>
Goal 2	<b>Measures</b>		<b>Baseline</b>	<b>Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Current Status</b>	<b>Sponsor Name:</b>
	% of site risk managers that pass lock-down drill checklist		60	100						<b>Manager Name:</b>
Professional Development										
		<b>Strategic Objective:</b> All district principals are certified in LLC standards.				<b>Strategy:</b> Principal professional development includes certification based on the Leading Learning Communities standards.				<b>Project Name:</b>
Goal 1	<b>Measures</b>		<b>Baseline</b>	<b>Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Current Status</b>	<b>Sponsor Name:</b>
	% of principals certified in LLC standards.		0	100	0	20				<b>Manager Name:</b>

Establishing and Sustaining a Balanced Scorecard Process

Appendix B: Sample School-Level Balanced Scorecard

School Turnaround - Balanced Scorecard

Goal: Meet AYP targets

Balanced Scorecard Categories:

1. Student Performance
2. School/Community Perspective
3. Learning and Growth
4. School Process

**Instructions:** Replace each TBD with specific targets before the start of the school year. Involve the school leadership team in this process. Where an N/A is shown, there is no target to be set. At the end of each quarter, fill in the Actual spaces with the results obtained.

Strategic Objectives	Lead Person	Measures	2004-05 Baseline	1 <sup>st</sup> Qtr (target and actual)	2 <sup>nd</sup> Qtr (target and actual)	3 <sup>rd</sup> Qtr (target and actual)	4 <sup>th</sup> Qtr (target and actual)
<b>1.0 Student Performance</b>							
1.1 Utilize a comprehensive set of Reading, Writing, and Math Models and Curriculum, complete with curriculum material, scope, sequence and schedule.		<b>Process Measures:</b>					
		1. % of teachers that are fully trained on the models and curriculum material	N/A	Target=100% Actual=___	N/A	N/A	N/A
		2. % of teachers for whom a fully complete scope and sequence for each grade level and content area is available.	N/A	Target = 100% Actual=___	N/A	N/A	N/A
		3. % of teachers on scope and sequence (as documented from teacher scope and sequence documents and observations every two weeks).	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
		4. % showing mastery on formative assessment tool and SOL at each grade:					
		3 <sup>rd</sup> grade	49.2%	Target=50% Actual=___	Target=51% Actual=___	Target=52% Actual=___	Target=53% Actual=___
		4 <sup>th</sup> grade	N/A	Target=TBD Actual=___	Target=TBD Actual=___	Target=TBD Actual=___	Target=TBD Actual=___
5 <sup>th</sup> grade	77.0%	Target=78% Actual=___	Target=79% Actual=___	Target=80% Actual=___	Target=81% Actual=___		
		5. Correlation between grades and formative assessment results at each quarter.	N/A	Target=80% Actual=___	Target=80% Actual=___	Target=80% Actual=___	Target=80% Actual=___
		6. % of NCLB subgroups at target in each model/curriculum	TBD	Target=TBD Actual=___	Target=TBD Actual=___	Target=TBD Actual=___	Target=100% Actual=___

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Strategic Objectives	Lead Person	Measures	2004-05 Baseline	1 <sup>st</sup> Qtr (target and actual)	2 <sup>nd</sup> Qtr (target and actual)	3 <sup>rd</sup> Qtr (target and actual)	4 <sup>th</sup> Qtr (target and actual)
1.2 Use a regularly scheduled <b>formative assessment</b> (at least every 9 weeks) process to regularly check each student's mastery of the State standards for learning.		7. Date when a formative assessment tool is available that is aligned with scope, sequence and state standards.	N/A	Target=End of 1 <sup>st</sup> qtr Actual=___	N/A	N/A	N/A
		8. Number of days between qtrly assessment and time to review results and identify interventions at the student level.	N/A	Target= Less than 1 week Actual=___	Target= Less than 1 week Actual=___	Target= Less than 1 week Actual=___	N/A
		9. % of parents who are provided results at each quarter.	N/A	100% Actual=___	100% Actual=___	100% Actual=___	100% Actual=___
1.2 <b>Uniform data driven remediation and intervention</b> - regularly (at least monthly) <b>review/sharing of data</b> (assessment, attendance, etc.) – with teachers, intervention staff (i.e. extended day pgm.) and division and determine remediation strategies		10. % decrease in students needing remediation.	N/A	Target=TBD Actual=___	Target=TBD Actual=___	Target=TBD Actual=___	Target=TBD Actual=___
		11. % of children that are below proficiency that have remediation plans.	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
		12. % of students who have a plan who are involved in remedial intervention.	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
1.4 Ensure efficient use of resources and instructional time (example – time on task).		13. Average minutes of instructional time that remediation students spend in the 4 core areas.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
<b>2.0 School/Community Perspective:</b>							
2.1 Achieve a high degree of parental involvement.		14. Average daily attendance (students).	TBD	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		15. % of parents attending parent conference.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		16. Average PTA/volunteer attendance - % of children with at least 1 parent attending.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		17. Average PTA attendance for qtrly assessment review - % of children with at least 1 parent attending.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		18. Parent survey results (% favorable responses)	N/A	N/A	TBD Actual=___	N/A	TBD Actual=___

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Strategic Objectives	Lead Person	Measures	2004-05 Baseline	1 <sup>st</sup> Qtr (target and actual)	2 <sup>nd</sup> Qtr (target and actual)	3 <sup>rd</sup> Qtr (target and actual)	4 <sup>th</sup> Qtr (target and actual)
<b>3.0 Learning and Growth:</b>							
3.1 Provide <b>training for all teachers</b> in the model for learning, formative assessment process and tools and the use of data to determine remediation strategies.		19. % of teachers completing the training prior to start of school.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		20. % of teachers completing the training prior to September 30.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		21. Number of teachers with less than XX (TBD) % of students performing below standard on one or more subjects.	TBD	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		22. % of teachers highly qualified as defined by NCLB	TBD	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
3.2 Improve employee support.		23. Average daily attendance for teachers.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		24. Average daily attendance for staff.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		25. % of staff that were counseled one-on-one each quarter.	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
3.3 Create an environment of high expectations.		26. Survey results from stakeholders (students, staff and administration) (year 2).	N/A	N/A	Target TBD Actual=___	N/A	Target TBD Actual=___
3.4 Clearly and consistently communicate the mission and vision of the school.		27. # of presentations of quarterly assessments internally and externally (PTA, Superintendent, etc.)	N/A	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		28. % of parents with children on remediation who were personally contacted.	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
		29. % of parents provided qtrly correspondence on the mission, vision and progress of the school and individual child.	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
<b>4.0 School Process:</b>							
4.1 Promote continuous improvement of the school's instructional, discipline, attendance and safety processes.		30. % of classroom observations where class is on scope, schedule and sequence relative to the curriculum.	N/A	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___	Target=100% Actual=___
		31. Number of disciplinary referrals.	TBD	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___
		32. Number of serious disciplinary actions.	TBD	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___	Target TBD Actual=___

## Appendix C: Blank Balanced Scorecard Template

<b>THE MISSION</b> The mission of the Indiana State Board and Department of Education is to achieve the vision by leading the improvement of teaching and learning.			<b>THE VISION</b> The families, communities and schools of Indiana will educate and develop each child to have the skills, knowledge, creativity, social competence and motivation to lead a truly good life as a: -life-long learner -participant in the global economy -citizen in the American democracy -positive influence and participant in American culture.					
<b>BALANCED SCORECARD PERSPECTIVES</b> Customer Financial Internal Business Process HR Learning and Growth								
BSC Perspective	Strategic Objectives	Measures	Targets				Status	Strategic Objective Sponsor
			Links	Baseline 2007	Target 2007-08	Actual 2007-08		
Strategic Objective 1: Engage legislators, leaders,, businesses, educators, and parents								
	1.0	A)	<a href="#">[click here for Strategies for 1.0]</a>					
		B)	<a href="#">[click here for Projects for 1.0]</a>					
		C)						
		D)						
		E)						
		F)						
		G)						
		H)						
		I)						

## Appendix D: Balanced Scorecard Rating Rubric

From time-to-time, please use the following rubric to assess the state of your BSC process.

Rate the BSC Process	Rating
<p><b>1. Is the “what” clearly defined (mission, vision, goals and objectives)?</b></p> <p>0 = none of these are defined            1 = there is a mission and/or vision and goals            2 = there is a mission, vision, goals and objectives            3 = in addition to the above, objectives are measurable and clearly aligned to goals</p>	
<p><b>2. Is the “how” defined (strategies)?</b></p> <p>0 = no            1 = the strategies are identified            2 = strategies reflect best practices research            3 = strategies are supported by data and best practices research and are clearly aligned to objectives</p>	
<p><b>3. Is it clear “how you know” whether the “what” is being accomplished (measures and targets)?</b></p> <p>0 = there are no measures            1 = all measures are quantifiable (e.g., begin with # or %) but are predominately lagging indicators            2 = measures are quantifiable, and there is a “balance” of leading and lagging indicators            3 = in addition to the above, the source for the data and the calculations are documented</p>	
<p><b>4. Does the BSC define a list of projects?</b></p> <p>0 = no            1 = there is a list of projects            2 = there is a list of prioritized and sequenced projects            3 = there is a list of prioritized and sequenced projects and the projects are budgeted</p>	
<p><b>5. Is the scorecard balanced (across 4 perspectives)?</b></p> <p>0 = perspectives are not identified            1 = the perspectives are identified but not all perspectives have strategies and measures            2 = all perspectives are addressed            3 = each perspective has multiple strategies and measures identified</p>	
<p><b>6. Is it aligned (organization to school)?</b></p> <p>0 = no            1 = the schools are encouraged to adopt some of the organization goals, objectives and strategies            2 = the schools are given a set of common goals, objectives and measures that are required as a minimum            3 = in addition to the above, the organization provides a library of vetted best practices for schools to use</p>	



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Rate the BSC Process	Rating
<p><b>7. Is the data architecture of the organization supportive of the scorecard?</b></p> <p>0 = the measures for the scorecard cannot be provided by the organization's data systems</p> <p>1 = lagging indicators (e.g. formative assessment data) are populated into school scorecards automatically from the organization's data systems</p> <p>2 = real-time data for such leading indicators as attendance, discipline, formative assessments, etc. are periodically updated from the organization's data systems</p> <p>3 = in addition to the above, real-time data is automatically kept current in the scorecard</p>	
<p><b>8. Is the scorecard updated on a regular basis?</b></p> <p>0 = only updated annually</p> <p>1 = updated semi annually</p> <p>2 = updated quarterly</p> <p>3 = updated bi-monthly or more frequently</p>	
<p><b>9. Is the scorecard used as a tool for communication?</b></p> <p>0 = no</p> <p>1 = only used to communicate with the executive leadership and the Board</p> <p>2 = also used to communicate with the organization at large</p> <p>3 = it is also published to the community and routinely used as material for speaking engagements</p>	
<p><b>10. What percent of the strategies in the scorecard are fully implemented or there is a project defined to implement them?</b></p> <p>0 = less than 50%</p> <p>1 = between 50% and 75%</p> <p>2 = between 76% and 99%</p> <p>3 = 100%</p>	
<p><b>11. Are you using data to assess the effectiveness of your strategies and adjust as necessary?</b></p> <p>0= no</p> <p>1= strategies are visited annually</p> <p>2= strategies are visited and discussed semi-annually</p> <p>3= strategies are visited and adjusted quarterly</p>	
<p><b>12. What evidence of behavior change do you see in the organization as a result of the balanced scorecard process?</b></p> <p>0= no data is available to show changes</p> <p>1= data does not show any positive trends in leading and lagging indicators</p> <p>2= evidence of behavior can be cited and data show positive trends in some leading and lagging indicators</p> <p>3= behaviors are changing and the data shows positive trends on the majority (more than 50%) of the leading and lagging indicators</p>	
<b>Total</b>	

## Appendix E: Dictionary of Project Management Terms

Activity	An <i>activity</i> (as used in the project agreement) is a specific piece of work assigned to a member of the project team to produce a project deliverable.
Assumption	An ASSUMPTION (as used in the project agreement) refers to a condition or an event that must exist or occur in order for the project schedule and the project costs to be met as documented in the Project Agreement.
Balanced Scorecard	A <i>balanced scorecard</i> is an instrument reflecting an organization's vision, mission, strategies, measures, and targets. The scorecard is balanced across four perspectives on the organization's activities: financial, customer, internal business process, and learning and growth; it is also balanced through the use of leading and lagging indicators of progress.
Balanced Scorecard Process	The <i>balanced scorecard process</i> is a strategic planning, implementation, and management approach through which an organization can develop a strategic plan to manage organizational change, implement goals and objectives through the use of action strategies, and adjust direction based on metrics.
Customer	<i>Customers</i> of a group or team are those individuals that use the services and/or products that are produced by the group or team. Customers may be viewed as internal customers (within a company, employees are customers of the payroll department) and external customers.
Deliverable	A <i>deliverable</i> (as used in the project agreement) is a specific product or event that is to be produced by a project. Examples include such things as training sessions, documents, software products, process definitions, and the like. A project's DELIVERABLES are expected to align with and produce the desired results identified for that project.
Dependencies	<i>Dependencies</i> (as used in the Project Agreement) refer to deliverables, tasks, or activities that must be completed before others can begin. Dependencies can exist within a single project or between different projects.
Desired Results	The <i>desired results</i> (as used in the project agreement) refer to the specific end results of a project that are expected to be accomplished through the deliverables and tasks described in the project agreement.
Detailed Project Workplan	The <i>detailed project workplan</i> is an extremely fine-grained description of a project's deliverables and activities which includes the projected start and end dates as well as the project team members who are responsible for completing the work. There are a variety of tools and templates for managing the detailed project workplan, Microsoft's Project probably being the best known of these.
Gantt Chart	A <i>Gantt chart</i> is a type of diagram that shows the schedule for a project's tasks and activities.

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Issue Resolution Matrix	An <i>issue resolution matrix</i> is a tool used to record project issues, together with the person assigned responsibility, the resolution plan, and date for resolving the issue. This tool is used both by the project manager and by the PMOC to manage project issues.
Key Stakeholders	<i>Key stakeholders</i> (as used in the project agreement) inform the project planning process by providing expert understanding of their organization and representing those areas which the project is intended to serve.
Process	<i>Process</i> is the way work gets done. Most of the routine work in an organization can be described as a series of processes. A process has specific inputs, a set of steps or activities, and specific outputs.
Process Definition	A <i>process definition</i> is a document that describes in detail all the aspects of a process.
Process Management Process	A <i>process management process</i> is a methodology for defining and managing an organization's processes for continuous improvement. This involves assigning a process owner and defining key process customers who will provide feedback to the process owner about process outputs.
Program	A <i>program</i> is an ongoing organizational initiative, consisting of many processes and often initiating its own projects.
Project	A <i>project</i> is an initiative that has a definite beginning and ending, a defined scope of work, and results in a set of desired results and tangible products. Projects often result in the establishment of new processes.
Project Agreement	A <i>project agreement</i> is a document that describes a project in terms of its scope, schedule, assumptions and resources. It facilitates project planning and approval. It also establishes a high level of understanding between the sponsor and the rest of the project team to help ensure a project's success.
Project Approval Matrix	A <i>project approval matrix</i> is a two-dimensional matrix that can be used to assess a project's importance and risk. This assessment will determine the project's readiness to launch and its relative priority among other projects.
Project Management Oversight Committee	The <i>project management oversight committee</i> (PMOC) is a committee formed specifically to approve and oversee projects necessary to implement the Balanced Scorecard strategies.
Project Management Process	A <i>project management process</i> is a structured method of planning and overseeing an organization's projects focused on obtaining the desired results on schedule and on budget.
Project Manager	A <i>project manager</i> is responsible for the day-to-day direction of a project, under the direction of the sponsor. The project manager develops and maintains the project agreement and detailed plan. The project manager executes the project according to the agreement and detailed workplan, conducts work reviews for all significant deliverables, identifies and tracks issues, manages the project budget, and ensures the quality of the deliverables.
Project Sponsor	A <i>project sponsor</i> has the ultimate authority over and responsibility for the

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project, its scope, and deliverables. The project sponsor is a member of the PMOC who functions as the project's champion, overseeing the project manager and acting as liaison between the PMOC and project team removing barriers to project progress.

Project Team	A <i>project team</i> is composed of individuals, possibly from different departments or organizations, who work together as a team under the direction of a project manager to complete a project.
Risk	A <i>risk</i> (as used in the project agreement) refers to any negative consequences that might stem from failure to achieve the desired results. All identified risks should be addressed by a plan for mitigation.
Scope of Work	A project's <i>scope of work</i> (as used in the project agreement) is the schedule of the deliverables and activities to be accomplished.
Task	A <i>task</i> (as used in the project agreement) is a specific piece of work assigned to a member of the project team to produce a project deliverable.