



## Partnership for Leaders in Education

*Darden Graduate School of Business Administration  
Curry School of Education*



# *Balanced Scorecard User Manual*

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## 1.0 Introduction

The Balanced Scorecard is an approach to strategic management developed in the early 1990's by Drs. Robert Kaplan of the Harvard Business School and David Norton. The technique involves defining key strategies for achieving an organization's vision and key performance measures to manage and improve execution on that vision. The Project Management and Oversight Process is a technique for managing ongoing large projects. By combining the two, organizations can turn their vision, mission, and goals into a set of performance measures that provides the framework for implementing its strategy.

"Recognizing some of the weaknesses and vagueness of previous management approaches, the balanced scorecard approach provides a **clear prescription** as to what companies should measure in order to "balance" the financial perspective. The balanced scorecard is a **management system** (not only a measurement system) that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. When fully deployed, the balanced scorecard transforms strategic planning from an academic exercise into the nerve center of an enterprise."<sup>1</sup>

The Scorecard is a balance across four perspectives as shown in Figure 1:

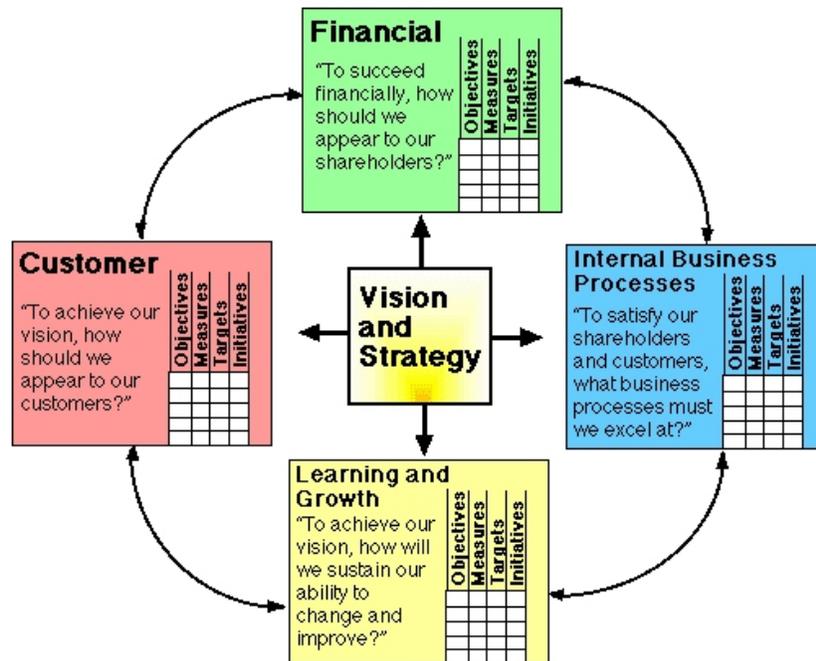


Figure 1

<sup>1</sup> The Balanced Scorecard Institute Website

For use in education, the four perspectives are often renamed as follows:

1. Financial – District/School Budget
2. Employees – Administrators, Teachers, and Staff
3. Learning and Growth – Curriculum/Instruction and supporting processes
4. Customers – Students/Parents

**Value to an organization:**

- Defines the strategies needed to achieve the organization's vision as well as the measures for determining whether the strategies are effective.
- Ensures strategies are properly balanced between the critical perspectives necessary to ensure long-term, sustainable results.
- Identifies the current performance against the measures (baseline data) and the target performance desired at predetermined points.
- Identifies the specific projects needed to accomplish strategic objectives.

## 2.0 Logging In

### Step 1: Log in

From the home page (<http://scorecard.celt.org>), you can select either **Find Proven Practices** or **View Existing Scorecard**, as show in Figure 2. This will direct you to a dialogue box from which you will be prompted to login.



Figure 2

### Step 2: Log in Screen

In the dialogue box shown below, enter your **User Name** and **Password**. Your User Name for the Log In dialogue box (Figure 3) is the email address with which you registered and the unique password assigned by the system administrator during your training.

Contact your system administrator for any issues associated with this log in procedure.

Please enter your username and password below to view a list of existing scorecards.

The image shows a "Log In" dialog box. It has a title bar that says "Log In". Below the title bar are two input fields: "User Name:" and "Password:". Below the "Password:" field is a checkbox labeled "Remember me next time.". To the right of the checkbox is a "Log In" button. Below the "Log In" button is a blue link that says "Forgot Password?".

Figure 3

### 3.0 Create a Scorecard

#### Step 1: Initiate Scorecard Creation

From the home page (<http://scorecard.celt.org>), select **View Existing Scorecard**. You will be prompted to login.

#### Step 2: Adding a New Scorecard

Click the button **Add New Scorecard**. (Figure 4)



Figure 4

#### Step 3: Naming

After clicking the Add New Scorecard button, a textbox will appear. Enter the desired name of the new scorecard and click **Add Scorecard** which will appear to the right of the textbox. (Figure 5)

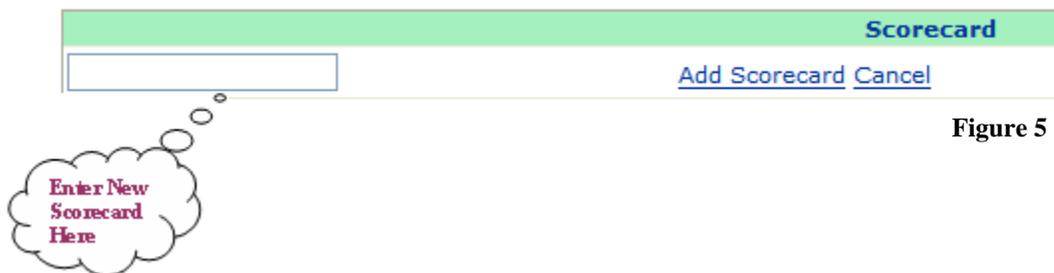
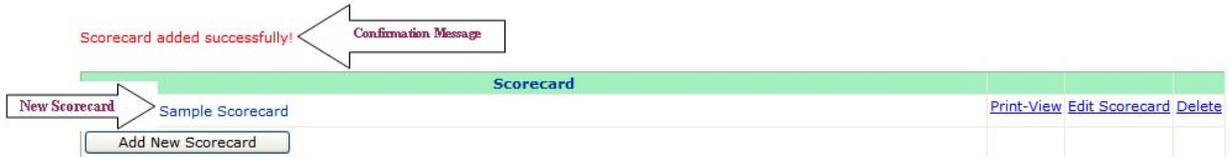


Figure 5

Upon the creation of a new scorecard, the webpage will refresh with a confirmation message and the newly created scorecard. (Figure 6)



**Figure 6**

## 4.0 Scorecard Management Tools

Upon selecting View Existing Scorecard from the homepage, you will be taken to the list of Scorecards for your organization. Each Scorecard has three links for managing the Scorecard: Print-View, Edit Scorecard, and Delete. (Figure 7)

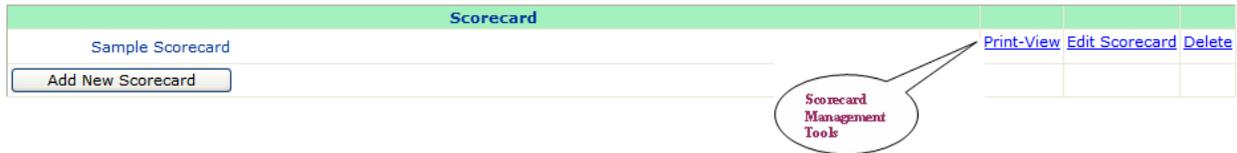


Figure 7

### 4.1 Print-View

The Print-View link will display the selected Scorecard in a printer-friendly view. This view also displays all completed Scorecard information without any editing hyperlinks.

### 4.2 Edit Scorecard

This link will allow you to set and edit all items within the Scorecard and also will take you to the page where all Scorecard Targets and Actuals exist.

### 4.3 Delete

This will **permanently** delete the Scorecard from the website.

## 5.0 Initial Scorecard Development

### 5.1 Development of Mission and Vision

The Balanced Scorecard process all begins with the organization's mission and vision.

A **mission** is a concise statement that describes the reason the department, program or unit exists, what services it offers, and to whom. A sample mission statement may be as follows:

*"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."*

A **vision** is a statement of where and what the organization wants to be in the future. This statement captures a picture of the future along select dimensions. Departmental statements should be aligned with district vision. A sample vision statement may be as follows:

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

The Balanced Scorecard process uses the Vision, Mission, and Goals of the organization as the foundation for a set of management systems that work together to create a cohesive whole as illustrated in Figure 8:



Figure 8

### 5.1.1 Adding the Organization's Mission and Vision

As explained above, it is critical for the organization to develop and adhere to a mission and vision statement. The Balanced Scorecard tool provides a location for the entry of both statements so as to act as a constant reminder of these guiding principles as the organization works to fulfill each statement.

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on **Edit Scorecard** . (Figure 9)

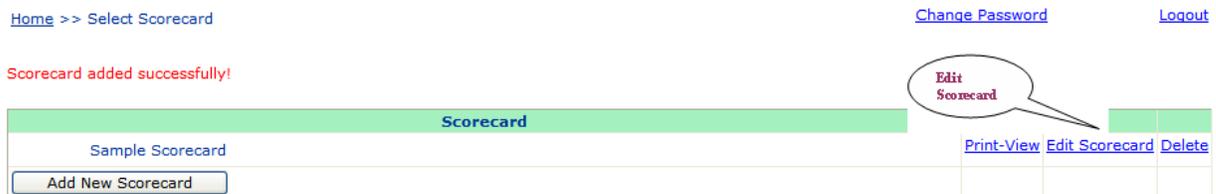


Figure 9

#### Step 2: Vision & Mission Location

In the Vision and Mission module an **Edit** link is located next to each term. (Figure 10) Clicking on the link will open a text box where the appropriate statement may be entered. (Figure 11)



Figure 10

**Step 3:** Finalizing

Select **Update** to complete.

Select **Cancel** to disregard any changes. (Figure 11)



The screenshot shows a web form with a yellow background. At the top, it says "Vision: [Edit Vision...](#)". Below that, it says "Mission:" followed by a text input field containing "Sample Mission Text". At the bottom of the form, there are two buttons: "Update" and "Cancel", both with blue text and underlines.

**Figure 11**

## 5.2 Defining Goals

Following the development or review of the organization's vision and mission, a set of goals are agreed upon that will move the organization towards its vision. A **goal** is a broad statement that describes a desired outcome for a department, program, or unit. The goal or desired outcome establishes the department's long-term priorities and influences the development of short-term objectives.

A possible example of a school district goal may be: "Increase student achievement."

### 5.2.1 Adding a Goal

As goals will be an important piece in the development of the Scorecard, it is strongly suggested that all goals be added before moving on to adding Strategies.

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on **Edit Scorecard** (Figure 12)

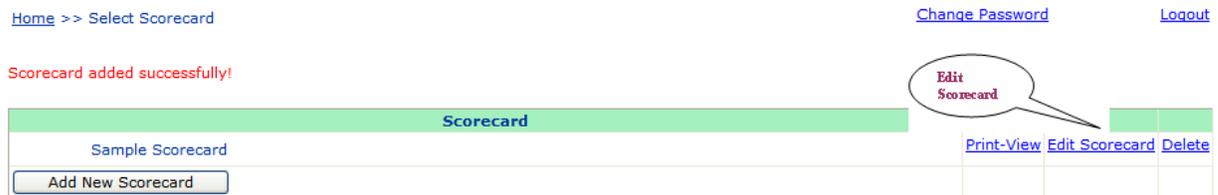


Figure 12

#### Step 2: Goal Location

The Goal module is titled Goal Name. (Figure 13)

Select Add New Goal and a textbox will appear.

#### Step 3: Adding Text

Enter the appropriate Goal text (can be typed or pasted). (Figure 14)



Figure 13

**Step 4:** Finalizing

Select **Add** to complete. (Figure 14)

Select **Cancel** to disregard any changes.



**Figure 14**

### 5.2.2 Edit Goal Name & Number

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on **Edit Scorecard** (Figure 15)

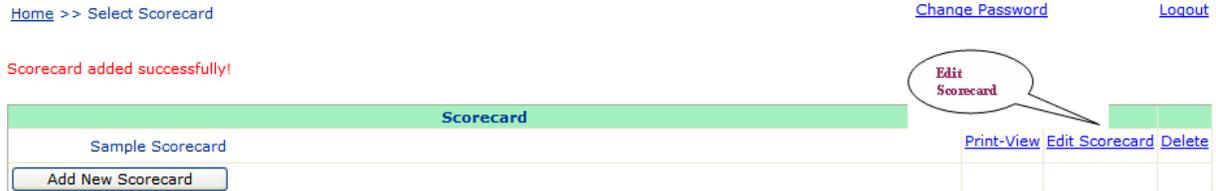


Figure 15

#### Step 2: Goal Location

Beneath **Goal Name** appears any previously created Goals. (Figure 16)

Select **Edit** next to the goal that is to be edited and a textbox will appear.



Figure 16

#### Step 3: Editing Goal Name & Goal Number

Once the page reloads, the **Goal Name** and **Goal Number** can be modified using the text boxes. (Figure 17)

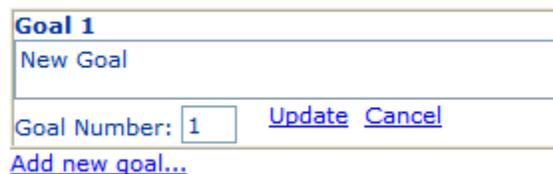


Figure 17

#### Step 4: Finalizing

Select **Update** to complete.

Select **Cancel** to disregard any changes.

### 5.3 Developing Strategies and Strategic Objectives

Once the vision, mission, and goals of the organization are agreed upon, the Balanced Scorecard process is a six-step approach designed to develop initiatives that address organizational pains and are aligned with objectives, strategies, measures, and desired results.

This six-step approach is shown in Figure 18:

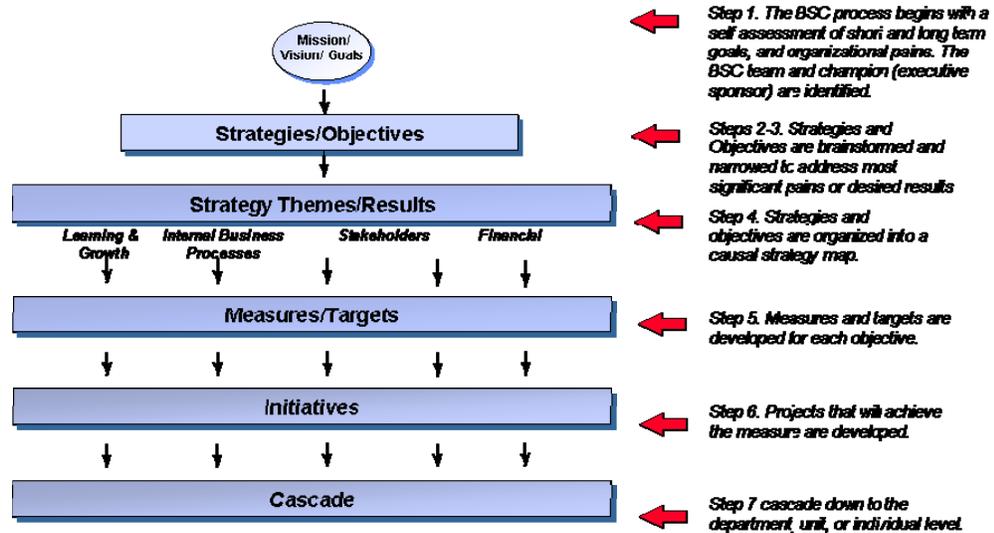


Figure 18

A strategic objective is a measurable statement that defines an end result that is expected to be accomplished in a given period of time.

A strategic objective of the above goal might be:

“Increase each middle school student’s literacy scores.”

Strategies explain how we intend to reach the strategic objectives. A strategy is a statement of action that describes the means to be used to achieve the goals and objectives.

Strategy Themes may be created under which strategies may be grouped or clustered.

Sample strategies for reaching the literacy goal and objective above may be:

- Use formative assessments to assess progress
- Increase the individualized instructional time provided to students with scores in the bottom quartile
- These strategies could be grouped under a Strategy Theme of “improve Literacy”

### 5.3.1 Adding a Strategy to a Scorecard Perspective

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on Edit Scorecard (Figure 19)

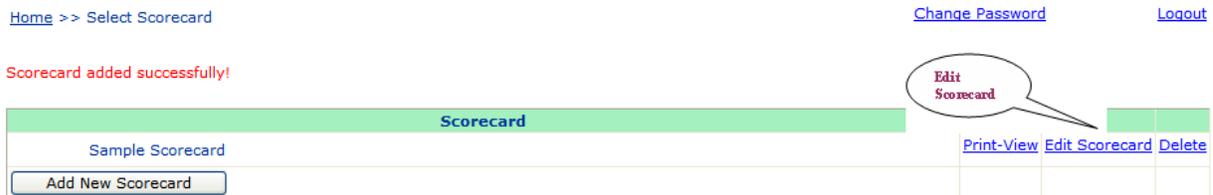


Figure 19

#### Step 2: Strategy Location

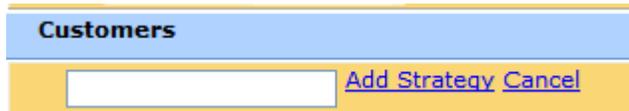
Strategies are grouped by Perspective as discussed in the introduction of this document. Since this Balanced Scorecard is focused on education, the Perspectives are: Customers, Internal Business Process, Professional Development, and Student Achievement. Each Perspective has an **Add New Strategy** button. (Figure 20)



Figure 20

**Step 3:** Adding a Strategy

In the text box, enter a Strategy for the selected Perspective. (Figure 21)



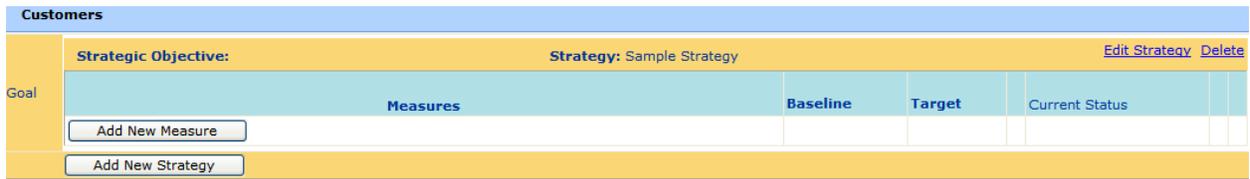
The screenshot shows a blue header bar with the text "Customers". Below the header is a white text input field. To the right of the input field are two blue buttons: "Add Strategy" and "Cancel".

Figure 21

**Step 4:** Finalizing

Select **Add Strategy** to complete.

Select **Cancel** to disregard any changes.



The screenshot shows a blue header bar with the text "Customers". Below the header is a yellow bar with the text "Strategic Objective:" and "Strategy: Sample Strategy". To the right of the "Strategy" text are two blue links: "Edit Strategy" and "Delete". Below the yellow bar is a table with a yellow background. The table has a header row with the following columns: "Measures", "Baseline", "Target", and "Current Status". Below the header row are two rows of data. The first row has a button "Add New Measure" in the "Measures" column. The second row has a button "Add New Strategy" in the "Measures" column.

Figure 22

### 5.3.2 Customizing a Strategy for a Scorecard Perspective

Once a strategy has been added to a Scorecard perspective, it is important to add the Strategic Objective, Project Name, Sponsor Name and Manager Name. Adding this information at the beginning will ensure clarity and alignment as the project moves forward.

#### Step 1: Edit Strategy

In the newly created strategy, select **Edit Strategy**. Once the page reloads, there will be several text boxes available for necessary information to be entered. (Figure 23)

Customers				
Strategic Objective:		Strategy: Sample Strategy		Update Cancel
Goal 1				Project Name:
				Sponsor Name:
				Manager Name:
Measures		Baseline	Target	Current Status
Add New Measure				
Add New Strategy				

Figure 23

#### Step 2: Adding Text & Attaching Goal

Enter one strategy addressing one strategic objective per strategy section. This will ensure that all strategies are properly aligned within the computer program. When finished entering text, be sure to align the strategy with a Goal.

All goals will appear in the dropdown list to the right of the textboxes. If all of the Goals have not been entered, it would be a good idea to complete that part of the process before adding strategies.

#### Step 3: Finalizing

Select **Update** to complete.

Select **Cancel** to disregard any changes.

## 5.4 Defining Measures

There is an old adage that states “We can only manage what we can measure”.

In order to monitor progress towards the strategic objective, it is necessary to define how we will measure that progress. A **measure** is a quantifiable representation of activities performed by a department, program or unit in pursuit of an objective. Typical measurement categories include outcomes, outputs, efficiency, and productivity.

Sample measures for the above strategy might include:

- Formative assessment results on reading
- Reading scores by sub-strand by ethnic group
- Minutes of individualized remediation per bottom quartile student

A **Key Performance Indicator** (KPI) quantifies the measure, such as:

- % of students who can draw conclusions, make inferences, and deduce meaning from texts
- % of students who can interpret information in new contexts
- % of students who can identify the main idea of a text and author's point of view and purpose
- % of students who can analyze the style or structure of a text

### 5.4.1 Adding Measures

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on Edit Scorecard . (Figure 24)

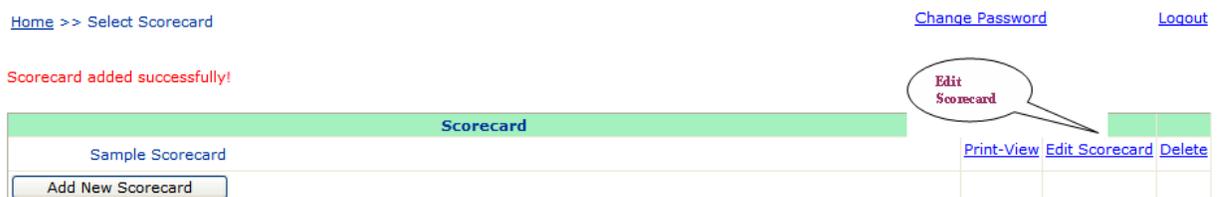
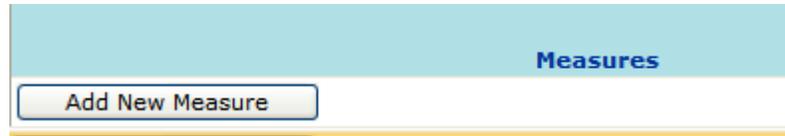


Figure 24

**Step 2: Measures Location**

To the right of each Perspective Strategy is a spot for Key Performance Indicators. (Figure 25)

Select **Add Measure** for the desired Strategy to which a new KPI is to be added.



**Figure 25**

**Step 3: Add New Measure**

A textbox will appear. Type or paste text into this textbox. (Figure 26)



**Figure 26**

**Step 4: Finalizing**

Select **Add Measure** to complete.

Select **Cancel** to disregard any changes.

## 5.5 Defining Baseline

Once the measures and KPI's are determined, it is important to understand the current status of each measure, a baseline. The **baseline** is the current level of standing for the measure to be used. Sample baselines might include:

- 65% of fourth graders are reading on grade level
- 10 minutes of individualized instruction is available for each fourth grader
- 1 reading assessment is given per year

### 5.5.1 Setting a Baseline in the Scorecard

To define the baseline for a particular Strategy, the following tasks must be completed:

- A Strategy must be set for a perspective
- Goals must be created and applied to a Strategy
- At least one measure must be attached to a goal

#### Step 1: Edit Scorecard

From the **Select Scorecard** page, click on Edit Scorecard (Figure 27)

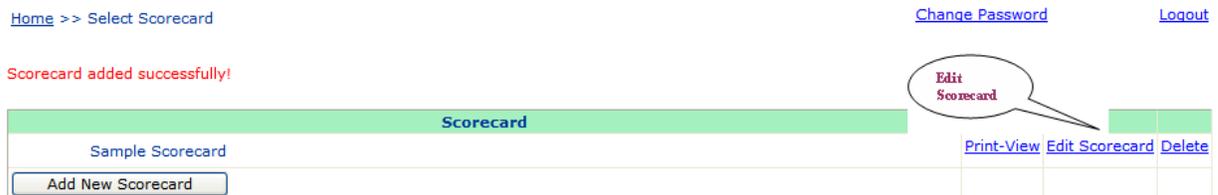


Figure 27

**Step 2: Setting the Baseline**

When the page reloads, it will display the baseline as a numeric value. This value is any existing available data reflecting the current level of performance for a related measure, and is the starting point for reaching the target level of performance. (Figure 28)

Customers												
Goal 1	Strategic Objective: Strategic Objective Text		Strategy: Sample Strategy				Current Status				Project Name: Sample Project Sponsor Name: John Smith Manager Name: Jane Doe	
	Measures		Baseline	Target	Q1	Q2	Q3	Q4				
	"Measures" Text		<input type="text" value="0"/>	<input type="text"/>	<input type="text" value=""/>	<a href="#">Update</a> <a href="#">Cancel</a>						

Figure 28

**Step 3: Finalizing**

Select **Update** to complete.

Select **Cancel** to disregard any changes.

## 5.6 Defining Targets

The next task is to decide on how much increase to the baseline is desired. A **target** is the desired level of performance of a performance measure at specified period of time. Sample targets for the above baselines might be:

- 90% of fourth graders are reading on grade level
- 30 minutes of individualized instruction is available for each fourth grader
- 4 reading assessments are given per year

### 5.6.1 Managing Actuals and Targets

To manage the Actuals and Targets for a particular Strategy, the following items need to be completed:

- A Strategy needs to be set for a perspective
- Goals need to be created and applied to a Strategy
- At least one measure needs to be attached to a Strategy

#### Step 1: Edit Scorecard

From the Select Scorecard page, click on Edit Scorecard

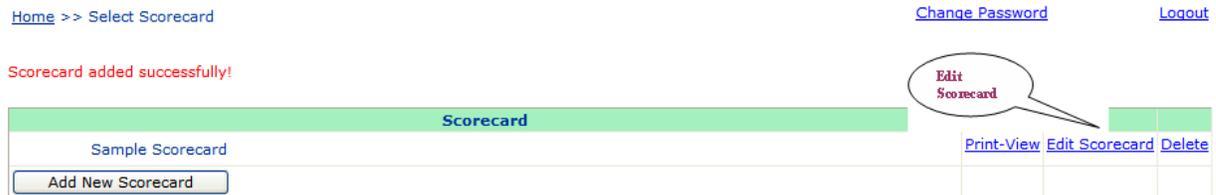


Figure 29

**Step 2:** Working with Actuals and Targets

An Actual is the level of performance during a given time period, while Targets are the desired level of performance on a measure by the end of the year.

When the page reloads, it will display the Actuals and Targets as numeric values.

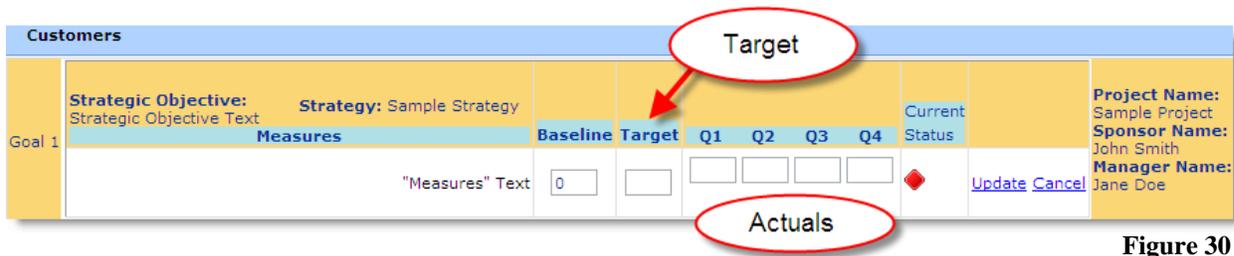


Figure 30

**Step 3:** Finalizing

Select **Update** to complete.

Select **Cancel** to disregard any changes.

## 5.7 Defining Thresholds

Thresholds are the limits defined to show the appropriate indicator icons that provide a visual cue of current status of each measure.

The default values for lower threshold limit (L) and higher threshold limit (H) are set to 33 and 66 respectively.

The threshold limits are configurable.

If Current Status is C then, if  $C \leq L$  then red indicator icon is shown, if  $C > L$  and  $C \leq H$  then yellow indicator icon is shown and if  $C > H$  green indicator icon is shown.



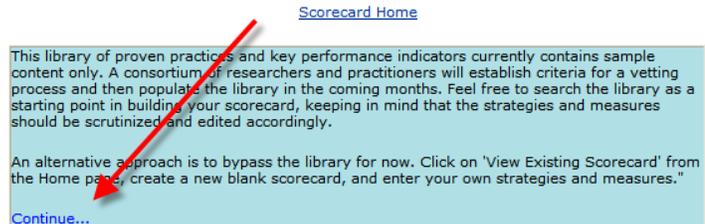
Figure 31

## 6.0 Searching for Proven Practices

**Step 1:** Click “Find Proven Practices”



**Step 2:** Click “Continue”



**Step 3:** Use one of the 5 search criteria to find proven practices aligned to those criteria.

Start with a general search first. If you need to narrow your search, select additional criteria. The more criteria you choose, the more you are narrowing your search and there may be no records returned.

**Search for a Proven Practice**  
Enter the search criteria below to find a proven practice:

Category:		
Proven Practice Description:		Balanced Scorecard Strategy:
Content Area(s):	Stakeholder group(s):	Balanced Scorecard Perspective:
<input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Reading <input type="checkbox"/> Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> History and Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Vocational <input type="checkbox"/> School Safety and Classroom/Student Management <input type="checkbox"/> School Climate	<input type="checkbox"/> Students <input type="checkbox"/> Education Agency Leadership <input type="checkbox"/> Policy Makers <input type="checkbox"/> Principals / School Leadership <input type="checkbox"/> Teachers and School Staff <input type="checkbox"/> Parents <input type="checkbox"/> Community	<input type="radio"/> Student Achievement <input type="radio"/> Customers <input type="radio"/> Internal Business Process <input type="radio"/> Professional Development
Research Based Evidence:		
<input type="button" value="Search..."/>		

The five search methods are shown below:

The screenshot shows a web form titled "Search for a Proven Practice" with the instruction "Enter the search criteria below to find a proven practice:". The form is divided into several sections:

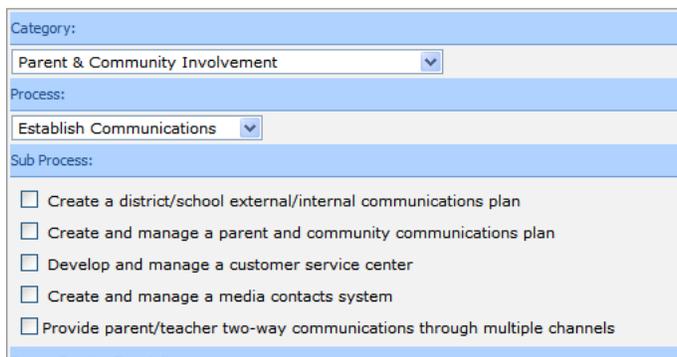
- Category:** A dropdown menu with a small arrow icon, labeled with a red "1". A callout box above it says "Click here to get a pop-up list of categories".
- Proven Practice Description:** A text input field, labeled with a red "5".
- Balanced Scorecard Strategy:** A text input field.
- Content Area(s):** A list of checkboxes for various content areas, labeled with a red "3".
- Stakeholder group(s):** A list of checkboxes for various stakeholder groups, labeled with a red "4".
- Balanced Scorecard Perspective:** A list of radio buttons for various perspectives, labeled with a red "2".
- Research Based Evidence:** A text input field with a small arrow icon.

A "Search..." button is located at the bottom left of the form.

1. **Search by Category** – You may click on the arrow to get a pop-up list of 8 major categories of school district processes. Every practice is aligned to one of these categories.
2. **Search by Balanced Scorecard Perspective** – By clicking a radial button, only practices aligned to that perspective will be included in the search. Every practice is aligned to one of the four perspectives.
3. **Search by Content Area** – You may click a content area for practices aligned to that area.
4. **Search by Stakeholder Group** – You may choose the stakeholders that are the primary recipient of the practice.
5. **Search by Proven Practice Description** – You may enter keywords or phrases that are contained in the practices' description.

## 6.1 Category Search

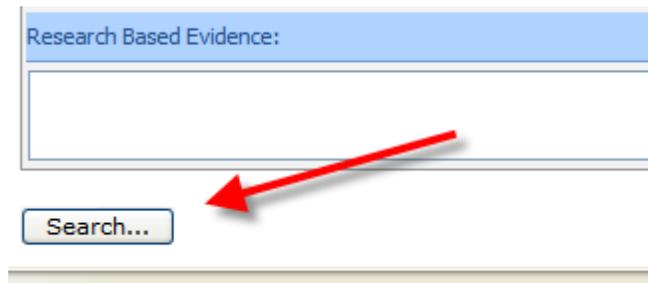
When a category is selected, the screen will refresh itself and provide a pop-up window to select a process within that category if requested. If a particular process is selected, a list of the sub-processes is displayed with check boxes to allow selection of one or more of the sub-processes. The search may be conducted for all practices aligned to that category, for all practices aligned to the selected process, or for all practices aligned to the checked sub-processes. Below is a sample of the sub-processes available for the Parent and Community Involvement category.



The screenshot shows a web interface for searching categories. It has three main sections: 'Category:', 'Process:', and 'Sub Process:'. The 'Category:' dropdown is set to 'Parent & Community Involvement'. The 'Process:' dropdown is set to 'Establish Communications'. The 'Sub Process:' section contains a list of five sub-processes, each with an unchecked checkbox:

- Create a district/school external/internal communications plan
- Create and manage a parent and community communications plan
- Develop and manage a customer service center
- Create and manage a media contacts system
- Provide parent/teacher two-way communications through multiple channels

**Step 4:** Click “Search”



The screenshot shows a search interface. At the top is a blue header with the text 'Research Based Evidence:'. Below this is a large, empty white text input field. At the bottom of the input field is a blue button with the text 'Search...'. A red arrow points from the right side of the page towards the 'Search...' button.

**Step 5:** Select the measures from any of the practices returned by checking its box, and then click “Add to cart”

**Proven Practice Search results:**

Select the Measures below to create/modify a scorecard

- Implement a Comprehensive Math Model aligned to state standards and provide adequate Research basis:
  - % of teachers who have access to scope/sequence (pacing) for each grade/course
  - % of teachers observed to be on scope/sequence (pacing) for Mathematics (basic skills)
  - % of students performing at or above standard on Math--as determined by summative assessment
- Implement a Mathematics model that allows students to interpret data presented in a variety of ways Research basis:
  - % of students performing at or above standard in math--as measured by formative assessment
- Address preconceptions of mathematical concepts and activate prior knowledge [PP ID: 49] Research basis:
  - % of students performing at or above standard in math--as measured by formative assessment
- Determine and implement a staff development program for the mathematics model [PP ID: 48] Research basis:
  - % of teachers who receive specific staff development in the mathematics model
- Parent Resource Centers are available to provide availability for parents. Resource Centers provide manipulatives, calculators, books, computer check-out, etc). Guest speakers, professionals are available. Research basis:
  - Average daily attendance at the Parent Resource Center. [Measure ID: 486 ]

**Step 6:** Add the selected measures to an existing scorecard or a new one.

The following is the list of selected Measures grouped by Proven Practices. Add more description to the Measures if needed.

To add the selected KPIs, select a scorecard from the available list.

Sample Scorecard

To create a new scorecard, enter a name for the scorecard below

New scorecard name:

or