



Using Score Cards to Track Progress

Description of Best Practice:

The value of strategy mapping is to integrate conceptual strategies for the year with specifically identified outcomes. The use of score cards provides a collection point for results and outcomes of performance measures. The OPCS Operations Division Strategy Map to Score Card system uses the Deming PDSA Cycle:

Plan – Planning is integral to the Environmental Scanning process where competitive and comparative data are researched and collected. Strategy Maps define long-term objectives and outcomes as well as the impact strategies that will be used to reach them.

Do – Strategy mapping blends planning with project management to define stakeholders and specific steps that will be taken by stakeholders to implement plans.

Study (Check) – Score Cards are used to track and study progress toward planned targets and outcomes.

Act – If outcomes are not being realized then modification or a change in direction may be necessary. Successful outcomes lead to modified standard operating procedures and training of all staff that impact the outcome.

The continuous improvement cycle is perpetuated by review of key operational measures to ensure processes are implemented and that improved progress continues.

Establishing a score card system begins with a **Strategy Map** that contains clear objectives and outcomes. **Score cards** are then created and cascaded within each function, aligning strategies to key performance indicators. Use competitive and comparative benchmarks to set attainable and measurable targets at each score card level. Analyze data on a regular basis to determine progress levels and discuss progress and results with stakeholders to ensure a positive impact for all.

A score card will include this basic data:

- Objective
 - Benchmark (Comparative/Competitive)
 - Baseline (Trend)
 - Measures
 - Targets
 - Year to Date (Progress Level)
 - Periodic Outcomes or Outputs (Results)
- Strategies to Achieve the Objective
 - Benchmark (Comparative/Competitive or Trend)
 - Baseline (Trend)
 - Measures
 - Targets
 - Year to Date (Progress Level)
 - Periodic Outcomes or Outputs (Results)
- Important Operational Measures
 - Benchmark (Comparative/Competitive or Trend)
 - Baseline (Trend)
 - Measures
 - Targets
 - Year to Date (Progress Level)
 - Periodic Outcomes or Outputs (Results)

(See Figure 1)

Results:

In fiscal year 2010-11, the Food and Nutrition Services (FNS) department determined that the number of applications approved for free and reduced meals was not equitable with poverty levels in the school district. An environmental scan provided information supporting adequate meals improve student performance as well as benchmark data correlating participation in meals to eligibility for free and reduced cost of meals. FNS created strategies around how they collect applications to ease the process as well as the stigma for students receiving benefits. By partnering with the State of Florida, Orange County agencies, and school administration, Total Meal Participation rose to 27.6 million student meals from 22 million between fiscal years 2011-2013 (Figure 2) and eligibility for free and reduced lunch rose by 15% (Figure 3).

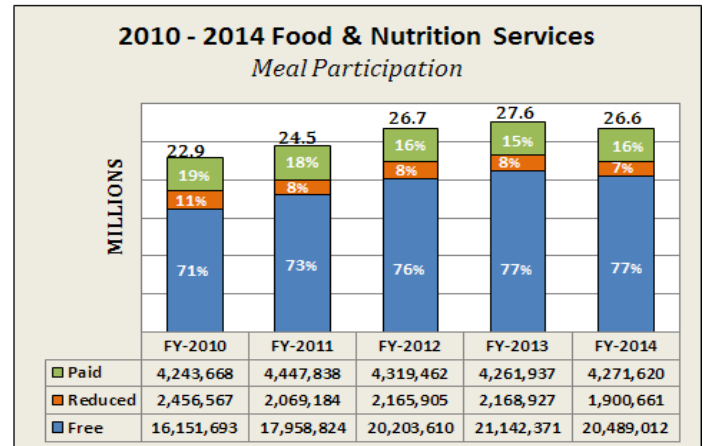


Figure 2 – Meal Participation - 46% Benchmark with Florida Kids Count.

Fluctuation is expected as it is impacted by changes in Total Enrollment as well as with saturation of students continuing on application across the years. It is important to analyze the data and fully understand meal participation impacts to ensure efforts are utilized in the appropriate areas (Figure 3).

Eligibility	Directly Certified (DC)	Free (F)	Reduced (R)	Sub-Total (DC+F+R)	Percent Increase	Paid Denied (PD)	Total Applications (F+R+PD)	Paid - Not Applied (PN)	Total Enrollment (DC+F+R+PD+PN)	%Free & Reduced (SubT/Total)
FY-10	36,022	45,856	15,643	97,521	n/a	n/a	n/a	n/a	n/a	n/a
FY-11	41,177	46,005	12,219	99,401	1.9%	42,933	101,157	24,873	167,207	59%
FY-12	41,898	55,825	12,691	110,414	11.1%	36,788	105,304	25,961	173,163	64%
FY-13	44,000	55,596	12,799	112,395	1.8%	5,188	73,583	54,156	171,739	65%
FY-14	85,069	20,827	9,523	115,419	2.7%	4,785	35,135	55,115	175,319	66%

Figure 3— Key department data that is collected to promote eligibility and increase meal participation.

Benchmarking is an important and difficult task in public school. According to a 2012 study published by **Florida Kids Count**, poverty for school aged children is about 25%, and children living in households with a high housing cost burden are about 46%. Our goal is to supply nutritious and good tasting meals to as many children as possible, and we use Census and Florida Kids Count data to benchmark percentages of school aged children in need (Figures 4 and 5).

Location	2010	2011	2012
Florida	929,620	985,615	1,011,096
Orange	60,882	69,633	74,437
Osceola	16,870	17,248	20,592
Volusia	24,247	24,478	28,835

Figure 4 – Comparative data from Florida Kids Count Census

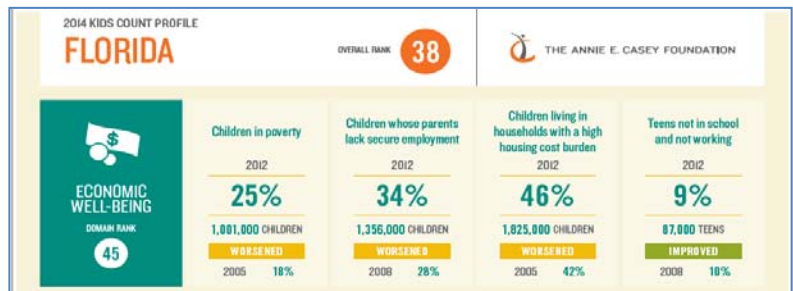


Figure 5 – Florida Kids Count 2012 (<http://floridakidscount.fmhi.usf.edu/>)

Application:

Use a common application, like Microsoft Excel, to create a generic score and create *Metric Definitions* that describe how each measure is calculated, how often it is calculated, and where the data originates. Include a “Year to Date” progress calculation definition to ensure data points are accumulated properly. Metric Definitions should be updated as change occurs to ensure trend data and its comparison, over time, is measured the same. Performance measures are only as good as the outcomes they quantify combined with how often they are analyzed. Department executives work closely with department managers to review collected analysis and project progress. In turn, department managers work closely with staff to review project progress, key influencers and their impact on key performance indicators, and validation of measurement analysis (Figure 1).