



Tool: Learner-Centered Collaborative Scorecard Guide

Our Scorecard Guide introduces a powerful tool for measuring and communicating educational progress beyond traditional metrics, aligned with whole-learner outcomes in a learner-centered paradigm. This guide provides a comprehensive framework for designing, implementing, and leveraging Scorecards to drive continuous improvement, engage stakeholders, and tell your school or district's unique story of success.

How to Use This Tool

1. Read through the guide sequentially to understand the concept and process.
2. Use the table of contents to navigate to specific sections as needed.
3. Follow the 4-step process outlined in Section 4 to create your own Scorecard.
4. Refer to the implementation and communication sections to effectively use your Scorecard.
5. Revisit the guide annually to refine and update your Scorecard.

Key Features

- Comprehensive 4-step process for Scorecard design
- Explanation of different data tiers and success metrics
- Guidance on implementation and regular review
- Strategies for effective communication with various stakeholders
- Real-world examples

Why Use This Tool?

- Broaden your definition of educational success beyond standardized test scores
- Align your metrics with whole-learner outcomes and real-world skills
- Engage your community in defining and measuring success
- Drive continuous improvement through data-informed decision making
- Effectively communicate progress and innovations to all stakeholders
- Create a coherent, learner-centered narrative for your school or district

Related Resources

- Learn More: [Learner-Centered Collaborative Schools & Districts](#)
- "[Helping Schools and Districts Expand Their Definition of Student Success](#)" by Devin Vodicka and Katie Martin
- Blog: [Scorecards: How Might We Measure What Matters In Schools?](#) By Devin Vodicka



What is a Scorecard and Why?

A Scorecard is a succinct, one-page representation that tracks your school or district progress in the areas identified to be most important. In a learner-centered paradigm, the definition of success broadens beyond a narrow standards-based focus on traditional test scores. At Learner-Centered Collaborative we envision education ecosystems where all learners know who they are, thrive in community and actively engage in the world as their best selves. This is not measurable in a standardized test or a traditional accountability metric.

[Scorecards](#), inspired by sports and manufacturing dashboards, are a way to locally define success with concrete success metrics that describe what a school will be accountable for in their community. They invite systems to truly *measure* what they *value*.

"These locally defined accountability models expand the definition of success to emphasize real-world skills like problem solving, collaboration and communication, as well as whole-child outcomes like physical, mental, and emotional well-being, while maintaining an emphasis on growth in math, reading and other academic subjects. School systems then track student progress through competency-based assessment methods like performance tasks and portfolios, not just standardized tests."

- *Devin Vodicka and Katie Martin in the article [Helping Schools and Districts Expand Their Definition of Student Success](#)*

Building a learner-centered ecosystem means realigning around whole learner outcomes. To tell a school or district's story and share the impact of a learner-centered journey on learners, data and metrics need to be aligned to this new vision. Using traditional data and metrics—a single standardized test score for example—won't tell the whole story and effectively demonstrate all the strengths and opportunities within a learner-centered system. A Scorecard allows for a variety of metrics and evidence that have multiple dimensions to be tracked and shared, all in service of a school or district's learner-centered vision.

Additionally, engaging in the process of creating a Scorecard helps the whole community focus on what matters most by involving broad community input and context.



Designing a Scorecard

There are four steps to designing a Scorecard within your system that each involve answering a key question:

1. **Measure what matters** - What key outcomes define “success” in your learner centered ecosystem? What is the goal of each of those desired outcomes?
2. **Align success metrics** - How will we know we’re making progress toward our outcomes this year?
3. **Identify data sources** - What data do we already have and how might we gather additional data to reflect on our success metrics?
4. **Plan for data collection, analysis, and communication** - When and how will we use the Scorecard throughout the year?

This example Scorecard includes 4 desired outcomes and goals, with a variety of success metrics. At quarterly intervals, a guiding coalition made up of educators, leaders and ideally learners and community members, returns to the dashboard to review metrics, analyze the status of each goal and determine next steps as a system.

District Annual Scorecard

This Scorecard is designed to expand the metrics of success and support the Framework for the Future including our mission, vision, values, Portrait of a Learner, and Blueprint

Outcome	Goal	Success Metric	Tier of Data	Data Source	Collected?	CURRENT STATUS
WHOLE LEARNER OUTCOMES	Students reflect on their growth towards the learner profile competencies and outcomes	90% of students build portfolios with evidence and reflection for all learner profile outcomes	Observation	online portfolio platform	Jan & May	Green
ACADEMIC OUTCOMES	Students demonstrate growth on academic standards	Increase 5% for all student groups that meet or exceed standards in ELA, Math and Science Growth on SBAC.	Impact	SBAC/CAST test results	Spring	Red
CULTURE & CLIMATE	Ensure all learners, educators and families feel a sense of belonging	Establish a baseline of number of faculty who report feeling a sense of belonging & or shared sense of purpose	Feedback	Faculty Enabling Conditions + Culture Survey	Fall and Spring	Green
		100% of students report that they have an adult that cares about them and that teachers take the time to get to know them	Feedback	Student Learning Experience Survey Panorama/Youth Truth	Fall and Spring	Yellow
		Establish a baseline of families who identify as being engaged with the school district.	Feedback	Family Survey	Fall and Spring	Green
TEACHING AND LEARNING	Teachers implement the district's learner-centered learning model	60% of teachers or more participate in professional learning around learner-centered practices	Activity	Attendance at Innovation Cohort Sessions & Course Data	Winter and Spring	Green
		Students, on average, report regularly experiencing authentic, personalized, competency-based, equitable and inclusive learning experiences	Feedback	Student Learning Experience Survey	Fall and Spring	Yellow
		Teachers demonstrate growth in self-reflection on the learning model educator competencies	Impact	Faculty Learning Experience Self-Reflection	May	Yellow



How to Use a Scorecard

The Scorecard is a powerful tool that can address a variety of needs within an individual team, a system, and the broader community. Learner-centered Scorecards create an opportunity to better understand and communicate what the system's goals are, defining what matters most. With clear goals you can see progress over time through shared indicators of success that are aligned to your desired outcomes. Scorecards can also help identify metrics and track progress of innovation to determine and share the efficacy of the new practices. Finally, a Scorecard can serve as a management tool that makes the tracking and communication of progress visible to stakeholders so they are informed and moving in the same direction.



In practice, the Scorecard is far more than a mere aggregator of data; it serves multiple strategic functions:

1. **Storytelling:** By correlating activities directly to the school's vision and mission, the Scorecard narrates the commitment to those foundational principles.
2. **Continuous Improvement:** It frames the journey in actionable cycles, using data to not only inform but actively steer the school's strategic planning.
3. **Innovation:** As schools introduce new practices, the Scorecard highlights these pioneering steps, showcasing the evolution from activities to measurable impact.
4. **Management and Communication:** For leaders, it becomes an instrument of transparency and dialogue, enabling the sharing of progress with community stakeholders and guiding informed decision-making.



Designing A Scorecard

Step 1: Measure What Matters

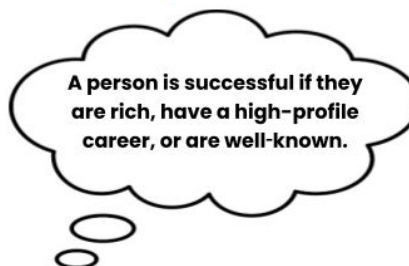
Define success

According to the [Success Index](#), a landmark study by Populace and Gallup, most Americans believe in a broader view of success focused on personal fulfillment, yet they perceive others to view success as status. This means the majority of people believe that **success is about finding meaning, purpose, and fulfillment in life, not simply achieving high test scores and receiving access to elite institutions**. However, our policies don't often mirror this view. Instead of making these aspirations of fulfillment the driver of what we do in education, the legacy of No Child Left Behind and similar policies and practices still permeate our curriculum, leadership, and view of success in many schools.

What does "success" mean to you?



97% of people define
their own success as



92% say other people
define success as

Source: Todd Rose, Collective Illusions

To measure what matters, many systems are revisiting or creating a [Framework for the Future](#) that identifies the vision, mission, values, Portrait of a Learner, learning model and strategic plan of the school or district in moving towards a learner-centered future. This helps to create coherence in a system about what success looks like, along with a plan to get there. If you don't have a clear framework yet, a Scorecard is an opportunity to start this conversation as a community. The prompt could be as simple as asking, "What does success mean to you? What do you want for your children, your learners, yourself?"

Consider:

- Make space for individuals to reflect for themselves and have conversation in small groups.
- Ensure to hear from a variety of community members both within the system and in the local community about what matters to them. Don't forget to listen to learners!
- Collect and honor everyone's contributions, through post-its or a survey/form to use as a guide through future steps.



Designing A Scorecard

Step 1: Measure What Matters

What is the outcome and goal that we are working towards?

After generating ideas about what matters to you as a community, revisit your guiding documents—including mission, vision, values, Portrait of a Learner, learning model, strategic plan, etc—to identify commonalities and elevate themes. Work to get clear on 3-5 high-level outcomes that are the most important and worthy or showcasing progress toward them.

Common Desired Outcome Themes:

- Academic Growth and Performance
- Whole Learner Outcomes Growth and Performance
- Engaged & Empowered Learners
- Wellbeing/Positive Culture and Climate
- Teaching and Learning Practices (Professional Learning)
- Partnerships with the Community

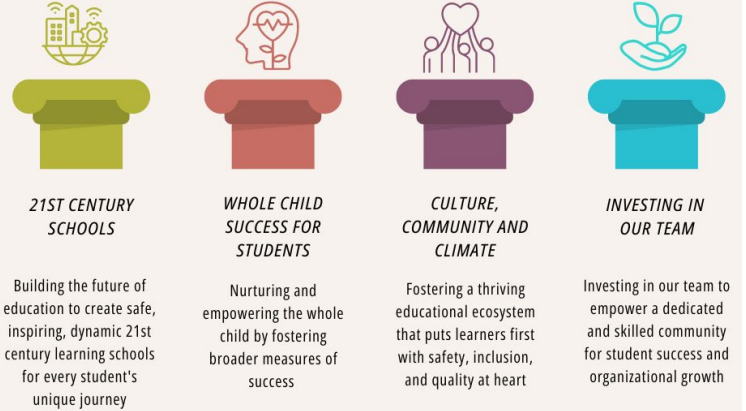
Each desired outcome should have a description that defines the goal for this year towards that outcome. Here is an example below:

Outcome	Goal
WHOLE LEARNER OUTCOMES	Students reflect on their growth towards the learner profile competencies and outcomes
ACADEMIC OUTCOMES	Students demonstrate growth on academic standards
CULTURE & CLIMATE	Ensure all learners, educators and families feel a sense of belonging
TEACHING AND LEARNING	Teachers implement the district's learner-centered learning model



Designing A Scorecard Step 1: Measure What Matters

Here are a variety of examples of desired outcomes:



Consider:

- Outcomes should be high-level and worth working towards over time.
- Keep it to no more than 5 outcomes. Too many will limit your team's ability to focus.
- Define the goal for each outcome so you know what you're aiming for this year related to that larger outcome.



Designing A Scorecard

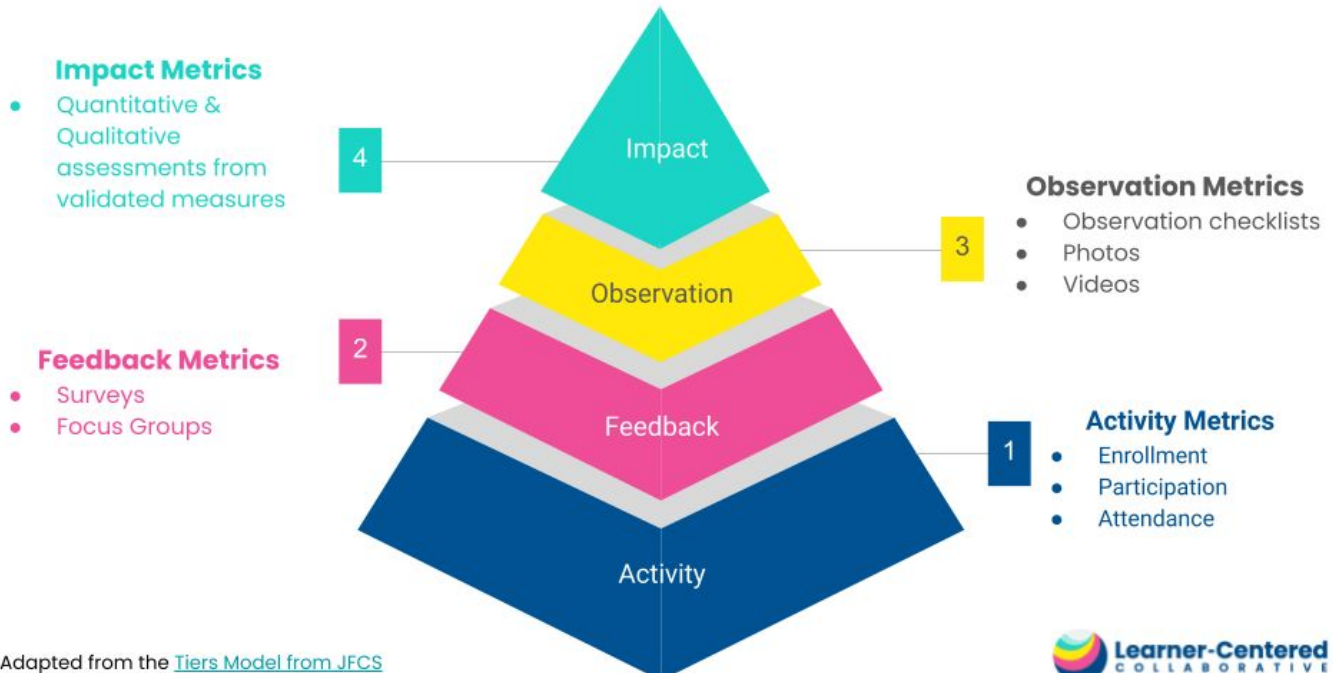
Step 2: Align Success Metrics

To achieve our desired outcomes, we have to start from where we are and manage the change by shrinking the change. Focusing on just this next year, what would success look like for each of those outcomes and goals? How will you know you are making progress toward that outcome?

There will likely be a variety of ways you can be successful. The key is not to include all of them but to focus on what is crucial to where you are in your learner-centered evolution. You might have 3-5 outcomes, each with 1-2 success metrics, making sure they are achievable within the year, observable, and measurable.

When you are beginning to track new metrics, you may not have a clear sense of where you are starting from, so the first year you are simply collecting data to better understand your baseline and make decisions about what your goals could be in the subsequent years. For example, you may have just begun a job shadowing program. Before you can measure the impact of that program, you need to better understand the baseline metrics for who is participating in that program, so your success metric may be simply determining the number of students participating in job shadowing. This is considered an activity metric and is at the bottom tier of data in the Tiers of Data Framework shown below, adapted from [JFCS](#).

Tiers of Data



Adapted from the [Tiers Model from JFCS](#)





Designing A Scorecard

Step 2: Align Success Metrics

Be sure to consider different levels of data you might collect. We all want to show proof of impact. This is the goal, of course. However, in using the Scorecard as a tool for growth and development, it is okay to begin by collecting activity, feedback, and observation metric data to ensure that new elements are actually being implemented universally before tracking their impact. For example, in the first year of implementing something new—like digital portfolios—your metric might be that 100% of learners completed one. In future years you might progress to measure the quality of those portfolios.

Additionally, we have been trained to say 100% is success. Although that might be the eventual goal, if a system is at 20% proficiency of said goal, marking the target as 100% is unlikely and sets everyone up to fail. Setting success metrics that are possible, helps people focus on targets that are manageable and feel efficacious when you actually reach the goal and move incrementally toward your larger desired outcome and goal.

Remember, it's important to narrow your focus to just 1–2 metrics for each outcome. This approach helps maintain clarity and prevents overwhelming your team with too many measurements.

Tips to Consider:

- Be thoughtful about what is desired, achievable, and measurable based on where you are in your learner-centered work.
- Focus one year at a time, even if you're in year 1 of a 5 year strategic plan. The process of creating a Scorecard for each year will allow you to be responsive as the work unfolds.
- Engage a broad team to define success metrics. It will help build shared understanding and ownership while also ensuring multiple perspectives are heard.
- Ensure you are looking at a variety of tiers of data and aligning the metric to the stage of implementation.



Designing A Scorecard

Step 2: Align Success Metrics

Below are example success metrics for each outcome and goal:

Outcome	Goal	Success Metric	Tier of Data
WHOLE LEARNER OUTCOMES	Students reflect on their growth towards the learner profile competencies and outcomes	90% of students build portfolios with evidence and reflection for all learner profile outcomes	Observation
ACADEMIC OUTCOMES	Students demonstrate growth on academic standards	Increase 5% for all student groups that meet or exceed standards in ELA, Math and Science Growth on SBAC.	Impact
CULTURE & CLIMATE	Ensure all learners, educators and families feel a sense of belonging	Establish a baseline of number of faculty who report feeling a sense of belonging & or shared sense of purpose	Feedback
		100% of students report that they have an adult that cares about them and that teachers take the time to get to know them	Feedback
		Establish a baseline of families who identify as being engaged with the school district.	Feedback
TEACHING AND LEARNING	Teachers implement the district's learner-centered learning model	60% of teachers or more participate in professional learning around learner-centered practices	Activity
		Students, on average, report regularly experiencing authentic, personalized, competency-based, equitable and inclusive learning experiences	Feedback
		Teachers demonstrate growth in self-reflection on the learning model educator competencies	Impact



Designing A Scorecard

Step 3: What data sources could we look at to measure success?

One of the biggest questions that comes up when identifying sources is “What counts?” We are so used to focusing on numbers or percentages that don’t tell the full story of what matters in our schools and toward our broader outcomes. Spend time talking about what “counts.” Including a wider variety of data sources – not just a standardized test score – will take some getting used to. Students’ perception of belonging– yes that counts. How many families showed up to a community event– that counts too. Students who improved their reading proficiency over the year even though they didn’t meet the cut score– you bet that counts!

In creating a Scorecard for learner-centered evolution it’s important to think about what data you already have to align with success metrics, as well as what new sources of data do you need to effectively measure success. It’s likely that some of your existing data will be helpful, and, because you are making changes to what learning looks like, you’ll need to develop new ones. As a system you may need to design new surveys or find innovative ways to track something that is already happening in your schools.

Tips to Consider:

- Be thoughtful in the creation of new data sources. You might not need to start from scratch; explore what is already out there.
- If you do need to create a data source, limit how many of those you take on in a year.
- Notice that the success metric and data source are directly connected so return to step 2 throughout step 3 to refine success metrics and data sources together.



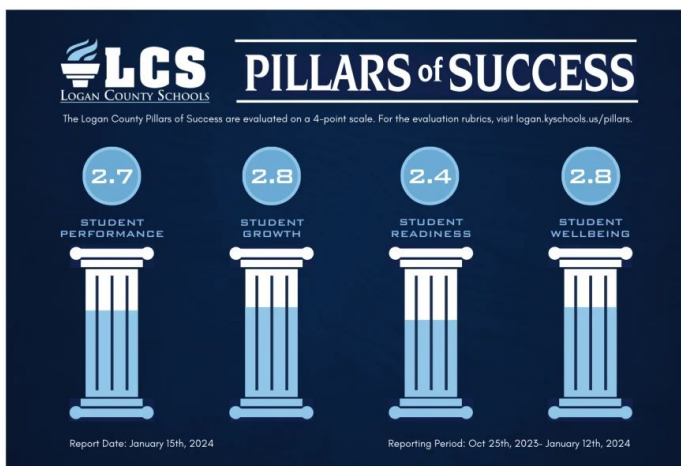
Designing A Scorecard

Step 4: When and how will we use it?

Once you've designed the Scorecard, make a plan for when and how to use it. There are a variety of questions to answer at this stage in the process.

First, determine the audience for the Scorecard. Some systems choose to develop Scorecards that are used internally to mark progress on larger goals that are communicated more publicly. These systems may choose to review the Scorecard with an executive cabinet or board members. They may form a small [guiding coalition](#) of educators and leaders within the system to review the data. Other systems, such as [Logan County](#) in Kentucky, have developed structures and communication tools to publicly share and report on progress towards their Scorecard outcomes.

Second, based on the data sources you've selected, consider when throughout the year you'll convene a team to update the data, review progress and share out, based on your audience. As you are creating the enabling conditions to support learner centered evolution, answering this question is part of building coherence and aligning systems. You might already have structures in place to review data. The Scorecard should become the focus of analysis in those meetings. If those structures do not exist, reflect on where they may best fit in.



On Logan County's [website](#), they share progress towards all 4 Pillars of Success, or Desired Outcomes, in addition to a spreadsheet with more detailed data reports.

Tips to Consider:

- Gather a [guiding coalition](#) of members including educators, leaders, learners and community members to review the Scorecard and give input on next steps
- The more transparent you can be with communication of what you are measuring and how the more buy-in your community will have with change initiatives
- Ensure consistency in communication



An Ongoing Process of Review and Iteration

A Scorecard is meant to be a living document that serves as a guide for a system. Progress towards desired outcomes, or lack of progress, can support decision making around next steps in your learner-centered journey. Annually, the Scorecard should be revisited and accomplished success metrics should be redefined. If one year a baseline metric was determined, the next year can support progress or growth. If one year an activity metric was met, the next year the system can work towards a feedback or even impact metric, if achievable. Continuing to monitor progress towards your larger learner-centered goals supports your system in long-term change management while moving forward with short-term progress.

The table to the right, inspired by David Allen’s [“Horizons of Focus”](#), provides a picture of how often a system should revisit guiding documents, including elements that make up a Framework for the Future, a Blueprint and a Scorecard.

What	Revision Cadence
Vision, Mission, Values Learner Portrait Learning Model	<i>Long-Term</i> 5-10 years
3-5 year Strategic Plan / Blueprint / Big Moves	<i>Medium-Term</i> Annually
Scorecard	<i>Medium-Term</i> Annually
Projects	<i>Short-Term</i> Quarterly
Tasks	<i>Short-Term</i> Daily

Scorecards are a powerful messaging and communication resource. In addition to the revision cadence suggested above, we recommend that leaders consider the various audiences who should be updated with regular progress updates on the Scorecard.

Consider, for example:

- **Governing Board:** We recommend regular Scorecard updates to the Board, preferably on a monthly cadence. We also recommend using the Scorecard to drive the Governance Calendar to ensure that there are periodic reports aligned to the Scorecard outcomes.
- **Executive Leadership:** We recommend that the Executive Leadership team review the Scorecard on a weekly basis.
- **Leadership:** We recommend that the broader leadership team review the Scorecard at least monthly.
- **Staff & Families:** We recommend that staff receive Scorecard updates on a quarterly basis.
- **Community:** We recommend an annual update to the community with a recap of progress on the Scorecard.



Conclusion

Scorecards are a powerful tool to redefine and measure success in education. As demonstrated throughout this guide, the process involves 4 key steps:



Key Steps Recap

1. **Measure What Matters:** Identify 3-5 key outcomes that define success in your learner-centered ecosystem and set specific goals for each.
2. **Align Success Metrics:** Determine how you'll know you're making progress toward your outcomes this year by selecting 2-4 measurable metrics for each.
3. **Identify Data Sources:** Assess what data you already have and what additional data you need to gather to reflect on your success metrics.
4. **Plan for Implementation:** Decide when and how you'll use the Scorecard throughout the year, including data collection, analysis, and communication.

These steps form a cycle of continuous iteration and improvement, aligning your practices with your vision for learner-centered education. Scorecards are not just a measurement tool, but a catalyst for evolution. They encourage ongoing dialogue about what matters most in education, foster a shared vision, and provide a framework for data-informed decisions.

As you continue on this journey, use your Scorecard to tell your unique story of success, celebrate progress, and identify areas for growth. Remember, you're not just changing how you measure success – you're reimagining what success looks like for every learner in your community.

What might measuring school or system success look like in your context? Schedule a free consultation with our team [here](https://learnercentered.org/connect/).
<https://learnercentered.org/connect/>