

2009-2010 BALANCED SCORECARD

Posted February 25, 2011

MISSION
Fort Wayne Community Schools educates all students to high standards enabling them to become productive, responsible citizens.



VISION
Fort Wayne Community Schools will be the school system of choice and a source of community pride.

GOALS
1. Achieve and Maintain Academic Excellence
2. Engage Parents and Community
3. Operate effectively with Integrity and Fiscal Responsibility

BALANCED SCORECARD PERSPECTIVES
Academic Achievement
Customer
Financial
Internal Business Process
Learning and Growth

Meets expectations (met 2009 Target)
 Steady or Improving but needs continued focus (did not meet 2009 Target but improved over 2008)
 Not meeting expectations (did not meet 2009 Target/did not improve over 2008)

BSC Perspective	Key Component/Strategic Objectives	Measures	Actual 2007-08	Actual 2008-09	Target 2009-10	Actual 2009-10		
Goal 1: Achieve and Maintain Academic Excellence								
<u>Academic Achievement</u>	1.0	A. Rigorous and Relevant Educational Program	A,B,E % of Students identified as High Ability (grades 3-12) N=22,680; 2008 N=23,075; 2009 N=22,621	Total: 7.4%	7.08%	7.50%	7%	
			A,E % of Students placed in Honors Course N=Students with 3.3 GPA or better		New Measure	Middle:	Middle: 34.3% High: 79.8%	
		B. Measurable and Continuous Improvement	A,E % of 7th graders taking High School Courses N=three schools; 2009 N=four schools	5.8%***	9.1%	9.5%	6.4%	
			A,E % of 8th graders taking High School Courses N=eleven schools; 2009 N=eleven schools	24.3%***	31.9%	34.0%	34.1%	
		C. Effective Instruction	A,E % of Students taking Advanced Courses (All AP, IB, SBP, WCC classes) in grades 9-12		New Measure	High: TBD	43.9%	
			A,B,E # of Seniors having earned Advanced Placement, International Baccalaureate, and Dual Credit	713***	730	756	695	
		D. Safe and Supportive Schools	A,B,E % of Advanced Placement Exams passed with a score of 3, 4, or 5	06/07: 45% 07/08: 47.8%	44%	48%	28.0%	
			A,B,E # of Advanced Placement (AP) courses offered # of School Based Programs (SBP) for dual credit offered	AP- 23	AP- 27 SBP-New Measure	AP-23 SBP- TBD	AP- 20 SBP- 17	
		E. Equity	B,A,E % of Students earning Academic Honors, Technical Honors, International Baccalaureate and Core 40 Diplomas	06/07: 70.77% 07/08: 72.10%	74.17%	74%	76.7%	
			A,B,E # of International Baccalaureate Certificates earned	16	35	39	8	
	A,B,E # of International Baccalaureate Diplomas earned	6	5	16	8			

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Academic Achievement	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	A,B,E	% of Students taking the Scholastic Achievement Test (SAT)	06/07: 58% 07/08: 54%	55%	60%	53%	
		A,B,E	Average Scholastic Achievement Test (SAT) score	06/07: 975 07/08: 964	965	980	934	
		A,B,E	% of 10th Graders taking the Pre Scholastic Achievement Test (PSAT)		New Measure	High: TBD	56.8%	
		B,A	% of Students in K-3 performing at or above grade level in Reading K=2,394 students; grades 1-3=7,277 students 2008 K=2,396; grades 1-3=7,643 2009 K=2,369; grades 1-3=7,215	K: 80% Gr. 1-3: 58%	K: 87% Gr. 1-3: 61%	K: 88% Gr. 1-3: 65%	K: 90% Gr. 1-3: 67%	
		B,A	% of Students in grades 4, 5 performing at or above grade level in Reading N=4,380 students; 2008 N=4,677; 2009 N=4,934	4th: 71% 5th: 66%	4th: 65% 5th: 69%	4th: 68% 5th: 72%	4th: 68% 5th: 75%	
		B,A	% of Students in grades 6, 7, 8 performing at or above grade level in Reading N=6,690 students; 2008 N=6,961; 2009 N=6,324	Middle: 64%	64%	71%	67%	
		B,A	% of Students in grades 9, 10, 11, 12 performing at or above grade level in Reading 2008 N=6,258; 2009 N=8,456	High: Inconclusive	67%	70%	65%	
		B	% of Students passing Core 40 End-of-Course assessment in English 10		New Measure	High: TBD	53.7%	
		B	% of Students passing Core 40 End-of-Course assessment in English 11 (not offered in 2009/10)		49%	59%	n/a	
		B	% of Students passing Core 40 End-of-Course assessment in Algebra I		18%	30%	Middle: 70.44% High: 40.97%	

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Goal 1: Achieve and Maintain Academic Excellence							
<u>Academic Achievement</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	B Reduce gap between State and FWCS student performance on spring ISTEP Eng/LangArts		Elem: 9% Middle: 15%	Elem: 7% Middle: 13%	Elem: 6% Middle: 12%	
		B Reduce gap between State and FWCS student performance on spring ISTEP Math		Elem: 10% Middle: 12%	Elem: 8% Middle: 10%	Elem: 8% Middle: 11%	
		B % of Students passing spring ISTEP Eng/LangArts in grades 3,4,5 2008 N=6,878 students; 2009 N=7,107		63%	67%	70%	
		B % of Students passing spring ISTEP Eng/LangArts in grades 6,7,8 2008 N=6,809 students; 2009 N=6,614		52%	57%	60%	
		B % of Students passing spring ISTEP Math in grades 3,4,5 2008 N=6,878 students; 2009 N=7,107	Refer to www.fwcs.k12.in.us to view 2008/09 "District Balanced Scorecard". New state ISTEP exam and testing cycle was implemented in spring 2009.	63%	67%	69%	
		B % of Students passing spring ISTEP Math in grades 6,7,8 2008 N=6,809 students; 2009 N=6,614		57%	61%	64%	
		B % of Students passing spring ISTEP Science in grades 4 & 6 2008 Elem N=2,338 Middle N=2,198; 2009 Elem N=2,316 Middle N=2,158		Elem: 62% Middle: 36%	Elem: 66% Middle: 42%	Elem: 65% Middle: 43%	
		B % of Students earning a Pass+ level on spring ISTEP in Eng/LangArts 2008 Elem N=6,878 Middle N=6,809; 2009 Elem N=7,107 Middle N=6,614		Elem: 9% Middle: 7%	Elem: 10% Middle: 8%	Elem: 12% Middle: 10%	
		B % of Students earning a Pass+ level on spring ISTEP in Math 2008 Elem N=6,878 Middle N=6,809; 2009 Elem N=7,107 Middle N=6,614		Elem: 16% Middle: 9%	Elem: 17% Middle: 10%	Elem: 22% Middle: 13%	

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Goal 1: Achieve and Maintain Academic Excellence								
<u>Academic Achievement</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	B	Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Af-Am. & White students grade 3-8 2008 Elem N=5,224 Middle N=5,448; 2009 Elem N=5,358 Middle N=5,127	Refer to www.fwcs.k12.in.us to view 2008/09 "District Balanced Scorecard". New state ISTEP exam and testing cycle was implemented in spring 2009.	Elem: 27%	Elem: 24%	Elem: 23%	↑
					Middle: 38%	Middle: 35%	Middle: 26%	↑
		B	Net difference in the % at or above proficiency on spring ISTEP Math between Af-Am. & White students grades 3-8 2008 Elem N=5,224 Middle N=5,448; 2009 Elem N=5,358 Middle N=5,127		Elem: 27%	Elem: 24%	Elem: 26%	→
					Middle: 29%	Middle: 26%	Middle: 28%	→
		B	Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Hispanic & White students grades 3-8 2008 Elem N=4,417 Middle N=4,396; 2009 Elem N=4,557 Middle N=4,106	Elem: 15%	Elem: 13%	Elem: 11%	↑	
				Middle: 29%	Middle: 26%	Middle: 14%	↑	
		B	Net difference in the % at or above proficiency on spring ISTEP Math between Hispanic & White students grades 3-8 2008 Elem N=4,417 Middle N=4,396; 2009 Elem N=4,557 Middle N=4,106	Elem: 13%	Elem: 12%	Elem: 10%	↑	
				Middle: 17%	Middle: 15%	Middle: 15%	↑	

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Goal 1: Achieve and Maintain Academic Excellence								
<u>Academic Achievement</u> <u>Learning and Growth</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	B	Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Free-Reduced & Full-Pay students grades 3-8 2008 Elem N=6,766 Middle N=6,791; 2009 Elem N=7,081 Middle N=6,600	Refer to www.fwcs.k12.in.us to view 2008/09 "District Balanced Scorecard". New state ISTEP exam and testing cycle was implemented in spring 2009.	Elem: 25%	Elem: 22%	Elem: 21%	↑
					Middle: 28%	Middle: 25%	Middle: 24%	↑
		B	Net difference in the % at or above proficiency on spring ISTEP Math between Free-Reduced & Full-Pay students grades 3-8 2008 Elem N=6,766 Middle N=6,791; 2009 Elem N=7,081 Middle N=6,600		Elem: 15%	Elem: 14%	Elem: 21%	↓
					Middle: 26%	Middle: 23%	Middle: 23%	↑
		B	Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Special Education and non Special Education students grades 3-8 2008 Elem N=6,878 Middle N=6,809; 2009 Elem N=7,107 Middle N=6,614	Elem: 40%	Elem: 36%	Elem: 40%	→	
				Middle: 48%	Middle: 43%	Middle: 51%	↓	
		B	Net difference in the % at or above proficiency on spring ISTEP Math between Special Education and non Special Education students grades 3-8 2008 Elem N=6,878 Middle N=6,809; 2009 Elem N=7,107 Middle N=6,614	Elem: 24%	Elem: 22%	Elem: 27%	↓	
				Middle: 38%	Middle: 34%	Middle: 41%	↓	

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<u>Academic Achievement</u> <u>Learning and Growth</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	B	Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between English Language Learners and Native Speakers grades 3-8 2008 Elem N=6,878 Middle N=6,809 2009 Elem N=7,107 Middle N=6,614	Refer to www.fwcs.k12.in.us to view 2008/09 "District Balanced Scorecard". New state ISTEP exam and testing cycle was implemented in spring 2009.	Elem: 28%	Elem: 25%	Elem: 24%	↑
			Middle: 42%		Middle: 38%	Middle: 40%	→	
		B	Net difference in the % at or above proficiency on spring ISTEP Math between English Language Learners and Native Speakers grades 3-8 2008 Elem N=6,878 Middle N=6,809 2009 Elem N=7,107 Middle N=6,614	06/07: 71% 07/08: 71.9%	Elem: 23%	Elem: 21%	Elem : 16%	↑
			Middle: 36%		Middle: 32%	Middle: 35%	→	
		B	% of Limited English Proficient (LEP) Students whose performance increased 12 or more scale score points on the LAS Links test N=1,149; 2008 N=1,412; 2009 N=1,482	68.20%	72%	78%	↑	
		B	Graduation Rate	83.2%	79%	85.4%	↑	
		B	# of Schools that met Federal Adequate Yearly Progress (AYP) N=53 all FWCS schools	10	4	10	22	↑
		B	# of Schools improving in one or more cells toward passing Adequate Yearly Progress (AYP)		New Measure	TBD	32	↑
B	# of Schools meeting Exemplary and Commendable progress as defined by Public Law (PL) 221 N=53	21	3	10	10	↑		

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<u>Academic Achievement</u> <u>Learning and Growth</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity	B % of Invited Students attending Summer School 2008 N=3,013 2009 N=2,743	40%	36%	40%	n/a
		B % of Students who attend Summer School and show academic progress		New Measure	TBD	n/a
		B, C % of Teacher Evaluations on time	89.7%	99.8%	100.0%	95.7%
		C % of Teachers that attended one or more in-services thru Professional Development PDeCampus	63%	70%	75%	60.9%
		D Annual Student Attendance Rate	95.3%	95.5%	95.7%	95.5%
		D % of Students with no SMART/Discipline entries	All: 68% Elem: 79% Middle: 57% High: 57%	All: 69% Elem: 80% Middle: 58% High: 57%	All: 71% Elem: 83% Middle: 61% High: 60%	All: 68% Elem: 77% Middle: 54% High: 60%



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Goal 2: Engage Parents and Community									
<u>Customer</u>	2.0	A. Parent and Community Engagement	A	# of Schools with an Active Parent-Teacher Association (PTA) N=53 schools	51	48	51	48	
			B. Public Confidence	A	% of Invited Key Communicators who attended N=274; 2008 N=276; 2009 N=n/a due to program change	41%	41%	50%	n/a
		C. Effective Communication	A	% of Students whose parents/guardians participate in at least one Parent/Teacher Conference	Elem: 95.2% Middle: 35%	Elem: 80% Middle: 41%	Elem: 85% Middle: 43%	Elem: 92% Middle: 34%	
			A	# of District-Approved Volunteers and Mentors participating in our schools through Community Programs	929	1,242	1,350	2,891	
			A	# of People attending FWCS Choice Fair	1,000	1,500	1,650	1,502	
			A	# of Schools with Business, Civic and Community Partners	48	53	53	53	
			B	% of District Students withdrawing to attend Charter Schools	0.01%	1.66%	0.50%	0.005%	
			B	% of Returning Students to the district from Charter Schools	19%	22.4%	22%	0.004%	
			C	% of Secondary Teachers using Edline per district guidelines Edline=online communication tool for school to parent	New Monitoring System	80%	85%	65%	
			C	Average # of Hits/Visits to our Website per day	2,500	4,400	4,800	5,059	

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Goal 3: Operate effectively with Integrity and Fiscal Responsibility						
<u>Internal Business</u> <u>Financial</u>	3.0 A. Governance B. Financial C. Management and Administrative Systems D. Facilities	A # of District Policies that have been reviewed and updated by the Board of School Trustees		2	3	1
		B % of Budget allocated to Instruction	06/07: 74.1% 07/08: 73.8%	08/09: 74%	74.1%	70.4%
		C % Complete of Human Resource/ Payroll and Financial systems (IFAS)	HR/Payroll: 5%	HR/Payroll: 30%	HR/Payroll: 50%	n/a
		C % of Administrative Interns placed in district Leadership Roles	100%	75%	100%	100%
		C Teacher Diversity by % 2007/08 N=2,006 teachers; 2008/09 N=1,959; 2009/10 N=1,987	Af-Am: 5.8% Hispanic: 3% White: 91% Other: .2%	Af-Am: 5.9% Hispanic: 1.5% White: 92.2% Other: .4%	Af-Am: 6.3% Hispanic: 3.1% White: 90.3% Other: .4%	Af-Am: 5.6% Hispanic: 1.6% White: 92% Other: .8%
		C % of Teachers hired annually meeting No Child Left Behind (NCLB) Highly Qualified requirements	100%	100%	100%	88%



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Goal 3: Operate effectively with Integrity and Fiscal Responsibility						
<u>Internal Business</u> <u>Financial</u>	3.0 A. Governance B. Financial C. Management and Administrative Systems D. Facilities	D % of School Buildings whose condition score is greater than 75. (Condition score measures the useful life of infrastructure and equipment. A score of 75 is the minimum score considered adequate.)	13%	13%**	13%**	15%** ↑
		D % of our Schools whose enrollment is over 85% capacity of the school facility N=53	6%	6%**	6%**	6%** →
		D % of our Schools whose enrollment is under 65% capacity of the school facility N=53	25%	25%**	25%**	25%** →
		D # of Schools whose facility is suitable for the educational program being offered N=53	12 of 53	12 of 53	12 of 53**	13 of 53** ↑

N = size of data sample
* Impacted by communication plan
** Impacted by facilities and school closing plan
*** Corrected data/target
TBD = To Be Determined

Shaded Light Green = new Measure for 2009-10 BSC