

Christina School District Balanced Scorecard

MISSION

Our mission is to educate each student to succeed through:
 Expectations of Excellence;
 Safe Working and Learning Environments;
 Respect for Diversity; and
 Caring and Knowledgeable Staff Members

VISION

CSD: Cultivating Students of Distinction
 Disciplined People; Disciplined Thought; Disciplined Action

Christina School District is a system of education where research-based teaching and learning cultivate students of distinction at high levels, and where the entire community works together to put children first.

PURPOSE

The purpose of the balanced scorecard is to measure and communicate our progress in meeting the goals of the Strategic Plan.

Guiding Principle # 1

Academic Achievement
 ...Accelerate achievement for all students and minimize the disparities among all groups of students.

Guiding Principle # 2

Community Collaboration
 ...Establish and leverage community partnerships to promote accelerated achievement in welcoming school environments.

Guiding Principle # 3

Safe and Orderly Environment
 ...Create and maintain safe learning environments that promote excellent academic achievement.

Guiding Principle # 1 - Academic Achievement

Strategies

Provide effective academic supports for the full range of students

Project Manager
 Freeman Williams

- o Implement new and improve existing support programs for both reading and mathematics across all grades
 - Content is age appropriate with reading level matching student abilities
 - Provide professional development to ensure knowledge level is adequate for successful implementation
 - Refine school-wide enrichment model to better support academic growth of high achieving students
- o Use assessment data consistently to target students for sustained reading or mathematics instruction
 - Total instruction time increases significantly the further away a student is from proficiency
- o Enhance teacher abilities to provide reading instruction at secondary levels across all content areas
- o Establish teacher collaboration framework to ensure efforts are aligned to meet student needs

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target								
					Target 2007	Actual 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010	
# 1	1.1	Students in grades K and 1st grade will perform on grade level or above in early literacy skills.	A) % of students with an instructional recommendation of "Benchmark" as defined by the DIBELS assessment in May	Kindergarten 1st Grade	65% 63%	67% 65%	68% 67%	70% 68%	74% 65%	75% 70%	79% 67%	80% 75%	82% 65%
# 1	1.2	Students in grades 2-10 will meet or exceed the standards	A) % of students earning a 3, 4 or 5 on DSTP	Reading (2010 NCLB Target = 79) Writing (discontinued in 2010) Mathematics (2010 NCLB Target = 67) Science Social Studies	76% 60% 63% 69% 53%	79% 65% 68% 72% 60%	75% 64% 63% 65% 50%	82% 70% 73% 75% 67%	73% 63% 62% 64% 58%	86% 75% 78% 78% 74%	74% 70% 69% 61% 49%	90% 80% 83% 81% 81%	69% NA 69% 63% 49%
#1	1.3	Increase the percent of students in grades 2-10 who meet or exceed the standard	A) % of students earning a 4 or 5 on the DSTP	Reading Writing (discontinued in 2010) Mathematics Science Social Studies	23% 8% 21% 17% 11%	24% 9% 23% 18% 12%	23% 6% 25% 17% 7%	25% 10% 26% 19% 13%	21% 8% 20% 18% 8%	26% 11% 27% 20% 14%	23% 11% 24% 16% 7%	27% 12% 28% 21% 15%	20% NA 25% 35% 6%
#1	1.4	Decrease the percent of students in grades 3-10 who perform well below the standard	A) % of students earning a PL 1 on the DSTP	Reading Writing Mathematics Science Social Studies	9% 6% 23% 14% 14%	<9% <5% <20% <13% <13%	8% 6% 24% 17% 14%	<8% <5% <17% <12% <12%	11% 3% 34% 14% 16%	<7% <2% <14% <11% <11%	19% 5% 33% 17% 20%	<6% <1% <11% <10% <10%	13% NA 31% 19% 25%
#1	1.5	English Language Learners (ELL students) in grades 2-10 will perform meet or exceed the standard	A) % of students earning a 3, 4 or 5 on the DSTP	Reading Writing Mathematics Science Social Studies	52% 48% 45% 38% 20%	62% 53% 52% 46% 30%	66% 62% 62% 54% 38%	71% 64% 65% 56% 40%	62% 58% 60% 57% 40%	73% 66% 70% 62% 45%	63% 64% 69% 53% 42%	75% 70% 75% 67% 50%	45% NA 48% 63% 43%
#1	1.6	English Language Learners (ELL	A) % of students moving at least one level (>= 3 comp. scale pts.)		70%	82%	92%	93%	92%	94%	90%	95%	93%

		students) in grades K-12 will move to next level as measured on the ACCESS assessment												
# 1	1.7	Students in high school will graduate in 4 years	A)	% of students who graduate from high school in 4 years (uses the NCLB formula for calculating graduation rate)	All students (State Target in 2010 - 84%)	74.0%	76%	73.4%	78%	69.1%	80%	72.9%	84%	TBD (Spring 2011)
#1	1.8	Each school will have highly qualified teachers.	A)	% of classes taught by highly qualified teachers		97%	98%	91%	100%	93%	100%	99%	100%	99%
#1	1.9	Each <u>student</u> will demonstrate <u>meaningful</u> growth in reading and math.	A)	% of <u>students will</u> meeting or exceeding their growth targets (MAP data)	Reading Mathematics *2007 represents baseline data			49% 49%	52% 52%	48% 48%	55% 55%	56% 57%	60% 60%	52% 53%
#1	1.10	Middle and high school students will begin the school year reading at or above a fifth grade reading level.	A)	% of students beginning the school year reading <u>below</u> 5th grade level (Lexile score > 700)				25%	<22%	28% F 2007	<19%	29% F 2008	<16%	33%
#1	1.11	Students will begin 9th grade prepared to do high school level mathematics	A)	% of 9th graders beginning the school year unprepared to do high school mathematics (MAP Math score < 235)				72%	< 67%	70%	< 62%	74%	< 57%	70%

Strategies

Cultivate leaders to create a culture of high performance

Project Manager
Ellie Ludwigsen

- Provide training and support for leaders and staff in leadership skills
 - Implement a succession planning process to identify and grow leaders
- Establish a district accountability system that aligns with the Administrator Performance Reviews
- Establish a system of performance measures which includes:
 - Alignment with the strategic plan, and routine operational issues
 - Periodic Board and Superintendent review
 - Communication with constituents

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target										
					Target 2007	Actual 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010			
# 1	1.11 Disparity between ethnic groups or socio-economic status will be eliminated.	A) Disparity between groups in the percentage of students proficient on the DSTP (computed as the percentage point difference between the two groups)	READING				<18	20.7	<16	20.1	<14	19.4	<10	18.9	
			White/African-American	20.5	<18	20.7	<16	20.1	<14	19.4	<10	18.9			
			White/Hispanic	17.7	<15	14.6	<11	15.4	<10	11.2	<8	11.1			
			Low Income/Not Low Income	16.6	<14	17.9	<10	17.1	<9	17.2	<14	13.1			
			Special Education/Regular Education	31.0	<27	33.9	<25	36.6	<23	33.9	<20	43.1			
			ELL/Not ELL	24.6	<21	9.2	<8	11.1	<7	6.0	<6	25.7			
			WRITING				*Gr. 3-10	<15	*Gr. 3-10	<13	*Gr. 3-10	<11	*Gr. 5,8,10	Discont'd in 2010	
			White/African-American	17.6	<15	15.2	<13	16.7	<11	14.9	NA	NA			
			White/Hispanic	14.7	<12	10.8	<9	8.1	<8	8.0	NA	NA			
			Low Income/Not Low Income	18.5	<16	15.4	<14	18.2	<12	17.5	NA	NA			
			Special Education/Regular Education	38.8	<34	41.5	<30	41.7	<28	44.3	NA	NA			
			ELL/Not ELL	15.4	<13	10.9	<10	9.3	<8	11.7	NA	NA			
			MATH				28.8	<25	27.8	<23	26.7	<21	27.3	<19	24.8
			White/African-American	28.8	<25	27.8	<23	26.7	<21	27.3	<19	24.8			
			White/Hispanic	20.4	<18	18.5	<16	15.9	<14	13.8	<12	13.4			
			Low Income/Not Low Income	19.8	<17	19.8	<15	20.7	<13	20.2	<12	13.9			
			Special Education/Regular Education	32.5	<29	37.2	<27	38.0	<25	39.0	<24	35.4			
			ELL/Not ELL	17.0	<15	1.5	<1	1.0	0	0.0	0	18.2			
			SCIENCE				28.2	<25	28.8	<22	26.8	<20	29.8	<18	25.1
			White/African-American	28.2	<25	28.8	<22	26.8	<20	29.8	<18	25.1			
			White/Hispanic	26.6	<24	19.7	<18	13.7	<16	23.2	<14	14.8			
			Low Income/Not Low Income	24.5	<22	19.2	<17	19.8	<15	21.4	<13	11.2			
			Special Education/Regular Education	36.3	<33	39.8	<30	39.8	<28	35.2	<26	27.9			
			ELL/Not ELL	21.8	<19	12.2	<11	12.2	<10	16.4	<9	2.6			
SOCIAL STUDIES				27.0	<24	27.9	<21	27.7	<19	30.8	<17	30.4			
White/African-American	27.0	<24	27.9	<21	27.7	<19	30.8	<17	30.4						
White/Hispanic	25.7	<23	22.8	<20	22.8	<18	21.8	<16	20.2						
Low Income/Not Low Income	25.3	<23	22.8	<20	20.3	<18	28.4	<16	15.8						
Special Education/Regular Education	39.5	<35	40.6	<32	41.7	<30	33.3	<28	31.2						
ELL/Not ELL	13.0	<11	16.3	<10	14.1	<8	12.8	<7	5.7						
# 1	1.12 Students in middle and high school will increase participation and performance in higher level courses.	A) % of tenth graders in the district who have successfully completed Integrated Algebra/Geometry/Statistics 3	Integrated 3 Completion	3%	10.0%	11%	15.0%	17%	20.0%	15%	25%	33%			
		B) % of high school seniors who have successfully completed one or more Advanced Placement courses	AP Completion	36%	40%	33%	42%	31%	44%	17%	46%	33%			
		C) % of students' AP exams with scores of 3, 4 or 5 (pass)	AP Performance	31%	50%	58%	55%	46%	58%	53%	60%	45%			
# 1	1.13 Number of high school students taking SAT will	A) Number of students taking the SAT Reasoning Test	SAT Participation	666	650	586	675	554	700	530	725	454			
# 1	1.14 The SAT scores will increase.	A) Mean SAT Critical Reading (Verbal) scores	SAT Performance Critical Reading (Verbal)	475	475	475	478	470	480	464	483	484			
		B) Mean SAT Mathematics scores	SAT Performance Math	478	478	476	478	465	480	485	482	457			

		C) Mean SAT Writing scores	SAT Performance Writing	464	464	464	465	456	468	450	471	453
# 1	1.15 Parents, students, and school staff view the principal as an effective school leader.	A) Percentage of staff, students, and parents reporting principal effectiveness.	Principal Engagement (Staff) [Q25-29; Spr2010 Survey]			80.3%	82.5%	82.8%	85.0%	83.9%	87.5%	87.4%
			Principal Involvement (Students) [Q20-23; Spr2010 Survey]			74.6%	75.0%	77.2%	80.0%	84.0%	85.0%	80.8%*
			Principal Access (Parents) [Q15-16; Spr2001 survey]			81.0%	85.0%	89.3%	90.0%	91.3%	95.0%	90.7%
						Baselines						
# 1	1.16 Parents, students, and school staff feel positively about their school climate	A) Mean Standard Satisfaction Score on the Delaware School Climate Survey (Total Part I Standard Score)	Teachers	101.8	102.8	97.2	103.8	98.5	104.8	98.1	105.8	100.3
			Students	100.0	101.0	101.4	102.0	97.2	103.0	98.4	104.0	97.9
			Parents	103.6	104.6	101.7	105.6	98.7	106.6	99.4	107.6	98.6
						Baselines						
#1	1.17 Teachers will increase integration of technology into the instruction as measured by Lo-Ti survey.	A) % of teachers at level 3 or higher				19.0%	20%	17%	22%	18%*	24%	26%
										* Revised version of Lo-Ti Survey		
#1	1.18 Each school will meet AYP	A) No. of schools with a meets the standard' on their School Rating Summary		19	20	19	21	15	22	14	23	13

Strategies

Support the success of students who need special education services

Project Manager
Sally Farr

- Integrate inclusive practices into the overall process for meeting state standards for all students
 - Use student needs to drive student and staff assignments and student supports
- Realign the current special education process to improve services for all students
- Establish system to monitor and adapt implementation based on results

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target							
					Target 2007	Actual 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010
# 1	1.18 Students with disabilities in grades 2-10 will meet or exceed the standard	A. % of students with disabilities earning 3,4, or 5 on DSTP	Reading (2010 NCLB Target = 79)	47%	50%	44%	50%	40%	55%	41%	55%	32%
			Writing (discontinued in 2010)	28%	30%	28%	35%	40%	32%	40%	NA	
			Mathematics (2010 NCLB Target = 67)	35%	40%	31%	40%	40%	31%	40%	32%	
			Science	37%	45%	37%	45%	45%	35%	45%	42%	
			Social Studies	22%	30%	22%	30%	30%	22%	35%	22%	
#1	1.19	A. % of students with IEPs (age 6-21) inside regular class 80% or more of the day		50%	55.0%	53%	60.0%	56%	65.0%	57.0%	70.0%	TBD (May 2011)

Strategies

Develop strong school and family partnerships to support positive school environments

Project Manager
Whitney Williams

- Establish clear district ownership of school and family partnerships
- Adopt model of involvement and implement associated activities focusing first on positive school environments
 - Parenting, communicating, volunteering, learning at home, decision making, collaborating with the community
- Improve communication vehicles to allow timely dialog about student, school, district, and community issues
- Provide Christina staff training in cultural and socioeconomic diversity

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target								
					Target 2007	Actual 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010	
# 2	2.1 Effective two-way communication between the school and the home	A) Average percentage of parents responding positively (agree) on My Perspective Parent Survey <i>Communication</i> scale items [Q9,15,16,18-21,,26,27; Spr2010 Survey]				77.5% Baseline	80.0%		80.5%	85.0%	89.3%	90.0%	87.3%
		B) Number of Parent Link messages sent to parents by district office and schools									1,594 Baseline	2,000	1,500
		C) Number of Home Access Accounts activated									9,160 Baselines	10,000	11,006
		Percent Home Access Utilization (accts. w/ activity)									53.1%	58%	51.5%
# 2	2.2 Increase families' support of learning in the home.	A) Average percentage of parents responding positively (agree) on My Perspective Parent Survey <i>Support for Learning</i> scale items [Q13, 28, 29-31; Spr2010 Survey]							90.3% Baseline	92.0%	92.9%	94.0%	91.0%

Strategies

Project Manager
Sharon Denney

Improve school climate and student/staff relationships

- o Improve communication and implementation of the student code of conduct
- o Develop an intensive support system for students who exhibit severe behavioral issues
- o Provide time and training for staff to understand and develop strong connections with students
 - Continued implementation Positive Behavior Support system
 - Continued focus on adult behaviors to de-escalate issues
- o Improve lesson designs and instructional practices to make instruction more meaningful and interesting

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target 2007	Target							
						Baseline 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010	
# 3	3.1 Amount of instruction students miss.	A) % of students suspended	Suspensions			19.7% Baseline	16.8%	23.5%	14.8%	22.0%	12.8%	18.0%	
		B) % of students suspended for more than 15 days in a school year	>15 days			1.7% Baseline	1.5%	2.0%	1.3%	1.7%	1.1%	1.2%	
		C) % students absent ≥ 10 days	Absences			49.8% Baseline	46.0%	48.8%	42.0%	48.1%	38.0%	43.9%	
# 3	3.2 Perceptions of the quality of school environments will improve.	A) Average total standard score on the Delaware School Climate Survey	Elementary										
			Student			98.5	99.5	97.9	100.5	99.8	101.5	99.5	
			Teacher/Staff			98.5	99.5	98.3	100.5	98.2	101.5	98.9	
			Parents/Guardians			99.1	100.1	98.1	101.1	98.9	102.1	102.6	
			Middle Schools										
			Student			96.6*	NA	97.5	99.5	96.5	101.5	94.8	
			Teacher/Staff			96.6*	NA	95.6	97.6	95.2	99.6	103.1	
			Parents/Guardians			96.8*	NA	98.3	100.3	97.8	102.3	90.0	
			(MS/HS comb.)										
High Schools													
Student			96.6*	NA	95.3	97.3	98.8	96.8	99.3	97.4			
Teacher/Staff			96.6*	NA	96.8	98.8	98.1	100.8	103.1				
Parents/Guardians			96.8*	NA	92.3	94.3	96.8	96.3	86.1				
(MS/HS comb.)													
# 3	3.3 Students are interested and engaged in school.	A) % of educators and students indicating engagement in school (My Perspective Survey - Student Engagement Factor Items)	Elem. Students (Q13, 16-18; Spr2010 Survey)					82.4%	85.0%	86.1%	88.0%	84.8%*	
			Secondary Students (Q3,14,16-18; Spr2010 Survey)					54.3%	57.0%	57.5%	60.0%	57.2%*	
			School Staff (Q34-38, Spr2010 Survey)					75.9%	78.0%	78.9%	80.0%	78.1%	
						Baselines			*Only students in grades 5 (elem), 7 and 9 (secondary) surveyed in 2010.				
#3	3.4 Use of cigarettes, alcohol, and marijuana will decrease.	A) % of students using cigarettes (across lifetime)	Grade 5	10%	<9%	9%	<8%	9%	<7%	4%	<6%	6%	
			Grade 8	32%	<29%	26%	<26%	22%	<23%	15%	<20%	18%	
			Grade 11	31%	<28%	32%	<25%	33%	<22%	30%	<19%	30%	
		% of students using alcohol (across lifetime)	Grade 5	20%	<17%	20%	<14%	20%	<12%	19%	10%	18%	
			Grade 8	58%	<53%	53%	<48%	53%	<43%	49%	38%	54%	
			Grade 11	71%	<66%	72%	<61%	77%	<56%	73%	51%	77%	
		% of students using marijuana (across lifetime)	Grade 5	3%	<2%	4%	<2%	3%	<2%	2%	<1%	2%	
			Grade 8	34%	<31%	29%	<28%	25%	<25%	26%	<22%	23%	
			Grade 11	47%	<42%	48%	<38%	47%	<35%	48%	<32%	50%	

Strategies

Utilize facilities efficiently to improve academics and access

Project Manager
Kelli Racca

- o Educate students close to home in grades K-5
- o Establish space in elementary schools for Full Day Kindergarten
- o Create space in middle schools to allow grade configuration and feeder pattern changes
 - K-5, 6-8, 9-12
- o Complete school renovations in progress
- o Consider options for underutilized buildings

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Guiding Principle	Objective	Measure	Grade/Subject	Baseline 2006	Target							
					Target 2007	Actual 2007	Target 2008	Actual 2008	Target 2009	Actual 2009	Target 2010	Actual 2010
# 3	3.5 All school buildings will operate at appropriate capacity of students.	A) Overutilization- # of schools at or above 75% capacity	School Capacity	14	18	14	21	20	24	24	25	24
		B) # of schools at or below 65% of capacity	Underutilization	3	3	3	1	1	1	2	0	3
# 3	3.6 All elementary school buildings will have sufficient space for full day Kindergarten for all students.	A) # of elementary schools with sufficient space	Space for full-day Kindergarten	1	0	4	16	11	17	8	18	18
# 3	3.7 All school buildings will maintain a student population large enough to qualify for a principal unit.	A) # of schools that do not qualify for a principal unit	Unit Allotment-Principals	2	2	2	1	1	0	1	0	0
# 3	3.8 All school buildings will receive a rating of "good" on a formal facilities assessment.	A) % of schools that received a rating of "good" or above	Facility Rating	50%	65%	57%	65%	52%	65%	58%	70%	68%
# 3	3.9 Students in transition (grade 7) will meet or exceed the standard	A) % of students meeting/exceeding the standard	Reading	76%	78%	73%	80%	76%	82%	77%*	84%	73%*
			Writing	52%	54%	49%	56%	58%	NA	N/A	NA	NA
			Mathematics	53%	55%	51%	57%	57%	59%	58%*	61%	61%*
* DSTP Writing test was discont'd in this grade prior to 08-09 school year, and 7th grade was no longer a transitional grade at CSD starting in 08-09.												
# 3	3.10 Parents on annual My Perspective survey indicate they feel welcome in our schools.	A) % of parents who indicate they feel welcome in the school.	Elementary Schools	91%	92%	94%	95%	96%	96%	95%	97%	93%
			Middle Schools	72%	75%	79%	80%	92%	93%	88%	93%	85%
			High Schools	64%	70%	86%	87%	85%	88%	93%	94%	82%