



Candler County Schools - District Balanced Scorecard

FY-2008-09

Red: Revised Performance Measures



Exceeds target



Met/progress towards target



Below target

Updated October 22, 2003.

Goal Area	Strategic Objective	Performance Measure	Unit of Measure	Target /Actual										Strategies/Initiatives	
				2006-07	2007-08			2008-09			2009-10				
					Target	Actual	State	Target	Actual	State	Target	Actual	State		
1 - Academic/Student Performance	1.1 Improve the Graduation Rate	1.1.1 Graduation rate vs. GA average	% +/-	-13.0%											Note: 57.8% vs. 70.8%
		1.1.2 Students Graduating with Reg Diploma	%	59.6%	65.0%	64.4%	74.0%	70.0%				75.0%			Provide oversight for the completion of the interest inventory annually in 8th and 10th grades
		1.1.3 Students Meeting Local Promotion Criteria-Grade 3	%	NA		63.0%	/	80.0%							Implement after school tutorial program/21st Century Grant
		1.1.4 Students Meeting Promotion Criteria-Grade 3 (After summer school)		NA		76.0%	/	90.0%							Analyze summer school results and determine best practices for program improvements
		1.1.5 Students Meeting State Promotion Criteria-Grade 3				88.0%	/	92.0%							
		1.1.6 Students Meeting Local Promotion Criteria -Grade 5	%	NA		58.0%		754.0%							
		1.1.7 Students Meeting Promotion Criteria-Grade 5 (After summer school)		NA		78.0%		90.0%							Provide training and development of Tier 2 and SST interventions
		1.1.8 Students Meeting State Promotion Criteria -Grade 5				61.0%		80.0%							
		1.1.9 Students Meeting Local Promotion Criteria-Grade 8 (spring)	%	NA		61.0%		75.0%							
		1.1.10 Students Meeting Promotion Criteria-Grade 8 (After summer school)	%	NA		80.0%		83.0%							Provide oversight and resources for credit recovery programs
		1.1.11 Students Meeting State Promotion Criteria-Grade 8 (spring)				61.0%		75.0%							
		1.1.12 First time 9th Grade Students on track to graduate - 2nd semester (7 of 8) (after summer school)	%	81%	85.0%	80.0%		85.0%							
		1.1.13 Second year students on track to graduate - 2nd semester (14 of 16) (after summer school)	%	84%	86.0%	80.0%		85.0%							
		1.1.14 Number of failed core courses recovered via Novanet (Fall thru summer)	#	9				40							Restructure PLC to coordinate efforts with MHS to assist with student progression.
		1.1.15 the % of drop outs for total enrolled 9th grade students.	%	8.84%											

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					Target	Actual	State	Target	Actual	State	Target	Actual		State													
1 - Academic/Student Performance	1.2 Improve Student Mastery of GPS	1.2.1 Schools Making AYP	#	1	4	2		4																			
		1.2.2 Schools with 3% or higher gain on GOSA Performance Index	#	1	4	-		3																			
		1.2.3 3rd Graders on or above grade level on ITBS - Reading Total	%	55%	56.0%	43.0%		60.0%																		Require all school principals to adopt a record keeping monitoring system to validate student mastery (part of our academic QR)	
		1.2.4 5th Graders on or above grade level on ITBS - Reading Total	%	56.9%	58.0%	39.0%		58.0%																		GPS Math Training of teacher grades 3-5 by FDRESA	
		1.2.5 8th Graders on or above grade level on ITBS - Reading Total	%	45.4%	50.0%	64.4%		68.0%																		DI staff development provided by our own trainers	
		1.2.6 1st graders on or above grade level on CRCT - Reading	%	96.0%		94.0%	90.0%																				
		1.2.7 1st graders on or above grade level on CRCT - ENG/LA	%	85.0%		84.0%	84.0%																				
		1.2.8 1st graders on or above grade level on CRCT - Math	%	87.0%		91.0%	86.0%																				
		1.2.9 2nd graders on or above grade level on CRCT - Reading	%	86.0%		97.0%	92.0%																				
		1.2.10 2nd graders on or above grade level on CRCT - ENG/LA	%	80.0%		92.0%	84.0%																				
		1.2.11 2nd graders on or above grade level on CRCT - Math	%	77.0%		93.0%	85.0%																				
		1.2.12 3rd graders on or above grade level on CRCT - Reading	%	88.0%		88.0%	87.0%																				
		1.2.13 3rd graders on or above grade level on CRCT -ENG/LA	%	83.0%		87.0%	87.0%																				
		1.2.14 3rd graders on or above grade level on CRCT -Math	%	89.0%		60.0%	70.0%																				Design a rubric or checklist in order to provide guidance for unit writing.
		1.2.15 4th graders on or above grade level on CRCT -Reading	%	80.0%		82.0%	87.0%	96.0%																			
		1.2.16 4th graders on or above grade level on CRCT -ENG/LA	%	80.0%		80.0%	86.0%	92.0%																			
		1.2.17 4th graders on or above grade level on CRCT -Math	%	77.0%		72.0%	70.0%	64.0%																			
		1.2.18 5th graders on or above grade level on CRCT -Reading	%	76.0%		77.0%	87.0%	91.0%																			
		1.2.19 5th graders on or above grade level on CRCT -ENG/LA	%	86.0%		85.0%	90.0%	91.0%																			
		1.2.20 5th graders on or above grade level on CRCT -Math	%	85.0%		65.0%	71.0%	74.0%																			
		1.2.21 6th graders on or above grade level on CRCT -Reading	%	84.0%		79.0%	91.0%																				
		1.2.22 6th graders on or above grade level on CRCT -ENG/LA	%	84.0%		73.0%	87.0%																				
		1.2.23 6th graders on or above grade level on CRCT -Math	%	66.0%		59.0%	69.0%																				
		1.2.24 7th graders on or above grade level on CRCT -Reading	%	87.0%		91.0%	88.0%																				
		1.2.25 7th graders on or above grade level on CRCT -ENG/LA	%	92.0%		92.0%	90.0%																				
		1.2.26 7th graders on or above grade level on CRCT -Math	%	79.0%		85.0%	80.0%																				

Goal Area	Strategic Objective	Performance Measure	Unit of Measure	81										Strategies/Initiatives	
				2006/07	2007-08			2008-09			2009-10				
					Target	Actual	State	Target	Actual	State	Target	Actual	State		
		1.2.27 8th graders on or above grade level on CRCT -Reading	%	81.0%		89.0%	90.0%								
		1.2.28 8th graders on or above grade level on CRCT -ENG/LA	%	83.0%		89.0%	89.0%								
		1.2.29 8th graders on or above grade level on CRCT -Math	%	81.0%		61.0%	62.0%								
		1.2.6 3rd Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	86.7%	88.0%	88.0%		90.0%							
		1.2.8 4th and 5th Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	81.5%	85.0%	79.5%		85.0%							Develop and implement assessment procedures for determining effectiveness with our Literacy initiative
		1.2.9 4th and 5th Graders level 2 or 3 on CRCT Math (AYP) GPS - 1st time *	%	79.8%	84.0%	*69.5%		75.0%							Conduct observations on Standards Based Classroom elements
		1.2.10 6th, 7th, & 8th Graders level 2 or 3 on CRCT Reading/ELA (AYP)	%	84.6%	87.0%	84.8%		86.8%							Teach, coach and monitor the District Instructional Agreements at Principals Meetings, and in the schools.
		1.2.11 6th, 7th, & 8th Graders level 2 or 3 on CRCT Math (AYP)	%	75.8%	80.0%	69.8%		72.0%							Receive input from Principals on OAS during Quarterly academic performance reviews
		1.2.12 HS students meeting GHGST Math (AYP) (1st time test takers)	%	75.5%	78.0%			75.0%							
		1.2.12 HS students meeting GHGST Math (1st time test takers)	%	92.0%		88.0%	93.0%								
		1.2.13 HS students meeting GHGST ELA (1st time test takers) GPS	%	98.0%	92.0%	85.0%	89.0%	90.0%							
		1.3.5 HS students meeting GHGST (Science) (1st time test takers)	%	67.0%	74.0%	82.0%	86.0%	85.5%							
		1.3.6 HS students meeting GHGST(Social Studies) (1st time test takers)	%	78.0%	83.0%	77.0%	86.0%	78.0%							
		1.2.14 Students scoring >3 on AP Exams	%	NA	20.0%	27.0%		30.0%							
		1.3.1 Black Students Graduating with Reg Diploma	%	42.9%	60.0%	51.1%		63.8%							
		1.3.2 Hispanic Students Graduating with Reg Diploma	%	33.3%	60.0%	53.3%		70.0%							Write an equity plan using the state rubric to meet the requirements of the consolidated application
		1.3.3 Black HS students meeting GHGST Math	%	64.7%	67.0%	47.7%		67.0%							
		1.3.4 Econ Disadv HS students meeting GHGST ELA	%	87.9%	89.9%	80.3%		87.7%							Organize, implement, and assess specialized literacy instruction for at risk learners grades K-12
		1.3.7 Middle School SWD Students level 2 or 3 CRCT Math (AYP)	%	21.1%	40.0%	39.4%		50.0%							Continue to implement and evaluate gifted curriculum grades 1-12
		1.3.8 Middle School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)	%	48.2%	59.0%	52.7%		62.7%							Continue to provide training with school teams on Tier 2 interventions
		1.3.9 MIS School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)	%	48.9%	72.0%	34.9%		50.0%							Conduct monthly meetings at the schools on probes and progress monitoring for interventions
		1.3.10 MIS School SWD Students level 2 or 3 CRCT Math (AYP) GPS - 1st time *	%	47.7%	67.0%	*35%		50.0%							Continue to contract with Dana Sparkman to coach and assess co-teaching instruction
		1.3.11 MES School- Black Students level 2 or 3 CRCT Reading 3rd grade	%			86.0%		87.0%							
		1.3.12 MES School- Black Students level 2 or 3 CRCT Math - 3rd grade	%			42.0%		80.0%							

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2 - Student, Parent, Community Involvement	2.1 Improve Student Attendance and on task behavior	2.1.1 Students absent 15 days or less (AYP)	%	90.2%	92.0%	92.9%		93.1%						Restructure ALT to coordinate efforts with MMS/MHS to assist with student progression.
		2.1.2 Students Suspended (OSS) (unduplicated count 6-8)	%	14.0%	10.0%	12.9%		11.0%						Provide training on culture and diversity
		2.1.3 Students Suspended (ISS) (unduplicated count 6-8)	%	30.0%	30.0%	26.6%		25.0%						Utilize Social worker protocols to coordinate efforts to maintain high levels of attendance
		2.1.4 Students Suspended (OSS) (unduplicated count 9-12)	%	32.0%	25.0%	18.2%		17.0%						Support the administration with restructuring the school day schedule and curriculum
		2.1.5 Students Suspended (ISS) (unduplicated count 9-12)	%	48.0%	44.0%	33.7%		25.0%						Continue our training on designing effective behavior intervention plans
	2.2 Improve Student Engagement													
	2.3 Improve Parent Involvement	2.3.1 School/District Parent Activities	#	2	2	2		4						Host district parent meetings (Special Ed, Gifted, etc.)
		2.3.2 Increase communication with parents that have SWD.	#					100						Conduct regular sessions with the parents of SWD
														Conduct periodic constituent surveys
	2.4 Increase Community Involvement	2.4.1 District Sponsored Activities	#	2	5	6		6						Host quarterly business community luncheons and garner support from continual feedback system
		2.4.2 Board of Distinction Standards Met	Y/N	NA	Y	Y		Y						Remain current with board member standards
		2.4.3 Public School Foundation Grants awarded to schools	#	5	6	5		6						Conduct foundation fundraising drive October 2008
													Continue the Work Ready Community collaborative	

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3 - Internal and External Processes	3.1 Improve the Instructional Process	3.1.1 Teachers utilizing small group DI with each unit taught based on assessment	%	NA	80.0%	NA	/	NA						Targeted assistance and training on elements of Differentiated Instruction.	
		3.1.2 Teachers utilizing data from GPS framework OLA (Core teachers) to adjust/guide instruction	%	NA	100.0%	NA	/	NA							Quarterly performance reviews
		3.1.3 Teachers utilizing writing log daily to coincide with 6+1 strategies	%	NA	80.0%	NA	/	NA							Conduct annual needs assessment with FDRESA
		3.1.4 Math Teachers daily apply all 6 elements of an exemplary Math lesson	%	NA	80.0%	NA	/	NA							Conduct quarterly Literacy audits
		3.1.5 Instructional units designed according to GSO/UBD framework.	%			40.0%	/	Na							Training on tier 2 and student support team interventions
		3.1.6 Inclusion teaching that meets audit standards (Acceptable level)	%	NA		NA	/	NA							Contract with Dana Sparkman for Inclusion training and Audit standards
		3.1.7 Teachers utilizing four block or big block framework (with fidelity)	%			met	/	NA							Continue training, observation, and evaluations of the implementation of newly learned teaching strategies
															Conduct Principals' Coaching sessions on district initiatives
															Coordinate and monitor the work of our District Literacy Director
															District observation to support Literacy initiatives
3.2 Improve Use of Instructional Technology	3.2.1 Classrooms equipped with LCD projector, response system and smartboards	%	12%		20.0%	/	40.0%							Utilize funding from E-SPLOST, Federal, and grants, etc	
	3.2.2 Computers/student(Exclude teacher and computers 4 years or older)	ratio	1 to 7	1 to 4	1 - 4	/	1 -3							Conduct Loti survey to assess levels of technology use	
	3.2.3 Increase the score on the 8th grade technology competency test	%	64%		64%	/	68.0%							Realign and monitor 6-9 business and computer science curriculum	
														Technology team will train and certify staff to use instructional technology	
3.3 Maintain a Superior Instructional Environment	3.3.1 PLCs collaborating on C-I-A (weekly)	%				/	22							Provide oversight on the aligned framework in common practice for PLCs	
	3.3.2 Upgrade technology support	#				/	1							Purchase a universal server to house all internet based instructional programs	

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					Target	Actual	State	Target	Actual	State	Target	Actual	State			
3. Internal and External Processes	3.4 Improve Support Processes	3.4.1 Meals per labor hour	Ratio	12.32	13	13.2	/	14.0							Continue implementation procedures for increasing meals/labor hours.	
		3.4.2 Uncollected meal debt	\$	\$4,466.38	\$2,233	\$5,454	/	\$750								
		3.4.3 Reduction in Kilowatt Hours July 1 - June 30	KW	NA		4,137,290	/	3,723,561								Establish system management plan for energy usage in all school buildings or facilities.
		3.4.4 Reduction in Water Consumption -July 1 - June 30	GAL	NA		3,434	/									Conduct Quarterly safety training sessions and have random inspections monthly
		3.4.5 Bus inspection pass rate - first time	%		100%	37%	/	100.0%	35.0%	/						Maintain a daily log on bus arrival and report to Transportation Director quarterly
		3.4.5 Bus inspection pass rate - Defects			0%	63%	/	100.0%	65.0%	/						
	3.5 Improve Resource Management	3.5.1 FTE earnings (FTEs/Sp. Ed., Gifted, EIP) Categorical	\$			\$302,913	/	\$308,000								Continue FTE funding meetings to insure we are maximizing state funding
		3.5.2 Grant money received for local initiatives	\$	\$100,000		\$101,000	/	\$200,000								Contract with a grant writer or FDRESA to secure funds for instructional technology
		3.5.3 Gifted Students receiving services K-12	#	113		145	/	155								Continue to refine the process for indentifying and serving (curriculum) the gifted population

4 - Collaboration, Teamwork, and Professional Growth	4.1 Improve Employee Development and Leadership Capacity	4.1.1 Principals Team meeting observation standards(10 hours) weekly	#	NA		22	/	22							All leaders will log time in schools as it relates to locally designed initiatives.	
		4.1.2 Teachers with Reading, Gifted endorsement , Master Teacher or (CTAE) Industry Certification	#	19	25	25	/	26								Gifted certification training hosted in Candler County (2nd Year)
		4.1.3 Participation in certified leader development (COLT, Adm, Bd Members)	#	178		192	/	192								Continue to conduct seminars on becoming a Master Teacher
		4.1.4 District leader team meeting standards for aligned field work (10 hours)	# weeks	NA	22	22	/	22								Conduct quarterly sessions on data regarding Principal observations of personnel
		4.1.5 Conduct Performance Reviews	#		NA	NA	/	3								Continue training for our Academic Coaches. (Evelyn, RESA, State)
		4.1.6 Achievement gain in areas served by Academic Coaches	Goals Met				/	4								Conduct monthly board workshops on pertinent items relating to the balanced scorecard performance measures
		4.1.7 Design Leader Performance modules for school level leaders/Principal, Asst. Principal and Lead Learner				NA	/									District coaching on courageous conversations regarding observation data
																Attend school level PLC and principal leadership meetings

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4. Collaboration, Teamwork, and Professional Growth	4.2 Develop a Positive Organizational Culture and Belief System	4.2.1 Completed Applications grades 6-12 from local and regional recruitment fairs	#			98	/	100						Conduct leadership training for COLT members and principals on Instructional Agreements.
		4.2.2 Lead Learner training sessions	#				/	4						Utilize FDRESA for collaborative training on our locally designed initiatives
		4.2.3 Certified turnover rate (Non administrative)	%	15.23%	14.0%		/	13.9%						Conduct periodic Lead Learner training sessions to reinforce Instructional Agreements
														Coordinate C-I-A activities for early release days
														Implement Teaching as a profession pathway at Metter High School during the 08/09 school year.
														Continue to host a regional job fair for local teacher recruitment
														Attend GSBA sponsored Training
	4.3 Improve Staff Attendance	4.3.1 Staff Attendance (certified)	% +/-	93.4%		93.6%	/	94.0%						
4.3.2 Staff Attendance (classified)		% +/-	94.4%		95.6%	/	96.0%							
4.4 Improve Organizational Communications - Internal and External	Develop communication tools with external/internal partners						3							System Calendar , web master, communications system
	Conduct satisfaction surveys with constituents						2							Utilize survey monkey.com