

Balanced Scorecard and the School Improvement Plan

From the Board Room to the Classroom

June 8, 2009

#1 School Board Goals

District BSC

#9 Report Balanced Scorecard

#8 Monitor & Analyze Data for Balanced Scorecard

- · Gather Data
- · Analyze Data
- Summarize Data

Fort Wayne Community Schools

#2 Analyze Data and Information

- Review Current Progress
 - Gather Data
 - Summarize Data

#3 Prioritize Needs and Issues

 Identify Specific Opportunities for Improvement

#7 Create/Revise Balanced Scorecard

#6 Develop Action Plan

- Write
- Implement

#4 Learn about Improvement Strategies

- Search for Solutions
- Explore Best Practices
- Review Models of Improvement

#5 Identify Guiding Principles

Select Research Based Best Practices

#1 School Board Goals

District BSC

- Planning that reflected the community's core values
- Board set direction for district work
 - Mission, Vision, Core Values
 - District Goals
 - Strategic Objectives
 - District Balanced Scorecard
 - Balanced Scorecard School Templates

- Reviewed SIPs & DIPs
 - Training
 - Action steps and measures to the balanced scorecard
 - ISTEP / disaggregate
 - Quarterly data
 - Reviewed each BSC
 - Shared input w/ AAs
 - Met with principal groups
- Reviewed quarterly data
 - SIP / action steps
 - Assessments
 - Reading scores, mClass, Acuity, ISTEP
 - Data walls

- #2 Analyze Data and Information
 - Review Current Progress
 - Gather Data
 - Summarize Data
 - #3 Prioritize Needs and Issues
 - Identify Specific Opportunities for Improvement

- Research and investigation is on-going
 - QIT meetings
 - Best practices
 - Deb Estes, Aug./Feb.
 - Tom Houlihan, year long
 - Kay Psencik, year long
 - Ardys Morgan, year long
 - Bill Daggett, fall '07, summer '09
 - Doug Manning, year long
 - Atlanta workshop

- Year-long professional development
 - PD eCampus

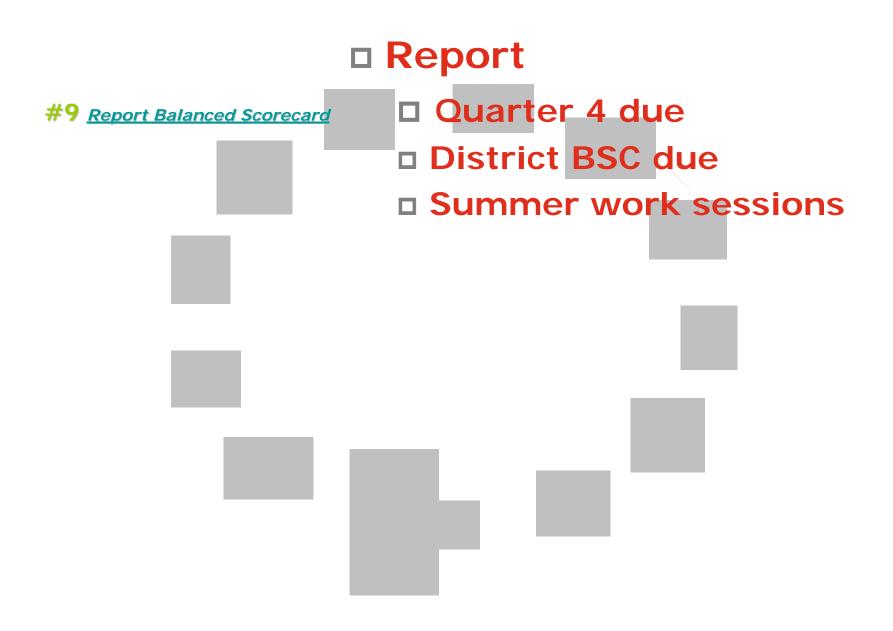
- #4 Learn about Improvement Strategies
 - Search for Solutions
 - Explore Best Practices
 - Review Models of Improvement
- #5 Identify Guiding Principles
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- Add measures on BSC
 - Specific to each school
 - Help schools own their BSC
 - Refined action steps
 - Title I added required measures

- #7 Create/Revise Balanced Scorecard
 - #6 Develop Action Plan
 - Write
 - Implement

- Analyze
 - Quarterly reviews
 - Title I
- #8 Monitor & Analyze Data for Balanced Scorecard
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- Added a tab for Title I schools to analyze annual and quarterly data
- Suzette Brown Miller, Title I consultant
- Middle school quarterly meetings
- Continual adjustments and additions to BSC and the SIP



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The Hope Foundation

Professional Learning Communities

Shared Leadership

Journey of Implementation

Measured by our Balanced Scorecard

FORT WAYNE COMMUNITY SCHOOLS



The Hope Foundation

The Hope Foundation provides shared leadership training with our adults.

- Year One- Empowers the team
- Year Two- Drills deeper into the classroom data
- Year Three- Sustains the model toward movement and improvement



Board Work Sessions

July 14/15 and July 21/22

- Review the action review of the BSC at each level
- Add measures recommended by cabinet
- Analyze district Balanced Scorecard
- Prioritize for the coming year
- Review examples of quarterly reports
- Review software







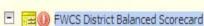
FWCS District Balanced Scorecard



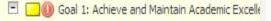
Scorecard Tree



(expand all | collapse all)



☐ △ () Achievement Perspective



📮 📯 🕕 A. Rigorous and Relevant Educational Pro

% of Students identified as High Ability (c

% of Students identified as students with

% of 7th graders taking High School Cour

of Students enrolled in Advanced Place

% of Advanced Placement Exams passed

of Advanced Placement courses offere

6 % of Students earning Academic Honors

of 12th graders earning College Credits

of students who earned International E

6 % of Students taking the Scholastic Achie

Average SAT score

6 % of Invited Students attending Summer

of International Baccalaureate Diploma

🖹 🦖 🕕 B. Measurable and Continuous Improveme

6 % of K Students performing at or above

Metrics Report - FWCS District Balanced Scorecard









			Number Of Calendar Periods To Displa					4 4
ID	Metric	Assigned Calendar	Q4 2008- 2009 Goal	Q1 2008- 2009	Q2 2008- 2009	Q3 2008- 2009	Q4 2008- 2009	Owner (s)
	Goal 1: Achieve and Maintain Academic Excellence							
447	% of Students identified as High Ability (grades 3-12) N= 22,680	School Year	8.5%				4.65%	
448	% of Students identified as students with Disabilities (grades PreK-12) N= 31,289	School Year	17.6%				17.87%	
449	% of 7th graders taking High School Courses N= two schools	School Year	9%				9.1%	
450	% of 8th graders taking High School Courses N= eleven schools	School Year	30%				31,9%	
451	# of Students enrolled in Advanced Placement Courses	School Year	756					
452	% of Advanced Placement Exams passed with a score of 3, 4, or 5	School Year	50%					
460	# of Advanced Placement courses offered	School Year	23				23	
454	% of Students earning Academic Honors Diplomas and Core 40 Diplomas	School Year	71%	72.75%	72,75%	72.75%		
455	# of 12th graders earning College Credits	School Year	1					