



# Balanced Score Card 2008-09





*Expect Great Things*

<p>VISION APS partners with families and communities to support great schools and great employees so that all students can learn</p>
<p>MISSION APS is committed to achieving academic excellence, creating quality, safe learning environments, and ensuring effective and efficient operations.</p>

## ABOUT THE BALANCED SCORE CARD

This score card provides a high level review of the strategic objective and the strategies that we will deploy throughout the upcoming school year to help ensure that all students meet standard and learn to their fullest potential.

The score card provides measures to demonstrate success. These measures provide a baseline year (typically 2007) and a current status year (2008). Next to the current status is a stop light report column showing our self-evaluation of outcomes defined in each measure.

-  Green cells shows the district has met or exceeded its target as anticipated.
-  Yellow cells shows that the district is making progress and while near the target for this year, is not yet at the target.
-  Red cells means that there is no sign of growth and that the district did not meet the target.
-  Grey cells are those measures with no baseline or there is no current year information as it is the first year of the measure. The last column provides a target for the up-coming year.

The Balanced Score Card is an effort to provide an overview of the important measures with a quick look at progress via the stop light report.

The APS Balanced Score Card serves as the district Educational Plan for Student Success (EPSS) required by the New Mexico Public Education Department.



## Balanced Score Card 2008-09

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<b>GOAL: IMPROVE STUDENT ACHIEVEMENT</b>				
<b>STRATEGIC OBJECTIVE: INCREASE THE NUMBER OF STUDENTS WHO ARE PROFICIENT ON THE SBA TO ACHIEVE AMO TARGETS</b>				
<b>STRATEGY: FULLY DEPLOY A COMMON INSTRUCTIONAL MODEL (RTI) FOR READING</b>				
<b>MEASURE</b>	<b>BASELINE 2007</b>	<b>CURRENT STATUS SPRING 2008</b>		<b>AMO TARGET 2009</b>
Percent of students proficient in <b>READING</b> on the SBA	3-5 <sup>th</sup> 57%	3-5 56%		63%
	6-8 <sup>th</sup> 50%	6-8 54%		57%
	11 <sup>th</sup> 54%	11 <sup>th</sup> 60%		60%
Caucasian	3 <sup>rd</sup> -5 <sup>th</sup> 75%	3 <sup>rd</sup> -5 <sup>th</sup> 75%		63%
	6-8 <sup>th</sup> 67%	6-8 <sup>th</sup> 70%		57%
	11 <sup>th</sup> 71%	11 <sup>th</sup> 76%		60%
African American	3 <sup>rd</sup> -5 <sup>th</sup> 51%	3 <sup>rd</sup> -5 <sup>th</sup> 48%		63%
	6-8 <sup>th</sup> 40%	6-8 <sup>th</sup> 50%		57%
	11 <sup>th</sup> 45%	11 <sup>th</sup> 52%		60%
Hispanic	3 <sup>rd</sup> -5 <sup>th</sup> 48%	3 <sup>rd</sup> -5 <sup>th</sup> 46%		63%
	6-8 <sup>th</sup> 41%	6-8 <sup>th</sup> 46%		57%
	11 <sup>th</sup> 39%	11 <sup>th</sup> 49%		60%
Asian	3 <sup>rd</sup> -5 <sup>th</sup> 74%	3 <sup>rd</sup> -5 <sup>th</sup> 70%		63%
	6-8 <sup>th</sup> 64%	6-8 <sup>th</sup> 73%		57%
	11 <sup>th</sup> 57%	11 <sup>th</sup> 66%		60%
American Indian	3 <sup>rd</sup> -5 <sup>th</sup> 45%	3 <sup>rd</sup> -5 <sup>th</sup> 46%		63%
	6-8 <sup>th</sup> 37%	6-8 <sup>th</sup> 44%		57%
	11 <sup>th</sup> 35%	11 <sup>th</sup> 47%		60%
ELL	3 <sup>rd</sup> -5 <sup>th</sup> 33%	3 <sup>rd</sup> -5 <sup>th</sup> 31%		63%
	6-8 <sup>th</sup> 24%	6-8 <sup>th</sup> 27%		57%
	11 <sup>th</sup> 17%*	11 <sup>th</sup> 25%		60%
Students with Disabilities	3 <sup>rd</sup> -5 <sup>th</sup> 18%	3 <sup>rd</sup> -5 <sup>th</sup> 20%		63%
	6-8 <sup>th</sup> 9%	6-8 <sup>th</sup> 18%		57%
	11 <sup>th</sup> 12%	11 <sup>th</sup> 18%		60%
Economically Disadvantaged	3 <sup>rd</sup> -5 <sup>th</sup> 45%	3 <sup>rd</sup> -5 <sup>th</sup> 43%		63%
	6-8 <sup>th</sup> 37%	6-8 <sup>th</sup> 42%		57%
	11 <sup>th</sup> 31%*	11 <sup>th</sup> 41%		60%



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<b>GOAL I: IMPROVE STUDENT ACHIEVEMENT</b>						
<b>STRATEGIC OBJECTIVE: INCREASE STUDENTS WHO ARE PROFICIENT ON THE SBA TO ACHIEVE THE AMO TARGETS</b>						
<b>STRATEGY: FULLY DEPLOY COMMON INSTRUCTIONAL MODEL (RTI) MATH</b>						
<b>MEASURE</b>	<b>BASELINE 2007</b>		<b>CURRENT STATUS 2008</b>		<b>AMO TARGET 2009</b>	
Percent of students proficient in MATH on the SBA	3-5	43%	3-5	42%		50%
	6-8	29%	4-6	33%		41%
	11 <sup>th</sup>	41%	11 <sup>th</sup>	45%		46%
Caucasian	3 <sup>rd</sup> -5 <sup>th</sup>	60%	3 <sup>rd</sup> -5 <sup>th</sup>	60%		50%
	6-8 <sup>th</sup>	48%	6-8 <sup>th</sup>	52%		41%
	11 <sup>th</sup>	61%	11 <sup>th</sup>	67%		46%
African American	3 <sup>rd</sup> -5 <sup>th</sup>	28%	3 <sup>rd</sup> -5 <sup>th</sup>	28%		50%
	6-8 <sup>th</sup>	16%	6-8 <sup>th</sup>	23%		41%
	11 <sup>th</sup>	24%	11 <sup>th</sup>	29%		46%
Hispanic	3 <sup>rd</sup> -5 <sup>th</sup>	34%	3 <sup>rd</sup> -5 <sup>th</sup>	34%		50%
	6-8 <sup>th</sup>	18%	6-8 <sup>th</sup>	23%		41%
	11 <sup>th</sup>	26%	11 <sup>th</sup>	30%		46%
Asian	3 <sup>rd</sup> -5 <sup>th</sup>	66 %	3 <sup>rd</sup> -5 <sup>th</sup>	63%		50%
	6-8 <sup>th</sup>	52 %	6-8 <sup>th</sup>	60%		41%
	11 <sup>th</sup>	58%	11 <sup>th</sup>	66%		46%
American Indian	3 <sup>rd</sup> -5 <sup>th</sup>	31%	3 <sup>rd</sup> -5 <sup>th</sup>	29%		50%
	6-8 <sup>th</sup>	22%	6-8 <sup>th</sup>	27%		41%
	11 <sup>th</sup>	23%	11 <sup>th</sup>	29%		46%
ELL	3 <sup>rd</sup> -5 <sup>th</sup>	29%	3 <sup>rd</sup> -5 <sup>th</sup>	27%		50%
	6-8 <sup>th</sup>	8%	6-8 <sup>th</sup>	10%		41%
	11 <sup>th</sup>	13%*	11 <sup>th</sup>	15%		46%
Students with Disabilities	3 <sup>rd</sup> -5 <sup>th</sup>	15%	3 <sup>rd</sup> -5 <sup>th</sup>	16%		50%
	6-8 <sup>th</sup>	4%	6-8 <sup>th</sup>	9%		41%
	11 <sup>th</sup>	5%*	11 <sup>th</sup>	11%		46%
Economically Disadvantaged	3 <sup>rd</sup> -5 <sup>th</sup>	31%	3 <sup>rd</sup> -5 <sup>th</sup>	31%		50%
	6-8 <sup>th</sup>	15%	6-8 <sup>th</sup>	20%		41%
	11 <sup>th</sup>	26%	11 <sup>th</sup>	23%		46%



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Goal I: IMPROVE STUDENT ACHIEVEMENT					
Strategic Objective: Increase students who are proficient in reading and math on the SBA to achieve the AMO targets					
Strategy: Fully deploy common instructional model (RTI) for reading and math					
MEASURE	BASELINE 2007	CURRENT STATUS SPRING 2008	FALL 2008	TARGET** 2009	
Percent of 1 <sup>st</sup> and 2 <sup>nd</sup> graders proficient on DRA	1 <sup>st</sup> 44.7%	1 <sup>st</sup> 48.7%	65.0%*	55%	55%
	2 <sup>nd</sup> 53.3%	2 <sup>nd</sup> 53%	51.3%*	58%	58%
Percent of students with disabilities proficient on SBA Reading (State Target 2007 =17% for 2008 = 28%)	16.08%	Not available from PED at this time		31%	31%
Percent of students with disabilities proficient on SBA Math (State Target 2007 = 24% for 2008 = 22%)	9.92%			25%	25%



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Goal I: IMPROVE STUDENT ACHIEVEMENT						
Strategic Objective: Increase students who are proficient in reading and math on the SBA to achieve the AMO Target						
Strategy: Fully deploy common instructional model (RTI) for reading and math; provide all non-proficient students with AIP						
MEASURE		BASELINE 2007	CURRENT STATUS SPRING 2008		FALL 2008	TARGET
Percent of students proficient on <b>READING</b> Short Cycle Assessment	3 <sup>rd</sup> -5 <sup>th</sup>	37%	37%		24%	70%
	6 <sup>th</sup> – 8 <sup>th</sup>	63%	66%		55%	70%
	Asian	64%	65%		55%	70%
	Black	45%	48%		34%	70%
	Caucasian	69%	70%		57%	70%
	Hispanic	38%	41%		30%	70%
	Native Am	39%	38%		29%	70%
	ELL	16%	15%		5.8	70%
	FRPL	34%	38%		26%	70%
	Special Ed	16%	30%		14%	70%
Percent of students proficient on <b>MATH</b> Short Cycle Assessment	3 <sup>rd</sup> -5 <sup>th</sup>	53%	56%		26%	70%
	6 <sup>th</sup> – 8 <sup>th</sup>	37%	41%		44%	70%
	Asian	70%	78%		56%	81%
	Black	36%	48%		25%	70%
	Caucasian	63%	70%		51%	70%
	Hispanic	36%	49%		24%	70%
	Native Am	36%	48%		24%	70%
	ELL	13%	23%		7.8%	70%
	FRPL	33%	24%		24%	70%
	Special Ed	16%	30%		12%	70%



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Goal I: <b>IMPROVE STUDENT ACHIEVEMENT</b>				
Strategic Objective: <b>Increase the number of students enrolled in AP classes and/or dual credit</b>				
Strategy: <b>Deploy AP strategies K-12</b>				
MEASURE	BASELINE 2007	CURRENT STATUS 2008		TARGET 2009
Percent of students in AP classes taking AP exams	59.9%	Data from College Board available Jan 2009		63%
Percent of minority students enrolled in AP classes <i>District Ethnic-Representation Index: Index created to compare the district enrollment by each ethnic group to the AP enrollment by each ethnic group. An index of 1.0 means that the group is adequately represented in AP enrollment</i>	White 1.5 Black 0.50 Hispanic 0.50 Native American 0.47 Asian 3.0			White 1.0 Black 1.0 Hispanic 1.0 Native American 1.0 Asian 3.0
Percent of students enrolled in dual credit course work at CNM or UNM	310	719		745
Percent of classrooms fully deploying AP strategies		Available Jan 2008		30%



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<b>Goal I: IMPROVE STUDENT ACHIEVEMENT</b>			
<b>Strategic Objective: Develop and fully implement a rigorous, standards-aligned common curriculum in all content areas</b>			
<b>Strategy: Design and disseminate curriculum maps with unit and lesson plans, pacing guide and aligned writing assessments</b>			
<b>MEASURES</b>	<b>CURRENT STATUS SPRING 2008</b>		<b>TARGET 2009</b>
Percent of students proficient on the writing portion of the SBA	57%		60%
Number of content and grade level curriculum maps fully developed and implemented each quarter	10		24
Percent of teachers on target with the pacing guide <i>(as measured by the principal walk-through observation ratings)</i>	0		25%



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Goal I: <b>IMPROVE STUDENT ACHIEVEMENT</b>					
Strategic Objective: <b>Increase graduation rate</b>					
Strategy: <b>Redesign high schools into small learning communities and career pathways</b>					
MEASURES	BASELINE 2005		CURRENT STATUS 2008		TARGET 2009
Cohort graduation rate 2008	Graduation	52.5%	Graduation	44%	50%
	Dropout	20%	Dropout	17.9%	15%
	Still Enrolled	8.5%	Still Enrolled	22%	19%
	Transferred	18.6%	Transferred	15.6%	15.6%
	Deceased	0.2%	Deceased		0
Percent of students earning enough credits to be 10 <sup>th</sup> graders			78.47%		85%
Percent of students prepared for Algebra I at entrance			23%		50%
Percent of 9 <sup>th</sup> graders passing algebra I	(2005) 65%		65.6%		75%
Truancy rate ( <i>students with 10+ absences in a year</i> )	11.4%				8.4%
Attendance rate by ( <i>using PED unexcused absence rate</i> )	96%				97%
Percent of special education students on the 40 <sup>th</sup> day who graduate on standard pathway	2007	69.94%	2008	65.32	To Be Determined by PED
Percent of youth 16+ with IEP goals that will reasonably enable the student to meet post secondary goals	2007	100%	2008	87.5%	To Be Determined by PED





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<b>Goal I: IMPROVE STUDENT ACHIEVEMENT</b>				
<b>Strategic Objective: Improve strategies to meet the learning needs of special education students</b>				
<b>Strategy: Increase LRE placement and evaluation timeline</b>				
<b>MEASURE</b>	<b>BASELINE 2007</b>	<b>CURRENT STATUS 2008</b>		<b>TARGET 2009</b>
Percent of students in regular class 80% or more <i>(as of Dec 1 child count) (State Target)</i>	40.18% (54%)	42.56% (58%)		To Be Determined by PED
Percent of students in regular class less than 40% <i>(State Target)</i>	29.11% (18.5%)	25.97% (17%)		
Percent of students in public, private or separate schools or HHB <i>(State Target)</i>	4.14% (2.01%)	1.38% (2.01%)		
Percent of students with parental consent for evaluation with completed evaluation within 60 days	Not collected	98%		100%



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<b>Goal I: IMPROVE STUDENT ACHIEVEMENT</b>				
<b>Strategic Objective: All APS schools will increase meaningful community and parent engagement and involvement</b>				
<b>Strategy: Support the development of community and family support systems at targeted schools</b>				
<b>MEASURES</b>	<b>BASELINE 2007</b>	<b>CURRENT STATUS</b>		<b>TARGET 2009</b>
Percent of Title I schools with Family Liaison staff or Family Center	29.6%	48%		50%
Percent of agreement on the Quality of Education Survey #4: School personnel encourage me to participate in my child's education	65.9%	87% *	*	70%
Percent of agreement on the Quality of Education Survey question #8: My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	70.9%	97% *	*	75%
Percent of agreement on the Quality of Education Survey question # 13: APS provides sufficient opportunity for parent engagement and communication.	59.0%	79% *	*	65%
Number of parent leaders who received professional development	100	282		300
Number of community volunteer hours at APS schools	162,027	243,089		250,000

\* The results of the 2008 Quality of Education Survey were based on an extremely low response rate and are not to be considered a representative indicator of the sentiments of the parents of APS. The 2008 survey was the first year the PED mandate of an on-line survey was implemented. The above information represents the responses gathered from the paper surveys provided by the district to schools in support of families without internet access. PED has not provided the district with totals from the on-line surveys but reports the total response is under 2000.