ALDINE ISD 2011-2012 SCORECARD

Objective 1:
Aldine Independent School District will demonstrate sustained growth in student achievement

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	09-10	08-09
1.1 Improve, sustain, and Support Academic Student Performance at or Beyond Grade Level															
Increase student STAAR scores by monitoring and improving alignment of core programs	***STAAR+ - Bridged Passing Standard***														
	▪ Reading/ELA	90%							82.2%	-7.8%	90%	05-06	87%	90%	87%
	▪ Math	90%							85%	-5%	90%	05-06	85%	86%	82%
	▪ Writing	90%							NA		90%	05-06	90%	94%	92%
	▪ Social Studies	90%							NA		90%	05-06	96%	97%	95%
	▪ Science	90%							NA		90%	05-06	80%	84%	76%
	STAAR-M Passing Standard	90%							NA		≥90%	08-09	32%AT		54% AT
	STAAR-Alt - Passing Standard	90%							NA		≥90%	08-09	94%AT		95% AT
	Commended Performance district-wide on each tested subject														
	▪ Reading/ELA	40%							NA		≥50%	05-06	24%	26%	25%
	▪ Math	40%							NA		≥50%	05-06	25%	28%	27%
	▪ Writing	40%							NA		≥50%	05-06	20%	23%	23%
	▪ Social Studies	40%							NA		≥50%	05-06	22%	40%	33%
	▪ Science	40%							NA		≥50%	05-06	48%	18%	14%
	All tests taken	≥75%							NA		≥85%	05-06	74%	11%	10%
	Difference between subgroups														
	▪Reading	≤5%							NA		≤3%	05-06	5%		
	▪ Math	≤5%							NA		≤3%	05-06	10%		
	▪ Science	≤5%							NA		≤3%	05-06	12%		
	Gap % in STAAR reading between 5th & 8th gr. Students who exited Bilingual program and non-bilingual students.	≤10%							NA		≤5%	10-11	Can Not Calculate		
	Gap % in STAAR math between 5th & 8th gr. Students who exited Bilingual program and non-bilingual students.	≤10%							NA		≤5%	10-11	Can Not Calculate		
	Percent of students meeting STAAR EOC Level II: Satisfactory	90%							Eng. 1 Rdg.: 60% Eng. 1 Wr.: 42% Alg. 1: 82% Bio.: 86% W. Geo.: 82%	-30% -48% -8% -4% -8%	>90%	11-12			
Train teachers on STAAR standards	Provide training and materials to share updates on STAAR curriculum standards and new accountability system	*BL*			100%	0	100%	0	100%	0	*BL*	11-12			
Increase LEP student achievement in reading, math science, and all tests.	***Benchmark Tests***														
	▪Reading	90%	12.9%	-77.1%	70.64%	-19.36%	23%	-67%	57%	-33%	90%	10-11	51.3%		
	▪Math	90%	62.9%	-27.1%	76.30%	-13.7%	74%	-16%	77%	-13%	90%	10-11	67.6%		
	▪Science	90%	69.5%	-20.5%	77.49%	-12.51%	73%	-17%	85%	-5%	90%	10-11	73.9%		
	STAAR+ - Bridged Passing Standard														
	▪Reading	90%							84%	-6%	90%	10-11	78%		
	▪Math	90%							85%	-5%	90%	10-11	83%		
	▪Science	90%							NA		90%	10-11	61%		
	▪All Tests	90%							NA		90%	10-11	64%		
Increase SpEd student achievement in Rdg., MA Sci., and all tests.	***Benchmark Tests***														
	▪Reading	90%	11.1%	-78.9%	71.57%	-18.43%	13%	-77%	32%	-58%	90%	10-11	26.3%		
	▪Math	90%	34.4%	-55.6%	71.35%	-18.65%	44%	-46%	39%	-51%	90%	10-11	38.3%		
	▪Science	90%	44.3%	-45.7%	74.37%	-15.63%	41%	-49%	49%	-41%	90%	10-11	45.6%		
	STAAR+- STAAR M & STAAR Alt Passing Standard														
	▪Reading	90%							NA		90%	10-11	66%		
	▪Math	90%							NA		90%	10-11	65%		
	▪Science	90%							NA		90%	10-11	56%		
	▪All Tests	90%							NA		90%	10-11	43%		
Monitor students in Dyslexia prog.	Number of students being served in the Dyslexia Program.	1,065	1,019	-46 FPY	1,200	+135 FPY	1,092	+27 FPY	2,003	+938 FPY	*BL*	11-12	1,065		

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1.1 Improve, sustain, and Support Academic Student Performance at or Beyond Grade Level															
Increase student TPRI scores by monitoring and improving alignment of core programs	Listening Comprehension in Kdgn.	85% Dev.							85%	0	90% Dev.	08-09	85%	83%	80%
	Fluency Rate														
	>1st grade ≥ 60 wpm	85%							55%	-30%	90%	08-09	56%	57%	50%
	>2nd grade ≥ 90 wpm	85%							49%	-36%	90%	08-09	47%	33%	31%
	Reading Comprehension														
	▪1st grade	85% Dev.							48%	-37%	90% Del.	09-10	F-68% N-37%	F-93% N-85%	F-91% N-84%
	▪2nd grade	85% Dev.							44%	-41%	90% Del.	09-10	F-74% N-73%	F-85% N-78%	F-87% N-80%
Increase student Tejas Lee scores by monitoring and improving alignment of core programs	Listening Comprehension in Kdgn.	85% Dev.							75%	-10%	90%	08-09	77%	80%	70%
	Fluency Rate														
	>1st grade ≥ 60 wpm	85%							59.5%	-25.5%	90%	08-09	F-60% N-66%	65%	61%
	>2nd grade ≥ 90 wpm	85%							45.5%	-39.5%	90%	08-09	F-33% N-61%	37%	37%
	Reading Comprehension														
	▪1st grade	85% Dev.							77.95%	-7%	90% Del.	09-10	F-81% N-67%	84%	78%
	▪2nd grade	85% Dev.							59.8%	-25%	90% Del.	09-10	F-57% N- 76%	77%	80%
Increase student Brigance scores by monitoring and improving alignment of core programs	Bilingual and regular ▪≥80 on spring administration	≥95%							96%	+1%	≥95%	04-05	95%	NL: 94% K: 98%/96% V: 99%/98% de:98&/97% H: 98% Kw: 98%	D: 97% H: 98% J: 98% Ke:98% V: 99%
	ESL ▪≥80 on spring administration	≥95%							95%	0	≥95%	04-05	99%	NL: 93% K: 100% V: 100% de: 98% H: 98% Kw: 98%	D: 99% H: 99% J: 88% Ke:100% V: 98%
Increase the level of Rigor and Relevance	Provide training and materials to increase the level of Rigor and Relevance and Cognition in all core areas	*BL*	100% campuses trained	0	100%	0	100%	0	100%	0	*BL*	11-12			
Meet and exceed state standards for annual measurable achievement objectives (AMAO)	Percentage of all LEP students K-12 who achieved Progress level	60%			61.1%	+1.1%					65%	10-11	59.6%		
	Percentage of 5+ LEP students K-12 who achieved Attainment level	35%			34.9%	-.1%					40%	10-11	32.9%		
	Met AYP	Met			100%	0					Met	10-11	100%		
Increase proficiency of TELPAS scoring	Provide training to improve TELPAS scoring in relation to writing and oral language	*BL*	2 trainings				2	0			*BL*	11-12			
Monitor Summer School Programs for effectiveness	▪SSI Reading (5th)	90%	86%	-4							95%	10-11	91.64%		
	▪SSI Math (5th)	90%	90%	0							95%	10-11	93.07%		
	▪SSI Reading (8th)	90%	99%	+9							95%	10-11	95.74%		
	▪SSI Math (8th)	90%	97%	+7							95%	10-11	91.95%		
	▪Percent of students meeting mastery of grade level objectives through Accelerated Instruction (3-8) & Promotional SS (K-11)	90%	77%	-13							95%	10-11	NA		
Monitor report cards each six weeks to track failure rates in reading and math	***Monitor number/percentage of students failing reading and math on report cards***														
	▪Reading failures for grade levels K-12	*BL*			E: 2,452-10%		E: 10%		E: 11%		*BL*	11-12			
		BL			I: 598-7%		I: 10%		I: 6%		*BL*	11-12			
		BL			MS: 539-6%		MS: 8%		MS: 7%		*BL*	11-12			
		BL			9th: 284-6%		9th: 8%		9th: 8%		*BL*	11-12			
		BL			HS: 1,218-12%		HS: 14%		HS: 11%		*BL*	11-12			
	▪Student Groups for Reading	*BL*			H: 3,767-9%		H: 7%		H: 6%		*BL*	11-12			
		BL			AA: 1,505-9%		AA:10%		AA: 9%		*BL*	11-12			
		BL			W: 106-8%		W: 7%		W: 8%		*BL*	11-12			

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1.1 Improve, sustain, and Support Academic Student Performance at or Beyond Grade Level															
Monitor report cards each six weeks to track failure rates in reading and math	▪Math failures for grade levels K-12	*BL*			E: 1,694-7%		E: 8%		E: 8%		*BL*	11-12			
		BL			I: 636-7%		I: 8%		I: 6%		*BL*	11-12			
		BL			MS: 849-10%		MS: 9%		MS: 9%		*BL*	11-12			
		BL			9th: 504-10%		9th:11%		9th:12%		*BL*	11-12			
		BL			HS: 1,538-15%		HS: 17%		HS: 12%		*BL*	11-12			
	▪Student Groups for Math	*BL*			H: 3,496-8%		H: 7%		H: 7%		*BL*	11-12			
		BL			AA: 1,567-10%		AA:10%		AA: 9%		*BL*	11-12			
		BL			W: 119-9%		W: 9%		W: 8%		*BL*	11-12			
Increase % of AYP	Monitor AYP data	100%	100%	0	100%	0	100%	0	100%	0	100%	10-11	100%		
	Percent of campuses meeting AYP	100%	75%	-25%							100%	04-05	98%	96.5%	0.82
Conduct transition Meetings	Number of vertical meetings held (K-1, 4-5, 7-8, 8-9, 9-10)	15							206	+191	20	09-10	36	169	
Track number of class size waivers	Number of class size waivers	<32	248	+216							<29	05-06	73	36	100
	▪(22-1) K-2	*BL*	100								-10%	11-12			
	▪(24-1) 3rd & 4th	*BL*	148								-10%	11-12			
	Number of teachers hired to reduce class size	<25	13	-12	15	-10	0	0	0	0	<15	08-09	0	0	25
Refine district plans to address Performance Based Monitoring and Assessment System (PBMAS) issues	Number of AA students served in Special Education	<1,775 Oct. 09	1,535	-240							<1,775	08-09	1,655	1,775	1,975
	Number of special needs student incidents	<13,410	143	-13,397							<13,410	08-09	12,390	13,410	15,995
	Number of performance level indicators that are >0	<15 (LY)	22	+7								08-09	15	11	13
	% math performance increase of LEP students enrolled in CTE prog.	>49%	64.7%	+15.7								05-06	63.6%	48.9%	29.8%
	% Increase performance of SpEd students reading/ELA in CTE programs	>64%	61.9%	-2.1%								05-06	59.5%	63.5%	44.3%
	% Increase performance of SpEd students in math in CTE programs	>65%	54.3%	-10.7%								05-06	45.1%	65.1%	24.5%
Develop and Implement PBM Interventions in relation to SpEd, LEP, and CTE	% of students placed and scheduled utilizing TELPAS data	100%					100%	0	100%	0	100%	11-12			
	Eduphoria trainings											11-12			
	▪# of trainings	BL					0		0		BL	11-12			
	▪# of teachers in attendance	BL					0		0		BL	11-12			
	# of collaborative meetings between CTE teachers & LEP & SpEd. Coordinator	BL					1		16		BL	11-12			
	% of seating charts developed for special prog. classes	100%					82%	-18%	82%	-18%	100%	11-12			
	% of schools holding student/teacher meetings	BL					100%		100%		BL	11-12			
	% of intervention plans developed											11-12			
	▪LEP	100%					100%	0	100%	0	100%				
	# of teacher mentor trainings held	BL					0		0		BL	11-12			
	% of ELL instructional plans developed	100%					100%	0	100%	0	100%	11-12			
	% of personalized Graduation Plans developed											11-12			
	▪LEP	100%					100%	0	100%	0	100%	11-12			
	# of graduation awareness meetings in parent's native language	2					1	-1	2	+1	2	11-12			

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1.1 Improve, sustain, and Support Academic Student Performance at or Beyond Grade Level															
Develop and Implement PBM Interventions in relation to SpEd, LEP, and CTE	% of schools holding student/parent conferences in relation to LEP attendance issues	BL					100%	0	100%	0	BL	11-12			
	% of attendance (7-12)											11-12			
	▪LEP	BL					93.4%		92%		BL	11-12			
	▪CTE	BL					91.93%		91.93%		BL				
	% of lesson plans monitored for Rigor and vocabulary building											11-12			
	▪LEP	100%					100%	0	100%	0	100%	11-12			
	▪CTE	100%					100%	0	76%	-24%	100%	11-12			
	# of CTE meetings on Rigor	BL					70		16		BL	11-12			
	% of failing CTE students	BL					8.99%		7.76%		BL	11-12			
	# of students participating in CTE practicums	BL					219		219		BL	11-12			
	# of CTE students participating in student organizations	BL					3,250		1,540		BL	11-12			
	% of accuracy of CTE coding	100%					98.8%	-1.2%	98.5%	-1.5%	100%	11-12			
	# of SpEd trainings conducted on specialized and modified instruction	BL					1		1		BL	11-12			
	% of SpEd time & attendance logs monitored for piloted schools	100%					50%	-50%	100%	0	100%	11-12			
	% of SpEd support logs monitored for students w/disabilities	100%					43%	-57%	47%	-53%	100%	11-12			
	# of failing students w/ disabilities	BL					646 (20%)		763 (18.5%)		BL	11-12			
	% of attendance of secondary students w/ disabilities	BL					91.5%		90%		BL	11-12			
Complete district CNA	Environmental scan completed	100%							100%	0	100%	08-09	100%	100%	100%
Monitor RtI	#/% of students on Tier 2 as compared to RtI model	10-15%	4240/ 9.64%	-5.36%	5280/ 12.02%	-2.98%	5143 11.7%	-3.3%	5014 11.4%	-3.6%	≥10-15%	10-11	6282 16.4%		
	#/% of students on Tier 3 as compared to RtI mofel	5-10%	2062/ 4.68%	-5.32%	2634/ 5.99%	-4.01%	2720 6.1%	-3.9%	3023 6.87%	-3.1%	≥5-10%	10-11	2129 5.57%		
Monitor Reading Fluency Through District Fluency Probes	***Fluency rate by grade***														
	▪1st grade	90% @ 60 wpm			54%	-36%	53.77%	-36%	58%	-32%	90% @ 60 wpm	11-12			
	▪2nd grade	90% @ 90 wpm			44%	-46%	59.39%	-31%	54%	-36%	90% @ 90 wpm	11-12			
	▪3rd grade	90% @ 120 wpm			33%	-57%	40.89%	-49%	46%	-44%	90% @ 120 wpm	11-12			
	▪4th grade	90% @ 140 wpm			30%	-60%	43.39%	-47%	42%	-48%	90% @ 140 wpm	11-12			
Monitor Campus Data	Number of data meetings scheduled with campuses every 6 wks.	74			74	0	74	0	74	0	74	09-10	72	72	
Revise integrated Planning Calendar	Integrated planning calendar revisited and revised	100%			100%	0					100%	10-11	100%		
	Integrated planning calendar using teacher input in making decisions about assessments revisited and revised.	100%			100%	0					100%	08-09	100%	100%	100%
1.2 Focus on college readiness															
Support a district-wide career-ready and college-going culture.	Number/percent of students enrolled in college immediately following graduation	>1409 50.1%					1,486 50%	+77			*BL*	07-08	1409 50.1%	1204 48.8%	1132 48.4%
	Number of students earning industry based license & certifications	>104			197	+93			98	-6	*BL*	11-12			

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1.2 Focus on college readiness															
Provide Support for Victory Early College	Number of students earning Associates degree in 4 years	>28							68	+40	100	10-11	28		
Increase participation rate of students taking the PSAT, SAT and ACT	Number of Juniors taking the SAT	>275			310	+35					+10%	10-11	275	1127	869
	Number of Seniors taking the SAT	>1286			1,286	0					+10%	10-11	1286		
	Number of Students taking the ACT	>610			725	+115					+10%	10-11	610		
	Number of PSAT sophomore test-takers	>3,215			3,295	+80					+10%	10-11	3175	3,215	
	Number of PSAT test-takers among targeted juniors	>2,442			2,823	+381					+10%	10-11	2468	2,442	
Increase percentage of students meeting Texas College Readiness Standards	Develop a PK-12 College Readiness Plan and revise college preparedness processes	100%							In Process		100%	11-12			
	Composite score of Students taking the SAT	≥1200			881	-319					≥1200	08-09	871	870	868
	SAT mean score on CR (Gr. 12)	≥500			423	-77					≥500	10-11	423		
	SAT mean score on Math (Gr. 12)	≥500			448	-52					≥500	10-11	448		
	Composite score of students taking the ACT	≥23			17.7	-5.3					≥23	08-09	17.0	17.2	17.6
	ACT mean score on CR (Gr. 12)	≥19			17.0	-2					≥19	10-11	15.3		
	ACT mean score on Math (Gr. 12)	≥19			19.1	+.1					≥19	10-11	18.2		
	Percent of college ready graduates (TAKS)														
	▪ English/Language Arts	>52%			55%	+3%					>75%	10-11	57%	52%	
	▪ Math	>55%			57%	+2%					>75%	10-11	54%	55%	
	▪ Essay 3 or higher	>53%			58%	+5%					>75%	10-11	53%	53%	
	▪ Combined	>38%			41%	+3%					>75%	08-09	40%	38%	
	PSAT mean scores (Soph.)														
	▪ Critical Reading	≥34.8			35.4	+.6					≥	09-10	35.7%	34.8	
	▪ Math	≥38.8			39.6	+.8					≥	09-10	39.7%	38.8	
	▪ Writing Skills	≥36.3			34.1	-2.2					≥	09-10	36.1%	36.3	
	PSAT mean scores (Jrs.)														
	▪ Critical Reading	≥36.9			37.6	+.7					≥	09-10	38.4%	36.9	
	▪ Math	≥40.8			42.4	+1.6					≥	09-10	42.6%	40.8	
	▪ Writing Skills	≥39			36.5	-2.5					≥	09-10	38.4%	39	
Increase percentage of students meeting Texas College Readiness Standards	#/% of 5th gr. Students scoring CR on ELA STAAR	Scale Score >2300							NA		>2300	10-11	2218 (49.2%)		
	#/% of 5th gr. Students scoring CR on Math STAAR								NA		>2300	10-11	2361 (52.1%)		
	#/% of 8th gr. Students scoring CR on ELA STAAR	Scale Score >2300							NA		>2300	10-11	2371 (60.9%)		
	#/% of 8th gr. Students scoring Cr on Math STAAR								NA		>2300	10-11	1601 (41.2%)		
Communicate college readiness through indicators provided on Keys to Success Form	***Number of students college ready as identified through Keys to Success Form***														
	•9th grade	*BL*							N/A		*BL*	11-12			
	•Middle School	*BL*							N/A		*BL*	11-12			
Use ReadiStep data to develop MS prog. to create HS and readiness plans	Number/percentage of high school and readiness plans developed	*BL*							N/A		*BL*	11-12			
Increase number of students completing a Recommended or Distinguished graduation plan	Number/percent of Recommended and Distinguished graduates per vertical area	90%						A: R-456 / 82% D-52 / 90%			95%	03-04	A:458/83%	A:84%	444 / 78%
		90%						C: R-169 / 96% D-7 / 4%			95%	03-04	C:136/99%	C:100%	150/ 84%
		90%						E: R-152 / 24% D-12 / 2%			95%	03-04	M:601/88%	E:91%	417 / 84%
		90%						Mc: R-152/24% D-12/2%			95%	03-04	E:540/90%	M: 79%	466 80%
		90%						N: R- 428/57% D- 661/9%			95%	03-04	N:560/78%	N: 78%	380 66%
		90%						H: R - 12 D - 0			95%	03-04	H: 7/7%	HH: 12%	15 15%
		90%						V: R - 2 D - 70			95%	07-08	V:42/100%	HA: 33%	0

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1.2 Focus on college readiness															
Increase number of students qualifying and receiving National Merit Scholarships	Number/percent of students qualifying for the National Merit Scholarship Program	TBD			0	0					TBD	10-11	8		
	Number of National Merit Scholars														
	▪Number of commended scholars	10							2	-8	3	03-04	0	6	8
	▪Number of semi-finalist								0	0	1	03-04	0	3	1
	▪Finalist								0	0	1	10-11	0		
	▪Winner								0	0	1	10-11	0		
Increase number/percent of academic scholarships	Number/percent of students receiving at least one scholarship	>652 >13.8%							435	-217 -.6%	Incr. 10%	06-07	410	593 13.8%	382
	Number of scholarships	1194							1,017	-177	Incr. 10%	06-07	859	1086	802
	Number/percent of females	>265							278 27%	+13	Incr. 10%	06-07	253	241	221
	Number/percent of males	>209							157 15%	-52	Incr. 10%	06-07	157	190	161
Increase % of athletic scholarships	Number/percent of Athletic Scholarships offered	BL 110							80	-30	BL 110	09-10	54	90	
	▪ Female	>30							36	+6	40	09-10	17	30	
	▪ Male	>60							44	-16	70	09-10	37	60	
Increase number/ percent of students completing dual credit courses	Number of AP exams with grades of 3, 4, or 5 (earned college credit)	≥615							613	-2	+20%	08-09	622	592	450
	Number/percent of students enrolled in one or more Dual Credit	>658			1,098/ 15%	+440			859 / 11%	+201	>700	07-08	1681	658	656
	Number/Percent of students earning credit in Dual Credit classes	>962 100%			1,137/ 46%	+175			825 / 40%	+1,000	100%	09-10	1628	962 CE 95.2%	
	Number of credits earned in dual credit	>480			4,161	+3,681			1,884	+1,404	>500	10-11	2538		
1.3 Develop Leadership Capacity															
Provide leadership training	Content developed for staff development sessions	100%	100%	0							100%	06-07	100%	100%	100%
	Number of staff development sessions presented to academies	12	3	-9	16						>12	06-07	100%	100%	100%
Revise and monitor succession plan	Meetings held & plan developed	100%	100%	0							100%	09-10	100%	100%	
	Revise asst. principal conversations	100%	100%	0							100%	10-11	100%		
Revise and monitor succession plan	Number of AP's promoted	NA	5						6		BL	10-11	8		
	Number of AP's placed for additional opportunities for growth	NA	7						2		BL	10-11	4		
1.4 Implement, Monitor, and Adjust the Highly Qualified Component of Human Resources Plan															
Monitor number of teachers and paraprofessionals not meeting highly qualified status	Percent of highly qualified teachers	100%			99.87%	-.13%					100%	08-09	99.97%	99.97%	99.46%
	Percent of classes with teachers who meet highly qualified status	100%			99.73%	-.27%					100%	08-09	99.95%	99.97%	99.43%
	Percent of classes with teachers who meet highly qualified status teaching in high poverty schools	100%			99.73%	-.27%					100%	08-09	99.95%	99.97%	99.43%
	Number of TExES training sessions	8	0	-8	3	-5	10	+2	8	0	8	09-10	8	8	
	Percent of highly qualified paraprofessionals	100%			100%	0					100%	08-09	100%	100%	100%
	Conduct ESL TExES training	6	0	-6	4	-2	2	0	6	0	6	11-12			
	Percent of ESL certified newly hired teachers	100%							41.15%	-58.8%	100%	10-11	71/337 21.1%		
	Percent of ESL certified intermediate teachers	100%							25.76%	-74.2%	100%	10-11	145/571 25.4%		
	Percent of ESL certified MS ELA teachers	100%							34.31%	-65.6%	100%	10-11	33/113 29.2%		
	Percent of ESL certified HS ELA teachers	100%							17.46%	-82.5%	100%	10-11	18/96 18.8%		

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Action/ Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	3 Year Trend 09-10	3 Year Trend 08-09
1.5 Improve Employee Attendance															
Monitor district turnover rate	Percent of annual turnover	<10%	9.3%	-.7%							<10	03-04	9.41%	2.18%	13.35%
	Percent of quarterly turnover	<10%	.69%	-9.31%	.75%	-9.25%	2.13%	-7.87%	3.86	-6.14	<10	10-11	2.99%		
Monitor district and campus ethnicity report	Percent of campuses within +/- 10% of grade level average	90%	40/73 54.79%	-35.21%	39/73 53.24%	-36.58%	38/73 52.05%	-37.95%			100%	09-10	54.8%	44.4%	
	Percent of campuses with diversity plan	100%	100%	0	100%	0					100%	09-10	100%	100%	
Retain HQ building Admin.	Percent of 2010-2011 principal turnover	<10%	5.4%	-4.6%							<10%	08-09	9.7%	1/72 1.38%	0%
	Percent of 2010-2011 AP turnover	<10%	5.8%	-4.2%							<10%	08-09	7.1%	1/155 .71%	7.1%
Improve employee attendance	Attendance Plan Developed	100%	100%	0	100%	0	100%	0			100%	09-10	100%	100%	
	Increase professional attendance rate	98%	98.37%	+.37%	97.08%	-.92%	96.4%	-1.6%	95.78%	-2.22%	98%	08-09	96.86%	98.35%	97.5%
	Increase auxiliary staff attendance rate	98%	97.64%	-.36%	96.12%	-1.88%	95.5%	-2.5%	95.11%	-2.89%	98%	08-09	95.74%	96.4%	96.6%
1.6 Develop Intervention Strategies to Improve Graduation/Completion/Drop-out and Student Attendance Rates															
Develop intervention strategies to improve graduation and completion rates and reduce drop-out rates	Percent of attendance	97%			95.4%	-1.6%					97.5%	03-04	95.5%	95.5%	95.9%
	Percent of drop-out (Gr. 7-8)	≤1%			.5%	-.5					≤1%	05-06	.5%	0.5%	0.5%
	Percent of drop-out (Gr. 9-12)	≤1%			4.5%	+3.5%					≤1%	05-06	18.60%	4.0%	3.3%
	▪ African American	≤1%			5.1%	+4.1%					≤1%	10-11	21.40%	22.2%	
	•Hispanic	≤1%			4.3%	+3.3%					≤1%	10-11	17%	17.3%	
	▪ White	≤1%			5.1%	+4.1%					≤1%	10-11	21.70%	16.8%	
	▪ Special Education	≤1%			6.3%	+5.3%					≤1%	10-11	4.60%	4.7%	
	▪ LEP	≤1%			9.2%	+8.2%					≤1%	10-11	4.10%	4.6%	
	▪ CTE	≤1%			3.6%	+2.6%					≤1%	10-11	3.80%	4.3%	
	Graduation Rate (4year)	75%			75.3%	+.3%					80%	03-04	71.40%	69.2%	68.8%
	▪ African American	75%			72.6%	-2.4%					80%	10-11	69.90%	68.6%	
	•Hispanic	75%			76.8%	+1.8%					80%	10-11	72.20%	69.3%	
	▪ White	75%			72.1%	-2.9%					80%	10-11	69.70%	69.7%	
	▪ Special Education	75%			59.6%	-15.4%					80%	10-11	60.60%	60.6%	
	▪ LEP	75%			39%	-36%					80%	10-11	42.10%	38.5%	
	▪ CTE	75%			82.2%	+7.2%					80%	10-11	81.50%	81.5%	73.1%
Develop intervention strategies to improve graduation and completion rates and reduce drop-out rates	Completion Rate 9-12)	85%	82%	-3%							95%	03-04	81.40%	81%	82.6%
	Retention Rate (K-8)	<12%	2.56%	-9.44%							<10%	09-10	3.08%	12%	
	Reclassified 9th graders	<803	569	-234	442	-361	578	-225	896	+93	BL	10-11	803		
	Out of district reclassified 9th graders	<380	192	-180							<380	10-11	380		
	Virtual School 1/2 Credits	>3078			873	-2,205	1,122	-1,956	4,032	+954	3078	10-11	3078		
Develop intervention strategies to improve graduation and completion rates and reduce drop-out rates	Number of students earning credit in trailer courses fall semester through early release in grades 9 & 10	3			A: 0	-3					3	09-10	A: 3	A: 94	
		222			E/C: 157	-65					222	09-10	C: 0	C: 2	
												09-10	E: 222	E: 80	
		56			Mc: 87	+31					56	09-10	Mc: 56	Mc: 9	
		300			N: 0	-300					300	09-10	N: 300	N: 9	
	Number of 1/2 credits earned fall semester in credit recovery courses for grades 9 & 10	198			A: 42	-156					198	09-10	A: 198	A: 209	
		169			E/C: 23	-146					169	09-10	C: 10	C: 25	
												09-10	E: 159	E: 378	
		21			Mc: 19	-2					21	09-10	Mc: 21	Mc: 108	
		291			N: 91	-200					291	09-10	N: 291	N: 588	
	Number of 1/2 credits earned spring semester in trailer courses for grades 9 & 10	45							A:102	+57	45	09-10	A. 45	A: 147	
		71							C: 142	+71	71	09-10	C: 71	C: 100	
		136							E: 209	+73	136	09-10	E: 136	E: 172	
		38							Mc:31	-7	38	09-10	Mc: 38	Mc: 53	
		228							N:364	+136	228	09-10	N: 228	N: 580	
Monitor intervention plan for students who are promoted to the next grade level with minimal skills (Bump Up & PGP)	Percentage of student mastery on math Benchmark tests	70%	A: 15%	-55%	A: 23%	-47%	A: 37%	-33%	A: 38%	-32%	80%	06-07	A: 31%	A:45%	62%
		70%	E/C: 0%	-70%	E/C: 19%	-51%	E/C:39%	-31%	C: 100%	+30%	80%	06-07	C: 36%	C:63%	
									E: 11%	-59%	80%	06-07	E: 57%	E:37%	
		70%	Mc: 45%	-25%	Mc: 26.3%	-43.7%	Mc:49.3%	-21%	Mc: 46%	-24%	80%	06-07	Mc: 40.25%	Mc:55%	
		70%	N: 22%	-48%	N: 33%	-37%	N: 28%	-42%	N: 34%	-36%	80%	06-07	N: 21%	N:47%	
	Percentage of student mastery on math STAAR	70%							A: NA		80%	10-11	A:46%		
		70%							C: NA		80%	10-11	C:64%		
		70%							E: NA		80%	10-11	E:41%		
		70%							Mc: NA		80%	10-11	Mc:54.67%		
		70%							N: NA		80%	10-11	N:58%		
		70%							D: NA		80%	11-12			
	Percentage of student mastery on reading Benchmark tests	70%	A: 15%	-55%	A: 47%	-23%	A: 39%	-31%	A: 49%	-21%	80%	06-07	A:47%	A:50%	58%
		70%	E/C:10%	-60%	E/C: 33%	-37%	E/C:49%	-21%	C:100%	+30%	80%	06-07	C:86%	C:56%	
		70%							E:30%	-40%	80%	06-07	E:58.9%	E:54%	
		70%	Mc: 36%	-34%	Mc: 43.7%	-26.3%	Mc: 42%	-28%	Mc:51%	-19%	80%	06-07	Mc:53%	Mc:69%	
		70%	N: 31%	-39%	N: 45%	-25%	N: 37%	-33%	N:45%	-25%	80%	06-07	N:46%	N:69%	

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Action/ Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	3 Year Trend 09-10	3 Year Trend 08-09
1.6 Develop Intervention Strategies to Improve Graduation/Completion/Drop-out and Student Attendance Rates															
Monitor intervention plan for students who are promoted to the next grade level with minimal skills (Bump Up & PGP)	Percentage of student mastery on reading STAAR	70%							A: NA		80%	10-11	A:33%		
		70%							C: NA		80%	10-11	C:70%		
		70%							E: NA		80%	10-11	E:50%		
		70%							Mc: NA		80%	10-11	Mc:63.97%		
		70%							N: NA		80%	10-11	N:53%		
	Attendance rate for bump-up students	97%	A: 94%	-3%	A: 93%	-4%	A: 92%	-5%	A: 91%	-6%	98%	08-09	A:91%	A:91%	90%
		97%	E/C:72%	-25%	E/C: 96%	-1%	E/C:96%	-1%	C: 100%	+3%	98%	08-09	C:95%	C:96%	
									E: 85%	-12%		08-09	E:90%	E:89%	
		97%	Mc:97%	0	Mc: 94%	-3%	Mc:93.7%	-3%	Mc:94%	-3%	98%	08-09	Mc:96%	Mc:91%	
		97%	N: 80%	-17%	N: 95%	-2%	N: 93.5%	-3%	N: 75%	-22%	98%	08-09	N:93%	N:87%	
Conduct student survey (gr. 8)	Areas of dissatisfaction identified that contribute to dropout rate.	87% sat. rate							66.7%	-20.3%	90%	10-11	90% (Q 1, 61)		
	▪Knowledge and understanding of rules	87% sat. rate							56%	-31%	90%	10-11	49% (Q 48)		
	▪Safety from theft	87% sat. rate							47%	-30%	90%	10-11	40.5 % (Q 53)		
	▪Safety from bullying	87% sat. rate							67.00%	-20%	90%	10-11	84% (Q 42, 43)		
	▪Collaborative spirit on campus	87% sat. rate							53%	-34%	90%	10-11	59% (Q 39, 45)		
Revise dropout plan to address areas of dissatisfaction contributing to dropout rate	Plan developed and implemented	100%									100%	10-11	100%		
	Number/percent of dropouts in grades 7-12	≤1%			0.50%	-.5%					≤1%	10-11	3.20%		
	Reduce dropout rate in grades 7-12 by 50%	<1%			0.50%	-.5%					<1%	10-11	3.20%		
Provide seamless RtI intervention transition	Percent of campuses transitioning RtI folders between grades	100%	100%	0							100%	10-11	100%		
	Number/percent of individual intervention plans developed	100%	729/ 58%	-42%							100%	10-11	100%		
Monitor performance of students who are promoted to next grade level with minimal skills (i.e., placed, GPC promoted, failed TAKS)	***Monitor results***														
	▪Plan revised	100%	100%	0							100%	09-10	100%	100%	
	% of students performing on grade level														
	▪4th to 5th grade	100%	30%	-30%	41%	-59%	74%	-26%	66%	-34%	100%	10-11	100%		
	▪6th to 7th grade	100%	15%	-85%	49%	-51%	67%	-33%	63%	-37%	100%	10-11	100%		
	▪8th to 9th grade	100%	55%	-45%	55%	-45%	78%	-22%	50%	-50%	100%	10-11	100%		
Monitor grading and Re-teach and Re-assessment policies	Grading policy monitored	100%	100%	0	100%	0	100%	0	100%	0	100%	10-11	100%		
	▪ Number of NG's	<821			640	-181			1,084	+263	<821	09-10	821	1517	
	Provide training for principals and teachers on the revised Re-teach and Re-assessment Policy	75	73/75 98%	-2							75	11-12			
Monitor dropout teams	Number of campus dropout teams focused on at-risk students	6			6	0	6	0			6	09-10	6	6	
Monitor credit recovery labs	***Number of students reclassified through online learning labs***	<3263										09-10	3263	813	
	▪9th to 10th, 11th, or 12th	BL			54				61		BL	11-12			
	▪10th to 11th or 12th	BL			112				141		BL	11-12			
	▪11th to 12th	BL			177				212		BL	11-123			
	▪ Number of credits earned	BL			1013						BL	11-12			
	▪ Number trailer courses	BL			368						BL	11-12			
Monitor Hall Center for Education	Attendance rate	97%	90.5%	-6.5%	86%	-11%	86.13%	-10.87%	85.00%	-12%	98%	09-10	82.51%	D-77.7% N-83.1%	
	Enrollment numbers	348	363	+15	337	-11	341	-7	381	+33	348	10-11	348		
	Graduation rate	70%			37.8%	-32.2%					80%	10-11	26.6%		
	Completion rate	85%			39.7%	-45.3%					95%	10-11	57.9%		
	Dropout rate	≤1%			19%	+18%					≤1%	10-11	20.5%		
	Reclassification Data	*BL*			113						*BL*	11-12			
	Academic Data														
	▪ ELA	90%			Eng 1: 65%	-25%			Eng 1: 72.7%	-17.3%	90%	10-11	Eng 1: 47.8%		
		90%			Eng 2: 61%	-29			Eng 2: 85.1%	-4.9%	90%	10-11	Eng 2: 30.7%		
		90%			Eng 3: 74%	-16%			Eng 3: 89.5%	-.5%	90%	10-11	Eng 3:65.8%		
		90%			Eng 4: 29%	-61%			Eng 4: 100%	+10%	90%	10-11	Eng 4:36.3 %		
	▪ Math	90%			Alg 1: 86%	-4%			Alg 1: 85.6%	-4.4%	90%	10-11	Alg 1:28.5%		
		90%			Alg 2: 58%	-32%			Alg 2: 87%	-3%	90%	10-11	Alg 2: 88.8%		
		90%			Geom: 74%	-16%			Geom: 88.5%	-1.5%	90%	10-11	Geom: 58.6%		
		90%			MMA: 78%	-12%			MMA: 78.6%	-11.4%	90%	10-11	MMA:24 %		

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Action/ Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend		
													10-11	09-10	08-09
1.7 Provide Professional Development to Improve Student Achievement and Job Performance															
Provide training and/or resources to improve job performance	Percent of new auxiliary employees meeting standard	100% 15 hrs.	94.4%	-5.6%	94.4%	-5.6%	97.4%	-2.6%	78.3%	-21.7%	15 hrs.	02-03	97.2%	96.5%	88.8%
	Percent of auxiliary employees meeting standard	100% 6 hrs.	99%	-1%	99%	-1%	98%	-2%	84%	-16%	6 hrs.	04-05	96%	99%	85%
	Percent of professionals meeting standards	100% 40 hrs.	97.1%	-2.9%	97.2%	-2.8%	95.4%	-4.6%	96%	-4%	40 hrs	02-03	98.6%	98%	97.4%
Increase online PD	Number of sessions	30/yr	51	+21	31	+52	57	+27	119	+228	50/yr	09-10	86	58	
	Number of participants	≥3078	1,597	-1,403	3,352	+274	3,799	+721	2,942	+8,612	4,000	09-10	3078	4219	
1.8 Address student health needs through School Health Advisory Council (SHAC)															
Support district SHAC	Council Established	100%	100%	0							100%	10-11	100%		
	School Health Advisory Council Meetings held - 4/yr.	4	1	-3	2	-2	3	-1	4	0	100%	10-11	4		
Provide Training for It's Your Game Program	Provide training and resources for teachers and counselors implementing the It's Your Game Program for 7th & 8th	*BL*	100%	0	100%	0	100%	0			*BL*	11-12			
1.9 Establish Board and Administrative policies based on new laws															
Identify Board and Administrative policies needed to maintain compliance with new laws	Board and Administrative policies identified, developed, and implemented	100%	100% identified	0	100% identified	0					100%	11-12			

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Objective 2:
Aldine Independent School District will implement effective student management strategies to improve student behavior.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	3 Year Trend 09-10	3 Year Trend 08-09
2.1 Provide Safe and Secure Environment for Students and Staff															
Provide safe and secure learning environment for students and staff	Number of unsafe school incidents	<10	4	-6	1	-9	6	-4	7	-3	<10	09-10	7	16	
	Number of behavior incidents compared to same quarter last year	<75,416 (-5% FPY)	12,438 (12,807 LY)	-369 -3%FPY	29,033 (PY-33,619)	-14%	57,288 (PY 54,306)	+5.2%	77,114	+2%	-20%	09-10	72,474/79385 (-9%)	79,385	
	Number of fights/simple assaults	*BL*	39		338		857		2,000		*BL*	11-12			
	Number of citations written for disruptive behavior	*BL*	91		23		51		576		*BL*	11-12			
Provide and support alternative education programs	Number of students served	<1,498	288	-1,210	345	-1,153	998	-500	1,660	+162	<500	10-11	1498		
	Number of interventions implemented	<2405	816	-1,589	1,511	-905	2,670	+265	5,266	+2,861	<2405	10-11	2405		
	Number of counseling sessions provided	<60	350	+290	60	0	169	+109	225	+165	<60	10-11	60		
2.2 Deploy Campus Discipline Framework to Promote Positive Behavior Support and to Improve Student Behavior															
Monitor campus Discipline Framework to decrease negative behavior incidents	Number of students suspended	<13, 468 (-5% FPY)	1,291	-12,178	5,875	-7,593	13,176	-292	19,354	+5,886 +22%	-20%	08-09	14,176 -17%	17,751	19,291
	Number of removals to COMPASS	<1,126 (-5% FPY)	334 (194 LY)	-792	388	-738	1,212	+86	1,319	+193 K205%	-20%	05-06	1498/1711 (-12%)	1,448	1067
	Percent recidivism rate within school year for Compass	<5% FPY	0%	0	7.2%	+2.2%	7%	+2%	8%	+3%	<3%	04-05	7%	6.95%	5.8%
	Number of removals to BRICKS	<30 (-5% FPY)	0	-30	14	-16	16	-14	28	-2	-20%	10-11	32		
	Percent recidivism rate within school year for Bricks	<5% FPY			7%	+2%	7%	+2%	0%	0	<3%	10-11	15%		
	Number of removals to Highpoint	<279 (-5% FPY)	3	-276	70	-209	86	-193	175	-104	-20%	05-06	294	331	133
	Number of removals to JJAEP	≤ 6	1	-5	1	-5	5	-1	6	0	-20%	03-04	6	16	21
	Number of students placed in ISS	<40,753 (-5% FPY)	4421	-36,332	17,719	-23,034	35,970	-4,783	48,358	+7,605 +6%	-20%	10-11	42,897	48,415	
Maintain consistent discipline management policies across the district	Percentage of campus frameworks with consistent policies	100%			100%	0	100%	0	100%	0	100%	06-07	100%	100%	100%
	Incidents and dispositions are documented	100%			100%	0	100%	0	100%	0	100%	06-07	100%	100%	100%
	Accuracy rates for discipline	100%			85%	-15%	75%	-25%	95%	-5%	100%	06-07	98%	100%	100%
Expand training in Positive Behavior Supports	Number/Percent of reduced behavior incidents in targeted schools	<22,041 (-5% FPY)	-17% FPY	+12%	8,389/ -12% FPY	+7%	-8%	+3%	24,498	+2,457 +5%	-20%	10-11	23,201		
2.3 Provide professional development for Staff and Administration Targeting Student Management Skills															
Provide PD for staff and administration targeting student management skills, interventions, and strategies (RtI, EIT)	Number of district trainings	18	12	-6	50	+32	24	+68	39	+21	>18	05-06	PBS 30	51	
	Number of campus sessions at each level (18 per year)	≥495			210	-285	158	-127	316	-179	656	05-06	PK:45 Elem:205 Int:100, MS:85, 9th:30, HS:30	485	16
	Sessions evaluated	100%							100%	0	100%	09-10	100%	100%	
	Number of incidents by student group by semester	<5% FPY			AA: 5,303 17,957(LY)	-12,654			AA: 21,979	+5%	-10%	05-06	AA: 21,979 30.3%	AA:45%	
		<5% FPY			W: 294 1,021 (LY)	-727			W: 1,192	-10%	-10%	05-06	W: 1,192 1.64%	W:24%	
		<5% FPY			H: 8,122 26,259 (LY)	-18,137			H: 30,302	-1%	-10%	05-06	H:30,302 41.8%	H:36%	
	Number/percent of student behavior incidents district-wide as compared to same quarter last year	<68,850 (-5% FPY)	13,008 (12,807 LY)	+201	29,033 (30,231 LY)	-1,198 (-12% FPY)	57,288	-11,562	70,227	+1,377 +2%	-20%	09-10	72,474/79,385 (-9%)		

ALDINE ISD 2011-2012 SCORECARD

Objective 2:
Aldine Independent School District will implement effective student management strategies to improve student behavior.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	09-10	08-09
2.3 Provide professional development for Staff and Administration Targeting Student Management Skills															
Provide district training emphasizing effective student management	Number of district and campus training sessions	D: 18	4	-14	50	+32	24	+6	31	+13	D: 18	10-11	60		
		C: 18	0	-18	210	+192	154	+136			C: 18	10-11	0		
	Teacher and parent surveys administered regarding discipline management	BL							100%		BL	10-11	0		
2.4 Provide and Monitor district Interventions to Reduce Drug and Alcohol Incidents.															
Conduct random drug testing on secondary campuses	Number of drug related incidents as compared to previous year	<361 (-15% FPY)	28	-333	150 (-12% FPY)	-211	321/445-28%	-40	465	+104 +20%	-20%	08-09	424 (-17%)	504	140
	Recidivism rate of students under 1 day DAEP contract	<23% (-10% FPY)	0%	0	26%	+3%	27%	+4%	27%	+4%	-20%	10-11	33%		
Provide campus based counseling sessions	Number of campus based counseling sessions for student who violated district drug policy	≤18	88	+70	63	+45	89	+71	737	+719	>18	09-10	788	889	
Conduct drug and alcohol awareness programs	Number of campus based drug and alcohol awareness programs	30	0	-30	5	-25	2	-23	38	+8	>25	09-10	30	34	
	Number of ASAP sessions conducted	<16	4	-12	6	-10	169	+153	225	+209	>11	09-10	16	23	
2.5 Provide Campus Interventions That Targets Harassment and Dating Violence Behaviors.															
Target gr. 5-8 on STR	Number of trainings on Steps to Respect Program	4	1	-3	4	0	1	+2			>4	10-11	2		
Provide training on dating violence and counseling for affected students	Number of harassment/dating violence incidents	<434 (-10% FPY)			163 (-45% FPY)	-271			427	-22%	-20%	10-11	482 (+15%)		
	Number of district staff development sessions on proactive strategies	8	1	-7	3	-5	3	-1	22	+14	10	09-10	396	2	
	Percent of materials provided	100%	100%	0	100%	0	100%	0	100%	0	100%	09-10	100%	100%	
	Number of counseling sessions conducted	<711	38	-673	116	-595	990	+279	1,066	+355	-20%	09-10	711	35	
2.6 Provide Campus Interventions That Target Bullying															
Provide PD on bullying awareness and programs	Number of bullying incidents	<458 (-5% FPY)	38 (93 LY) 60% reduction	-420	163	-295	311/471-34%	-147	427	-31 -22%	-20%	09-10	482 (+15%)	225	
	Number of district staff development sessions to increase bullying awareness	4	3	-1	3	+2	2	+4	2	+6	>4	10-11	42		
2.7 Adopt and Implement a District Policy Addressing Sexual Abuse of Children															
Provide awareness training for teachers, students, and parents	District policy addressing child abuse adopted and implemented	100%	0%	0							100%	10-11	100%		
	Number of trainings provided regarding sexual abuse of children	8	0	-8	0	-8	40	+32	2	+34	>8	10-11	12		
	Percent of materials provided for trainings	100%	0	0	0%	0	100%	0	100%	0	100%	10-11	100%		

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Objective 2:
Aldine Independent School District will implement effective student management strategies to improve student behavior.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	3 Year Trend 09-10	3 Year Trend 08-09
2.8 Operate DAEP Campuses Based on the Recommended State Guidelines															
Staff campuses with HQ staff at 15:1 ratio	Percentage of 15:1 classrooms	100%	100%	0	100%	0	100%	0	98%	-2%	100%	09-10	24/ 144 85%	100%	
	Percentage of highly qualified teachers	100%	98%	-2%	92%	-8%	92%	-8%	95%	-5%	100%	09-10	100%	99%	
Align instruc. with BM obj.	Percent of instruction and assessment aligned with BM objectives	100%	100%	0	100%	0	100%	0	100%	0	100%	09-10	100%	100%	
Develop a transition plan for students	Percent of transition plans developed for students returning to home campus	100%	100%	0	95%	-5%	98%	-2%	98%	-2%	100%	08-09	90%	85%	100%
Maintain student attendance rates within 5% of home campus	Percent of students' attendance within 5% of their home campus by grade level	100%	E: 83%	-17%	E: 90%	-10%	79%	-21%	E: 82%	-18%	100%	08-09	E:83%	E: 95%	E: 88%
		100%	I: 73%	-27%	I: 80%	-20%	75%	-25%	I: 76%	-24%	100%		I:67%	I: 87%	I: 84%
		100%	MS: 88%	-12%	MS: 82%	-18%	78%	-22%	MS: 69%	-71%	100%		MS:63%	MS: 79%	MS: 81%
		100%	9th: 96%	-4%	9th: 67%	-73%	67%	-33%	9: 61%	-39%	100%		9:61%	9th:74%	9: 81%
		100%	HS: 86%	-14%	HS: 73%	-27%	75%	-25%	HS: 64%	-36%	100%		HS:68%	HS:73%	HS: 82%
Improve campus student behavior	Number of behavior referrals	<4,683 (-5% FPY)	155	-4,528	1,135 (+17% FPY)	-3,548	4,110	-573	4,565	+30% FPY	-10%	09-10	4614	406	
	Number of expulsions to Highpoint and JJAEP as compared to this time last year	<135 (-5% FPY)	2 Hpt	-133	24 (-59% FPY)	-111	76	-59	164	+3% FPY	<10%	08-09	159	142	
	Number of suspensions at compass as compared to previous year	<1,802 (-5% FPY)	51	-1,751	271 (+1% FPY)	-1,531	1,711	-91	2,401	+20% FPY	<10%	08-09	1897	718	
2.9 Establish Board and Administrative policies based on new laws															
Identify Board and Administrative policies needed to maintain compliance with new laws	Board and Administrative policies identified, developed, and implemented	100%	66%	-44%							100%	11-12			

ALDINE ISD 2011-2012 SCORECARD

Objective 3:
Aldine Independent School District will improve parent/community relations by creating a welcoming environment in all campuses/facilities/departments.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend 10-11	09-10	08-09
3.1 Increase and Improve Communication with Parents															
Conduct parents surveys	Percent of positive feedback	90%							90.2%	+.2%	95%	06-07	Not Surveyed		
	Percent of negative feedback	0%							9.8%	+9.8%	0%	06-07	Not Surveyed		
	Stakeholder satisfaction rate at >90%	90%							73.2%	-16.8%	90%	06-07	NA/Not Surveyed	95%	91%
Post information on website and in publications	Number of informational items posted about district progress, students attendance, and TAKS	>138/yr 35/Q	93 items	+58	16	-19	307 items posted	+272	416/yr	+278	150	06-07	41/ Quarter	139 postings	100%
	District information shared at State of the District breakfast	100%					100%	0			100%	06-07	100%	100%	100%
Increase registration of Parent Connect	Percent of registration compared to same quarter last year	25% increase	1,276 in 2011 vs 709 in 2010	+80%	14,641 vs 10,350 in 2010	+41%	Q3 (10-11) 18.4% Q3 (11-12) 24% registered for 30 % increase	5 pts. above target	25.4%	+34%	25% increase	06-07	18.9% 2011 22% 2010	22.05%	19.7%
	Number of logins compared to same quarter last year	25% increase from 46,310	23,134 in 2011 vs.7869 in 2010	+193%	47,573 vs. 43,629 in 2010	+9%	Q3 (10-11) 41,013 Q3 (11-12) 43,547 or 6% increase	19 pts. under goal	39,157	+87%	25% increase	10-11	46,310 Q4 2010 20,867 Q4 2011		
Revise district comm. plan	Strategic communication plan is modified, deployed, and implemented	100%	Did not need to revise comm. plan	NA							100%	09-10	100%	100%	
Track response of patron inquires to BOT	Percent of response to patron inquiries to BOT	100%	0 inquiries logged	0	0 inquiries logged	0	Q3 - 43.547 Q3 2011-12-	NA	0 inquiries logged	0	100%	10-11	0 complaints		
	Tracking system developed and implemented	100%	Sys. Devel. & implem.	100%							100%	10-11	100%		
3.2 Ensure all levels of stakeholders are informed about the 2012 Tax Ratification Election															
Ensure all levels of stakeholders are informed of and understand the 2012 Tax Ratification Election	Develop TRE Communication Plan by December 2011	100%			100%	0					100%	11-12			
	Stakeholder groups identified	100%	100%	0							100%	11-12			
	Methods of communication selected	100%			100%	0					100%	11-12			
	Marketing materials published	100%							No TRE was held	NA	100%	11-12			
	Marketing materials disseminated	100%							No TRE was held	NA	100%	11-12			
	Track Aldine stakeholder groups who have been contacted and informed	100%					Election Not Planned for 2012	NA			100%	11-12			
3.3 Ensure that Every Campus/Facility/Department is Welcoming to all External Stakeholders: Parents/Guardians and Community/Business Partners															
Provide customer survey cards	Percent of stakeholder satisfaction with customer service as indicated on Customer Service Cards	95%	81%	-14 pts.	85% (2547 pos. comments out of 2995 total)	10 pts. under goal	HR- 99.8% CO - NA Annx - NA Rsrc- NA Schls- 85% Overall 86.8% Positive (4614 Pos./5310 Total)	8.2 pts over goal	87% positive comments	-8%	98%	06-07	2878 Pos. 3285 Tot. 87.6% Pos.	73% 1324/ 1819	95%

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Objective 3:
Aldine Independent School District will improve parent/community relations by creating a welcoming environment in all campuses/facilities/departments.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend		
													10-11	09-10	08-09
3.3 Ensure that Every Campus/Facility/Department is Welcoming to all External Stakeholders: Parents/Guardians and Community/Business Partners															
Review and refine standards for customer service	Percent of standards reviewed and refined to include strategies for working with dissatisfied stakeholders	100%							100%	0	100%	06-07	100%	100%	
	Percent of standards published in handbooks, website, etc.	100%							100%	0	100%	06-07	100%	100%	
Provide Customer Service Training	Training conducted for all district staff using updated customer standards handbook	100%	98%	-2%					100%	0	10%	10-11	100%		
Categorize and trend complaint log data	Percent of customer service complaints	100%	33%	-25%							100%	07-08	100%	70%	100%
	Percent of complaints related to student academics	<10%	21%	-13 pts.	18%	+8 pts.	8 of 50 or 16%	+6%	4/53 8%	-2%	<8%	08-09	14%	17%	23%
	Percent of complaints related to enrollment	<10%	17%	+7%.	3.6%	-6.4%	0	0	2/53 4%	-6%	<8%	08-09	0%	2%	25%
3.4 Provide Structure and Support to Foster a Positive Climate for Students, Teachers, Staff and Administrators, and Parents															
Decrease number of negative phone calls	Number/percent of negative calls from teachers to cabinet/depts..	<4%	0%	0	3.6%	-.4%	5 of 50 or 10%	+6	1 of 53 or 2%	-2%	<3%	05-06	17%	4% 2/46	2
	Number/percent of negative calls from parents to cabinet/depts..	<149 37/Q	23	-14	25	-13	46	+9	52	+15	-10%	05-06	24	85%	149
Conduct satisfaction/attitudinal surveys for the following categories: Teachers, Principals, Support Staff, Students, District Administrators, Parents, and business partners	Percent of satisfaction among teachers	87%							78.60%	-8.4%	90%	09-10	Not Surveyed	80.70 %	
	Percent of satisfaction among principals	87%							Did not survey	NA	90%	09-10	Not Surveyed	NA	
	Percent of satisfaction among support staff	87%							Did not survey	NA	90%	09-10	Not Surveyed	NA	
	Percent of satisfaction among students	87%							Middle School 66.7%	-20.3%	90%	09-10	65.87% Grade 8	Pendin g	
	Percent of satisfaction among district administrators	87%							Did not survey	NA	90%	09-10	Not Surveyed	NA	
	Percent of satisfaction among parents	87%							90.20%	+3.2%	90%	09-10	Not Surveyed	NA	
	Percent of satisfaction among business partners	87%							Did not survey	NA	90%	10-11	Not Surveyed		
Identify areas of satisfaction and dissatisfaction	Data analyzed and areas of satisfaction and dissatisfaction are identified for all stakeholders	100%					Surveys Not Complete	NA	100%	0	100%	08-09	100%	100%	100%
	Action Plans are developed to address dissatisfaction of stakeholders	100%							No action plans developed	Did not meet goal	100%	10-11	100%		
Post survey results	Percent of survey results posted on e-portal	100%							Summary to be posted	Did not meet goal	100%	08-09	100%	100%	
	Percent of survey results posted on district website	100%					Surveys Not Complete	NA	Summary to be posted	Did not meet goal	100%	08-09	100%	100%	
Share teacher results	Teacher survey results shared	100%							100%	0	100%	10-11	100%		
3.5 Establish Board and Administrative policies based on new laws															
Identify Board and Administrative policies needed to maintain compliance with new laws	Board and Administrative policies identified, developed, and implemented	100%	100% identified	0							100%	11-12			

ALDINE ISD 2011-2012 SCORECARD

Objective 4:
Aldine Independent School District will maintain fiscal solvency and align priorities to support critical educational programs, by applying sound financial principles and practices.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend		
													10-11	09-10	08-09
4.1 Implement Sound Financial Practices and Balanced Budgeting															
Monitor Sept. 1st fund balance	September 1st fund balance	>1.75 mo. of oper. exp.	2.6 mo. of oper. Exp.	+.85							2.5 mo. of oper. exp.	03-04	100% 2.15 mo.	3 mo.	6%
Develop a financial plan to ensure financial solvency for 2010-2013	Plan developed	100%							100%	0	100%	09-10	100%	100%	
	Plan implemented for June Board Meeting	100%							100%	0	100%	10-11	100%		
Revise multi-year budget plans	Five year budget plans revised and developed	100%	100%	0							100%	10-11	100%		
Identify and evaluate fixed discretionary costs in all departments	Fixed/discretionary costs identified	100%	100%	0							100%	09-10	100%	50%	
	Fixed/discretionary costs evaluated	100%			100%	0	100%	0	100%	0	100%	09-10	100%	80%	
Update budget preparation systems	Percent of budget preparation systems updated to include budget cut contingencies (rolled to new year on July 1, 2012)	100%	33%	-67%					100%	0	100%	09-10	100%	100%	
Monitor allocation adjustments	Percent of departments with allocation adjustments maintaining a balanced budget	100%	100%	0	100%	0	100%	0	100%	0	100%	10-11	99%		
Continue ongoing hands-on finance training	Percent of identified departments and campuses trained in budgeting and sound financial practices.	100%	C:100%	0							100%	09-10	100%	100%	
		100%	D:100%	-77%							100%	09-10	100%	100%	
	Percent of ongoing budget and process training for new and identified bookkeepers	100%			100%	0	100%	0	100%	0	100%	11-12			
Identify Board and Administrative policies needed to maintain compliance with new laws	Board and Administrative policies identified, developed, and implemented	100%	100% identified	0	100%	0					100%	11-12			
Review strategies for increasing bond rating and make necessary improvements	Moody's investment grade bond rating improved	100%							100% (Aa2)	0	100%	09-10	100%	Aa2 to Aa1	

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Objective 5:
Aldine Independent School District will manage district operations and assets in an efficient manner.

Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend		
													10-11	09-10	08-09
5.1 Improve on-time delivery															
Monitor response for service	Percentage of deliveries delivered on time (within 72 hours)	100% at ≥99%	6/10 60%	-40%	8/10 80%	-20%	7/10 70%	-30%	8/10 80%	-20%	100%	09-10	5/10 50%	95% 8/10	
	Percent of existing process revised, mapped, and deployed	100%	8/10 80%	-20%							100%	09-10	9/10 90%	99%	
Conduct stakeholder survey	Conduct Stakeholder Survey	≥80% Sat. Rate							9/10 90%	+10%	90% Sat. Rate	09-10	6/9 66%	94% 8/10	
5.2 Improve cycle-time at or above industry standard of 90%															
Orders monitored for delivery within 72 hours; unless emergency is noted	Documentation and data maintained	100%	8/10 80%	-20%	8/10 80%	-20%	8/10 80%	-20%	8/10 80%	-20%	100%	09-10	100%	100%	
	Percentage of logged work orders completed within 3 days	100% at ≥90%	4/10 40%	-60%	5/10 50%	-50%	7/10 70%	-30%	7/10 70%	-30%	100%	09-10	7/10 70%	93% 8/10	
5.3 Reduce Re-work Rate															
Log Errors	Percent of errors logged	100%	10/10 100%	0	10/10 100%	0	10/10 100%	0	10/10 100%	0	100%	09-10	10/10 100%	100%	
Benchmark Best Practices	Number of Departments Benchmarked	100% bm 3 depts.	1/10 10%	-90%					10/10 100%	0	3	10-11			
	Best Practices Captured	100% cap. 5 bp	1/10 10%	-90%							5	10-11			
5.4 Optimize Project Costs at or below estimated costs															
Monitor budget based on historical data for similar projects	Number of projects		**43**		**41**		**92**		**62**				348	190	
	Number of projects at or below 90% of projected cost	100% At or below 90% of proj cost	43/43 100%	0	40/41 97.5%	-2.5%	86/92 93%	-7%	55/62 88.7%	-11.3%	At or below 95% of prog. cost	09-10	344 98%	97%	
5.5 Optimize Response Time for Non-Emergency															
Refine processes for receiving work requests	Number of responses within 24 hours; unless emergency, then immediately	100%	7/10 70%	-30%	7/10 70%	-30%	7/10 70%	-30%	7/10 70%	-30%	100%	09-10	10/10 100%	92% 8/10	
5.6 Reduce accident rate as Compared to Previous Year															
Reduce vehicular, personal, and property claims by monitoring number of accidents per year	Percent of vehicular claims as compared to previous year	25% Reduction	10/10 100%	0	10/10 100%	0	10/10 100%	0	9/10 90%	-10%	25% Reduction	09-10	10/10 100%	<1% 10/10	
	Percent of personal/property claims as compared to previous year	25% Reduction	10/10 100%	0	10/10 100%	0	10/10 100%	0	8/10 80%	-20%	25% Reduction	09-10	9/10 90%	<1% 10/10	

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Objective 5: Aldine Independent School District will manage district operations and assets in an efficient manner.															
Action/Task	Measure	1 Year Target	Actual Q1	Var.	Actual Q2	Var.	Actual Q3	Var.	Actual Q4	Var.	3 yr Target	Year Added	3 Year Trend		
													10-11	09-10	08-09
5.7 Reduce damage rate															
Monitor number of damages reported for equipment or services	Percent of damages reported against industry standards	100% at ≤1% damage rate	10/10 100%	0	10/10 100%	0	10/10 100%	0	10/10 100%	0	≤1% damage rate	09-10	10/10 100%	<1%	
5.8 Monitor Budget Control															
Monitor and Develop budget from department needs assessment	Analyze data from unexpended and unallocated funds	100%	10/10 100%	0	10/10 100%	0	10/10 100%	0	10/10 100%	0	100%	09-10		100%	
	Percent of departments staying within allocated budget	100% within ≤99% of allocated budget							8/10 80%	-20%	>99%	09-10		100%	
Identify Board and Administrative Policies needed to maintain compliance with new laws	Board and Administrative policies identified, developed, and implemented	100%	100% identified	0							100%	11-Oct			