

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #81 (2005-2006)

October 24, 2005

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: SCHOOL BOARD GOALS FY 2005-2006

ASD Mission: *Educating students for success in life.*

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and adopt the Anchorage School District Mission Statement and Goals as shown in Attachment A. For comparison purposes, the Goals for 2004-2005 are shown in Attachment B.

PERTINENT FACTS:

The Anchorage School Board annually reviews and adopts their mission statement and goals for the school year. In 1996, the School Board revised the mission statement to indicate clearly the major purpose of the District: **"To educate all students for success in life."** This mission statement has provided focus for the students, staff, parents and the community, and has provided guidance in budget preparation. We believe that it has served us well as it succinctly summarizes our purpose.

In addition to the mission statement, the Board has adopted the goals annually in order to communicate to students, staff, parents, and community members the priorities that guide all activities of the staff and students to achieve that mission. It is the Administration's belief, and the School Board has concurred, that the goals should not be radically changed each year if long-term improvement is expected. This consistency has allowed teachers and school administrators to maintain and improve their efforts in focusing on student achievement. However, as assessments have changed over the past year and we have learned more information from their results, the indicators revealing District progress on those goals bear scrutiny and adjustment.

Each year, the School Board receives recommendations from the Administration for some modifications to the goals and indicators, and the Administration is given the opportunity to communicate recommendations for change prior to adoption by the Board. The Assessment and Evaluation Department and the Accountability and School Improvement Department have provided input, as have the Executive Directors within the Instructional Division. Human Resources and EEO collaborated on the commitment statement related to diversity in the workforce. The recommendations on Attachment A reflect this input.

The proposed mission statement and ongoing overall goals remain largely unchanged with the exception of an additional goal stating the District's commitment to diversity in the workforce as a reflection of our student body and the community at large. The Anchorage School District enjoys one of the most diverse student bodies in the nation, and we firmly believe that our students benefit from seeing like diversity in the employees at all levels of the District.

The proposed measurable achievement goals for the 2005-2006 school year continue the major emphasis from the past five years on reading, writing, and mathematics. Some of the indicators have changed in an effort to measure with maximum validity and with an increased view toward both individual student growth and narrowing the achievement gap in an environment where all students continue to grow academically. To that end, several of the goals call for an additional indicator measuring cohort student growth, meaning the performance of the same group of students over time. There is an additional indicator that focuses specifically on the achievement of students in the standards related to the conventions of writing, as this has been a concern mentioned by the Board.

The Administration recommends removing the indicator related to increases in the percentage of students achieving Advanced Proficient status due to concerns with the validity of using the Standards-Based Assessment as a measure for this particular purpose for which it was not intended. We recommend two additional indicators to measure the Board's goal of increasing the participation and performance of our advanced students that will also compare our students to national data. These involve increased percentages of students taking the PSAT and increased percentages of students in grades five and seven scoring in the highest quartile on the TerraNova CAT/6.

The examination of dropout and graduation rates continues, though the new indicators require reporting at the individual school level in addition to the district level. Though challenges in comparative reporting continue as we add additional years of clean data into the four-year cohort that determines

graduation rate, the Administration believes it is essential to continue our goal to increase graduation rates and decrease dropout rates among all groups of students at all schools.

A goal has been added to reflect the critical role of parents and the community in the education of our young people. An essential step in increasing parent involvement is to ensure that they feel welcome and valued in our schools and other facilities. As a public service agency, it is imperative that we evaluate and actively work to improve our customer service as we also work to improve our product - the education we provide.

Upon adoption, the goals will be shared with all schools and departments in the District as well as with our many external audiences. Adoption will allow the District to incorporate these goals into the budget development process and allow the schools to continue the academic focus emphasized herein. The goals also provide the base for the annual review of the Six-Year Instructional Plan.

We have much to be proud of in the Anchorage School District; we can do even better. We are always striving to improve through honest reflection on our progress and on the data. Our staff and students deserve the best teaching and learning conditions possible as provided by our available resources. All District employees are committed to closing the achievement gap for all students and to challenge all students to meet their potential successfully.

CC/JC/RG/LV/DP

Attachments

Prepared by: Rhonda Gardner, Director, Accountability & School Improvement
Laurel Vorachek, Director, Testing & Assessment
Danise Podvin, Director, Program Evaluation

Approved by: Jan Christensen, Assistant Superintendent, Instruction

ASD School Board Ongoing Overall Goals 2005-2006

ASD Mission: To educate all students for success in life.

Academic Achievement

Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

Supportive and effective learning environment

Establish and maintain a supportive and effective learning environment by

- providing safe, caring, barrier-free schools,
- promoting health and wellness,
- continuing to retain, recruit and train highly qualified staff who reflect the diversity in our student body,
- challenging each student academically,
- maximizing opportunities for lifelong learning,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

Public accountability

Ensure public accountability through

- continued participation in the state and federal required testing programs,
- continued preparation and publication of the *Profile of Performance*, budget basics, and budget and bond summaries,
- effective consultation with the community to ensure wise use of financial resources and responsible construction and maintenance of facilities, and
- effective communication with students, staff, parents, community and government at all levels.

Diversity in the Workforce

The Anchorage School District is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality work force, at every level in the District, who are committed to providing a positive learning environment, who value diversity and who reflect the diversity of the Anchorage community and the relevant labor market.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit to the following:

1. Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective (AMO).

Indicators:

- a. The percentage of students scoring not proficient in language arts and math will decrease by 10 percent in each AYP-designated student group.

Reporting Directions: Results will be reported in the inverse as the respective percents proficient.

Examples:

Given that the Caucasian group was 12.2 percent not proficient last year, they would need to reduce the percent not proficient by 1.22 percent. Therefore, the target will be met if the percent not proficient is 10.98. Reporting in the inverse, the target is 89.02 percent proficient.

Given that the special education group was 58.9 percent not proficient last year, they would need to reduce the percent not proficient by 5.89 percent. Therefore, the target will be met if the percent not proficient is 53.01. Reporting in the inverse, the target is 46.99 percent proficient.

- b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level three-nine.
- c. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level three-nine.
- d. In a cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in eighth grade will

be greater than the percentage of those same students scoring proficient in seventh grade the previous year.

- e. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated group and the Caucasian group, narrowing the achievement gap.
- f. The performance of the cohort of students in fifth, seventh, and ninth grades will show a 2.5 percent increase in the percent proficient from the previous year on the writing content strands of *Structures and Conventions of Writing and Revision*.

Performance will be assessed on the Alaska Standards Based Assessment (Grades three through ten). These assessments will provide information on the status of student group performance for each school at grade levels three through ten.

Results will also be provided on student performance in tenth grade on the Alaska High School Graduation Qualifying Exam (HSGQE) and on the performance of those in grades eleven and twelve who have not yet passed the Alaska High School Graduation Qualifying Exam, though these scores are not included in the determination of adequate yearly progress.

Performance by students in grades five and seven on the Terra Nova will be reported, though these scores are no longer included in the determination of adequate yearly progress.

Note: The state defined AMO for 2004-2005 and 2005-2006 in Language Arts is 71.48 and Math is 57.61.

- 2. A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade three.

Indicators:

- a. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade three.
- b. In a year-to-year comparison, the percentage of students scoring proficient on the Developmental Reading Assessment will increase by 2.5 percent in each AYP-designated student group in grades three.

- 3. The percentage of students in accelerated math sequence will increase.

Indicators:

- a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in eighth grade or earlier with a grade of C or higher will increase by five percent in a year-to-year comparison.

- b. In a cohort comparison, 100 percent of the students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in eighth grade are enrolled in Geometry or Algebra II in grade nine.

Process directions for math department and math teachers:

- a. The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.
 - b. The District will continue to work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math achievement at each school, particularly for those groups for which assessment data identifies average performance significantly below district average performance
 - c. ASD administration will explore the Orleans-Hanna math assessment as a predictor of math proficiency and, specifically, Algebra readiness.
 - d. Math teachers will focus on articulation of the curriculum, K-12, with a particular focus on the transition from 6th to 7th grade.
6. The dropout rate will decrease.

Indicator:

- a. The dropout rate of seventh through twelfth students will decrease by five percent in each AYP-designated group in a year-to-year comparison across the District and in each school.

Process Directions:

- a. Students' reported reason for dropping out will be reported by grade level.
7. The graduation rate will increase.

Indicators:

- a. The graduation rate will increase by five percent from year-to-year in each AYP-designated student group across the District and in each school.
8. The percent of high school students successfully completing higher-level courses will increase.

Indicators:

- a. The District will maintain or increase the percent of students scoring in the fourth quartile (76-100 percent) on the TerraNova CAT/6 in grades five and seven.

- b. There will be at least a five-percent increase in each AYP-designated student group in the number of students taking the PSAT in a year-to-year comparison. The 2005-2006 school year will establish the baseline.
 - c. There will be at least a five-percent increase in each AYP-designated student group in the percent of high school students who successfully complete AP courses in a year-to-year comparison. "Successfully complete" is defined as passing the AP course with a grade of C or higher.
9. Customer service and satisfaction will improve.

Indicators:

- a. Questions will be added on the parent, student, and staff questionnaires to address customer service and satisfaction. The 2005-06 school year data will establish the baseline.

Process directions for the District:

- a. The District will address customer service issues in district trainings.

Mission: To educate all students for success in life.

2004–2005 Ongoing Overall Goals

Increase student **academic achievement** using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind and the Quality Schools Initiative makes adequate yearly progress.

Establish and maintain a **supportive and effective learning environment** by

- providing safe, caring, barrier-free schools,
- promoting health and wellness,
- continuing to retain, recruit and train highly qualified staff,
- challenging each student academically,
- maximizing opportunities for lifelong learning,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

Ensure **public accountability** through

- continued participation in the State and Federal required testing programs,
- continued preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries,
- effective consultation with community to ensure wise use of financial resources and responsible construction and maintenance of facilities, and
- effective communication with students, staff, parents, community and government at all levels.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit that:

1. Students will demonstrate increased academic achievement as indicated by improved performance on State measures of academic performance. Students will meet the State defined Annual Measurable Objective (AMO).

Indicators:

a. The percentage of students at or above proficient in each designated group will increase by at least 10 percent of the percent proficient or above in the "all students" group.

a. The percentage of students scoring proficient or above in each designated group will increase by at least ten percent of the difference between the previous year's percent proficient for that group and 100 percent.

Examples:

Given that the Caucasian group was 85.6 percent proficient last year, they would need to improve 1.44 percent. (1.44 percent being 10 percent of 14.4 percent, which is the difference of 100 percent and 85.6 percent – the 2004 percent proficient for that group.)

Given that the special education group was at 38 percent proficient last year, they would need to improve 6.2 percent. (6.2 percent being 10 percent of 62 percent which is the difference of 100 percent and 38 percent – the 2004 percent proficient for that group.)

Given that the Alaska Native group was at 58.2 percent proficient last year, they would need to improve 4.18 percent. (4.18 percent being 10 percent of 41.8 percent, which is the difference of 100 percent and 58.2 percent – the 2004 percent proficient for that group.)

Given that the economically disadvantaged group was at 58.6 percent proficient last year. They would need to improve 4.14 percent (4.14 percent being 10 percent of 41.4 percent which is the difference of 100 percent and 58.6 percent – the 2004 percent proficient for that group.)

Given that the economically not disadvantaged group was at 84.4 percent proficient last year, they would need to improve 1.56 percent. (1.56 percent being 10 percent of 15.6 percent which is the difference of 100 percent and 84.4 percent.)

b. The percentage of students in each designated group in the advanced proficient category will increase by at least 5 percent over a two- year period.

Performance will be assessed on:

- a. Alaska Standards Based Assessment (Grades 3-9)
- b. Alaska High School Graduation Qualifying Exam

These various assessments will provide information on the status of student group performance for each school at grade levels three through ten. Results

will also be provided on students in grades eleven and twelve who have not yet passed the Alaska High School Graduation Qualifying Exam.

Performance by students in grades 5 and 7 on the Terra Nova will be reported though these scores are no longer included in the determination of adequate yearly progress.

Note: The State defined AMO for 2003-2004 Language Arts was 64.03 and Math was 54.86. The State defined AMO for 2004-2005 will be Language Arts 70.03 and Math is 62.83.

2. A higher percentage of students in each group at each school will master basic skills and strategies to read independently by the end of the third grade.

Indicators:

- a. Over a two year period, there will be an increase of at least five percent of students in each designated group demonstrating proficiency or higher on the reading portion of the grade three Alaska Benchmark Reading Exam.
 - b. Over a two year period, there will be an increase of at least five percent of students demonstrating proficiency or higher as measured by the District assessment of student reading.
3. The percentage of students in accelerated math sequence will increase.

Indicators:

The percentage of students in each group who successfully complete each of the following courses with a grade of C or higher will increase by five percent in a year to year comparison: Algebra I in grade eight, Geometry in grade nine, and Algebra II in grade ten.

Reporting directions:

- a. Grades earned in each class will also be reported.
- b. Student grades and credits earned by students in Algebra classes for each middle and high school will be reported by student grade level.

Process directions for math department and math teachers:

- a. The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.
- b. The District will continue to work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math achievement at each school, particularly for those groups for which assessment data

identifies average performance significantly below District average performance.

4. There will be at least a five-percent decrease in the dropout rate of middle and high school students over a period of two years as compared to the 2002-2003 school year.
5. There will be at least a five-percent increase in the District's graduation rate in a year to year comparison.
6. There will be at least a five-percent increase in the percent of high school students who successfully ~~take~~ complete AP courses for the 2004-2005 school year, "Successfully complete" is defined as passing the AP course with a grade of C or higher.