

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #20 (2008-2009)

September 8, 2008

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: ADOPTION OF SCHOOL BOARD GOALS

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

RECOMMENDATION:

It is the administration's recommendation that the Anchorage School Board approve and adopt the Anchorage School District Mission Statement and Goals for 2008-2009 as shown in Attachment A. (For comparison purposes Attachment B shows the changes made with deletions crossed out and additions underlined.)

PERTINENT FACTS:

The 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. It has served the district well, as it succinctly summarizes the foremost purpose.

In addition to the mission statement, the board has adopted 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 the district learns more information from the results of the analyses, it continues to refine and adjust indicators and reporting directions.

This is the second year that the district has adopted the board goals at the beginning of the school year in order to provide direction to schools and support

departments on a more effective timeline. Prior to this change the board goals had been approved after the *Profile of Performance* presentation to the board. When results of the *Profile* analysis are received, the board and the administration will consider any necessary adjustments.

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 executive directors within the Instructional Division have provided input. The recommendations on Attachment A reflect this input.

The proposed measurable achievement goals for the 2008-2009 school year continue the major emphasis on reading, writing, mathematics and science. Under the academic achievement goal, the administration recommends an additional indicator (1c) in the content area of writing. The indicators currently reported address reducing the percentage of students not proficient in all content areas tested, except for writing. The reporting of this indicator also assists in aligning the board goals with the Six-Year Instructional Plan that addresses writing in several areas.

The provision of supplemental academic instruction in the areas of literacy and mathematics is paramount in improving the academic performance of non-proficient students. The administration believes that both the middle and high school levels are at a critical point for assessing practices that have been successful, as well as utilizing the available research to clearly articulate the curriculum in academic support classes. This process will involve looking at the various factors essential to ensuring successful implementation at the building level—personnel, curriculum, technology support and assessment tools to monitor the student’s progression of learning. The administration recommends adding this as a process direction to board Goal 1.

The administration recommends removing the indicator of 2b. The district has data from 2004-2005 through 2006-2007 and is currently working on the analysis for the 2007-2008 school year. The analysis has shown that the “no difference” in proficiency on both exams ranged from 87.9 percent to 88.8 percent. Based upon the consistent relationship between proficiencies for three years of assessments, the district no longer feels the analysis is necessary.

The administration recommends removing the Goal 3 process directions for math department and math teachers. These process directions have been integrated into the Six-Year Instructional Plan through the work of the mathematics and assessment departments. Since these initiatives are integrated into the Six-Year

Instructional Plan, the district no longer feels it is a necessary process direction for the board goals.

The administration also recommends removing Goal 4b. During the 2007-2008 school year, trainings were jointly conducted with the support of the executive directors to ensure that the registrars and administrators understood the summer leaver process along with proper coding procedures. Specific monitoring procedures were identified and implemented. Through a tremendous amount of work on the part of the district's registrars, the number of unknowns has been reduced to a level that is unreasonable to expect the school staff to reduce any lower. The monitoring that was implemented during the 2007-2008 school year will continue through the executive directors and the assessment department. The number of unknowns will continue to be reported in *Profile* to provide the board with the information to monitor the district's progress in this area.

Board Goal 6b is one that the administration would like to move to a reporting direction that is more encompassing of all college/work readiness assessments currently administered in the district. All divisions are currently exploring the use of various assessments and usefulness for their students. These include Explore, PSAT, PLAN, Accuplacer, WorkKeys, WIN, ACT and SAT. The WorkKeys assessment becomes a state-mandated assessment for all grade 11 students in the 2009-2010 school year. The requirement for benchmark assessments in grades 6 and 8 using the WIN software also goes into effect in 2009-2010. With the additional testing requirements, the district would like to gather more information on the various assessments over the next two years and consider an overall district plan before moving the process direction back to a measurable board goal.

When the administration reviewed goals 6d and 6e, the discussion came forward regarding what the Anchorage School District believes all students should complete as a core curriculum to be workforce and college ready. Results of a 2006 ACT study provided empirical evidence that, whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics. Although the contexts within these expectations may differ, the level of expectation for all students must be the same.

The administration recommends adding process direction 6b to guide continued discussions to identify the core curriculum that we believe students need to complete in order to enter college or workforce training programs after graduation. Once a common academic expectation is identified, the district would move toward a board goal of measuring the number of students who have completed the core curriculum as a measure of work and college readiness.

A few minor changes have been made to bring the document in line with ASD's style guidelines as well as removing baseline statements that have already been established.

Upon adoption, the goals will be shared with all schools and departments in the district, as well as with the district's 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.

ASD has much to be proud of, but can do even better. The district is always striving to improve through honest reflection on the data and the progress of its students. The 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 challenging all students to meet their potential successfully.

CC/RG/ LV

Attachments

Prepared by: Laurel Vorachek, Director, Assessment and Evaluation

Approved by: Rhonda Gardner Assistant Superintendent, Instruction

**Anchorage School District School Board Ongoing Overall Goals
2008-2009**

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 with an emphasis on improving staff diversity to better reflect our student body;
- challenging each student academically;
- maximizing opportunities for lifelong learning, including the development of 21st century skills;
- 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 ASD 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 white group was 11.3 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 1.13 percent. Therefore, the target will be met if the percent not proficient is 10.17. Reporting in the inverse, the target is 89.83 percent proficient.

Given that the special education group was 57.2 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 5.72 percent. Therefore, the target will be met if the percent not proficient is 51.48. Reporting in the inverse, the target is 48.52 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 3-10.
- c. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- d. 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 3-10.
- e. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).
- f. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated ethnicity group and the white group, narrowing the achievement gap.
- g. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient and disabled and non-disabled students.

- h. The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.
- i. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade levels 4, 8 and 10.

Process direction for middle and high school education:

The district will develop well-articulated curricular and instructional interventions at the middle and high school levels for non-proficient students in language arts and mathematics.

Performance is assessed on the Alaska Standards Based Assessment (grades 3-10). These assessments provide information on the status of student group performance for each school at grade levels 3-10.

Results will also be provided on student performance in grade 10 on the Alaska High School Graduation Qualifying Exam (HSGQE) and on the cumulative performance of students in grades 11 and 12 at year-end by each AYP-designated student group.

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 2008-09 in language arts is 77.18 percent proficient and mathematics is 66.09 percent proficient.

- 2. A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade 3.

Indicator:

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 3.

- 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 grade 8 or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.
- b. The district will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in grade 8 and are enrolled in Geometry or Algebra II in grade 9 and successfully complete the course with a C or higher.

4. The dropout rate will decrease.

Indicator:

The dropout rate of students in grades 7-12 will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Reporting Direction:

Students' reported reasons for dropping out will be reported by grade levels 7-12.

5. The graduation rate will increase.

Indicator:

The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Reporting Direction:

The percentage of students enrolled in grade 9 in the district who are on-track to graduate at the end of their grade 9 year, including summer school, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

6. The percentage 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 4th quartile (76-99 percent) on the TerraNova in grades 5 and 7.
- b. There will be at least a 5 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.
- c. Of the students who have successfully completed an AP course with a grade of C or higher, there will be an increase in the percent of students in each AYP-designated student group who take the College Board AP examination.
- d. There will be an increase in the number of seniors who have successfully completed at least one higher level math course as defined by the National Center for Education Statistics (classified as more challenging than algebra II) with a C or higher.
- e. There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than biology) with a C or higher.

Process directions for middle and high school education:

- a. The district will continue to explore various assessments to identify readiness for advanced courses in middle and high school as well as for college/work readiness.
- b. The district will define the core curriculum we expect our students to successfully complete in order to be workforce and college ready.

7. Customer service and satisfaction will improve.

Indicator:

The district will increase the survey response rate and the *Respectful Climate* factor score measured in the student, staff and parent climate survey at the district and division levels.

8. Parent/guardian involvement will improve.

Indicators:

- a. The *Parent/Guardian and Community Involvement* factor score reported in the staff climate survey will increase at the district and division levels.
- b. The *Parent/Guardian and Community Involvement* factor score reported in the parent/guardian climate survey will increase at the district and division levels.

9. The ASD is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality workforce, 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.

Indicator:

In a year-to-year comparison, the district will increase the percent of non-white employees in the overall workforce.

~~ASD Anchorage School District School Board Ongoing Overall Goals~~
~~2007-2008 2008-2009~~

(Approved ~~8/27/2007~~ with a commitment to review upon the
October ~~2007~~ 2008 publication of the *Profile of Performance*)

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- providing safe, caring, barrier-free schools;
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- challenging each student academically;
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- collaborating with other community agencies to maximize opportunities for lifelong learning.

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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.

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- 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 3-10.
- c. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- d. 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 3-10.
- e. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).
- f. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated ethnicity group and the white group, narrowing the achievement gap.
- g. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient and disabled and non-disabled students.

- h. The performance of the sequential cohort of students in ~~5th, 7th and 9th grades~~ grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.
- i. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade levels 4, 8 and 10. ~~The 2007-2008 school year will establish the baseline.~~

Process direction for middle and high school education:

The district will develop well-articulated curricular and instructional interventions at the middle and high school levels for non-proficient students in language arts and mathematics.

Performance is assessed on the Alaska Standards Based Assessment (grades 3-10). These assessments provide information on the status of student group performance for each school at grade levels 3-10.

Results will also be provided on student performance in grade 10 on the Alaska High School Graduation Qualifying Exam (HSGQE) and on the cumulative performance of students in grades 11 and 12 at year-end by each AYP-designated student group.

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Note: The state- defined AMO for ~~2007-2008~~ 2008-09 in language arts is 77.18 percent proficient and mathematics is 66.09 percent proficient.

- 2. A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade 3.

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 3.
 - ~~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 grade 3.~~
- 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 ~~8th grade~~ grade 8 or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.

- b. The district will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in grade 8 and are enrolled in Geometry or Algebra II in ~~9th grade~~ grade 9 and successfully complete the course with a C or higher.

~~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. The district will continue to review the appropriate scores on the Orleans Hanna in their math placement guidelines based upon data.~~
- ~~d. Math teachers will continue their efforts on the articulation of the curriculum, K-12, with a particular focus on the transition from elementary to middle school and middle to high school.~~

- 4. The dropout rate will decrease.

Indicators:

- ~~a. The dropout rate of 7th through 12th grade students~~ in grades 7-12 will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.
- ~~b. The number of students reported as a dropout for the reason of "unknown" will decrease across the district.~~

~~Process Reporting~~ Direction:

Students' reported reasons for dropping out will be reported by grade levels 7-12.

- 5. The graduation rate will increase.

Indicator:

The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Reporting Direction:

The percentage of ~~9th graders~~ students enrolled in grade 9 in the district who are on-track to graduate at the end of their ~~9th grade~~ 9 year, including summer school, will increase.

~~The 2006-2007 school year will establish the baseline.~~ On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

6. The percentage 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 4th quartile (76-99 percent) on the TerraNova in grades 5 and 7.
- ~~b. There will be at least a 5 percent increase in each AYP designated student group in the number of students taking the PSAT and Explore college preparedness tests in a year-to-year comparison. The 2007-2008 school year will establish the baseline for the Explore test. The baseline year for the PSAT was established in 2005-2006.~~
- b. There will be at least a 5 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.
- c. Of the students who have successfully completed an AP course with a grade of C or higher, there will be an increase in the percent of students in each AYP-designated student group who take the College Board AP examination.
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- e. There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than biology) with a C or higher. ~~The 2007-2008 school year will establish the baseline.~~

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Indicators:

- a. The *Parent/Guardian and Community Involvement* factor score reported in the staff climate survey will increase at the district and division levels.
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Indicator:

In a year-to-year comparison, the district will increase the percent of non-white employees in the overall workforce.