

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #84 (2008-2009)

October 13, 2008

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ANCHORAGE SCHOOL DISTRICT IMPROVEMENT PLAN FOR  
THE 2008-2009 SCHOOL YEAR

*ASD Goal: 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.*

PERTINENT FACTS:

The Department of Education and Early Development issues its annual designations of districts in terms of Adequate Yearly Progress (AYP) each fall. As the Anchorage School District is in Level 4, or Corrective Action Status, the No Child Left Behind Act and Alaska state regulations require the District to submit an improvement plan to the Department of Education and Early Development (Attachment A). The plan's goals address the specific areas wherein the District did not make AYP targets. For ASD, the African American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian subgroup did not meet AYP in language arts only. Instructional strategies, activities, materials, and trainings in the plan should reflect changes to current practice, as well as continuing efforts the District has deemed effective.

The District's Instructional Team crafted the plan with the additional involvement of parents and program advisory group members. The District's Six-Year Instructional Plan firmly guided the development of the District Improvement Plan.

The Anchorage School District continues to focus its efforts on educating all students for success in life. This improvement plan, and the Six-Year Instructional Plan from which it is drawn, will serve well in that mission.

Attachment A - 2008-2009 District Improvement Plan  
Attachment B - Sample School Report Card  
Attachment C - Scientifically Based Research Document

CC/RG/VC

Prepared by: Vernon Campbell, Director, Accountability

Approved by: Rhonda Gardner, Assistant Superintendent, Instruction

*Alaska Department of Education  
& Early Development*

*2008-2009 District Improvement Plan  
Submission Packet*



**Due to EED – October 1, 2008**

**Contact:**

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# Overview of 2008-2009 District Improvement Plan Process

Each district receiving Title I funds that is identified at Level 2 or above is required by NCLB and Alaska statute and regulations to **create or revise a District Improvement Plan that meets federal and state requirements**. This plan should be reflective of the district's needs as a whole based on the analysis of student achievement data, demographic data and perception data. The needs of the district are identified through this initial data analysis and analyzed further to determine the causes for being unsuccessful in meeting AYP in relation to specific subject areas as well as subgroups. From this analysis, the district identifies district-wide goals and actions in which to assist the teachers and district staff in meeting the goals. These goals will be reflected in the School Improvement Plans including actions to guide implementation based on the needs of the individual school site.

**District Improvement Plans are due to EED no later than October 1, 2008.** Note: District Improvement Plans are being requested first to ensure the goals, as based on student achievement data, are identified prior to the writing of School Improvement Plans. School Improvement Plans should be driven by district goals with objectives identified that share the district goals with strategies and actions selected by the site to match the students being served. School Improvement Plans are now due at EED no later than November 3, 2008, but will be accepted earlier if reviewed and approved by the district.

**EED will review the District Improvement Plan to determine that federal and state requirements are met.** If the plan does not meet the requirements, the department will contact the district within 3 working days of receipt of the plan to specify any revisions needed to meet the federal and state requirements.

## Consequences for Districts

**District Improvement Plans that meet all federal and state requirements must be received by EED on or before October 1, 2008 or federal and state payments will be withheld until receipt.**

If the implementation of a District Improvement Plan does not result in making adequate yearly progress, the department will be required to take progressive consequences. Per 4 AAC 06.840(h), the department **may** take appropriate action while a district is at Level 2 or 3. The department **will be required** to take one of the corrective actions specified in 4 AAC 06.840(k) once a district has reached **Level 4**.

## Required elements of District Improvement Plan

4 AAC 06.850(b) 06.880; 1116 (c)(6 & 7)

<i>Plan Requirement</i>	<i>EED Review Criteria</i>
1. <b>Notify all district parents</b> by direct means (regular mail, email, school newsletters) as well as indirect means (internet, publications) of the reasons for the identification for improvement and how parents can participate in upgrading the quality of the local educational agency.	Description of notification process provided along with copy of notification.
2. <b>Consult</b> with parents, school staff, and other interested persons to write plan.	Provide list of names of participants showing representation from each group.
3. <b>Address the teaching and learning needs in the schools of the district</b> and the specific academic problems of low-achieving students, including a determination of <b>why any of the district's prior plans failed</b> to bring about increased student academic performance.	Describe why district's prior plans have not succeeded in improving student achievement.

4. Cover a <b>two-year period (submitted one year at a time)</b> ;	Include timeline and dates for current school year.
5. Incorporate <b>scientifically based research strategies</b> that strengthen the core academic program in the schools served by the district.	Briefly describe scientifically based research for each instructional strategy or curriculum proposed.
6. Identify actions that have the <b>greatest likelihood of improving the achievement of students</b> in meeting the academic performance requirements in 4 AAC 06.810.	Strategies proposed target reasons for not making AYP.
7. Address <b>professional development needs</b> of the instructional staff.	Professional development description provided in plan. It should reflect all ready submitted plans that include professional development needs.
8. <b>Spend 10% of district Title IA allocation each year</b> for professional development.	Signature required on cover/assurance page.
9. Include specific <b>measurable achievement objectives and targets</b> for all students collectively and each subgroup of students.	Measurable objective(s) and target(s) provided.
10. Incorporate, <b>as appropriate, activities before school, after school, during the summer</b> , and during an extension of the school year.	Extended learning opportunities described if included in plan.
11. Specify any <b>technical assistance</b> to be provided to the district.	Describe technical assistance, if any, to be provided to the district.
12. Include strategies to promote <b>effective parental involvement</b> in the school.	Parent involvement strategies provided in plan.

### District Improvement Process

The department recommends a continuous improvement planning process. In the improvement process you may wish to include the following steps to ensure you are addressing the academic needs of your students. The process might contain the following steps: 1) analysis of data (achievement, demographic, perception), 2) determine measurable goals as based on needs identified through data analysis, 3) identify actions for implementation to support the goals (these will include professional development and parent involvement), 4) identify ways to progress monitor and evaluate meeting of the goals and 5) monitor implementation and effectiveness of plan. The process and plan presented are not intended to replace other more comprehensive reform or improvement efforts, but rather to complement those processes and focus on the specific areas that are causing the district to not meet adequate yearly progress targets.

The following companion document is available on the Department of Education website under Forms & Grants, School/District Improvement (<http://www.eed.state.ak.us/forms/home>).

- School Improvement Plan Resource Guide – an optional step by step guide through the school improvement planning process



# District Improvement Plan School Years 2008-2009 Cover Sheet

District AYP Level (check one):    2     3     4     Year  3

<b>District Name:</b>	Anchorage School District
<b>Superintendent's Name:</b>	Carol Comeau
<b>District Mailing Address:</b>	5530 East Northern Lights Blvd.
<b>City:</b>	Anchorage
<b>AK – Zip:</b>	99502
<b>Phone (907)</b>	742-4312
<b>Fax (907)</b>	742-4318
<b>Superintendent's Email:</b>	Comeau_Carol@asdk12.org

<b>District Improvement Contact:</b>	Rhonda Gardner
<b>Phone (907)</b>	742-4412
<b>Fax (907)</b>	742-4318
<b>District Contact Email:</b>	Gardner_Rhonda@asdk12.org

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*By my signature below, I assure that the requirements for districts at Level 2 or above as designated and outlined in NCLB Section 1116 and Alaska Regulations 4 AAC 06.835-880, have been met. The district will spend 10% of its Title I-A allocation each year for professional development to address the academic problems causing the district to be identified for improvement.*

<b>Superintendent's Signature:</b>	
<b>Date:</b>	

**1. Check each cell in the following table to identify the areas in which the district did NOT meet AYP:**

	All students	Ethnic group	SWD	LEP	Low-Income
<b>Language Arts</b>		(X) African American, (X) Alaska Native / American Indian, and (X) Asian	X	X	X
<b>Math</b>		(X) African American and (X) Alaska Native / American Indian	X	X	X
<b>Participation</b>					
<b>Grad Rate</b>					

**2. Describe why the district’s prior plans have not succeeded in improving student achievement.**

Overall test scores are flat or slightly down compared to the previous year when significant gains were made. However, student test results continue to have an upward trend. Language arts and math scores are higher than they were just two years ago.

In the two non-AYP categories the district targeted in its 2007-2008 improvement plan, gains were made. In language arts performance, students with disabilities went from 43.4% proficient in 06-07 to 47.7% proficient in 07-08. In math performance, students with disabilities went from 39.2% proficient in 06-07 to 42% proficient in 07-08. These gains, however, were not sufficient for making AYP.

Despite test scores being higher in 07-08 than they were in 04-05 and 05-06, the district is not satisfied and will continue in its efforts to increase student achievement. The district believes it is on the right track and will continue in its efforts to make continuous improvement. District staff will study recent results while looking for opportunities to make necessary adjustments. Despite the recent dip, the district believes that its prior plans have succeeded in improving student achievement. The district intends to remain focused and will avoid making any drastic changes.

**3. Describe the process used to notify all parents of the district status and of their opportunities to be involved in addressing the issues that caused the district to be identified for improvement. Please provide a copy of the notification parents received.**

Via school report card mail-outs (sample attached), parents receive direct notification of the district’s AYP status, the reasons for identification, and an invitation to participate in the improvement plan’s development. Additionally, parents were notified of the district’s AYP status and of their opportunity to be involved in the improvement planning process by way of an ad in the *Anchorage Daily News*. This information was also included as part of monthly ads the district runs in the *Daily News* to keep the public informed on a variety of district issues. Information encouraging parent and community involvement is also posted on the district Website at [www.asdk12.org](http://www.asdk12.org). Additionally, through invitation, members of the ASD instructional leadership team who contributed to the improvement plan worked with parents, community members, and district staff in developing each portion of the plan. Please see page 7 and the plan itself for more details about parent, community, and staff involvement.

**4. Describe any technical assistance, if any, to be provided to the district in developing or implementing the plan. (Please contact the department if technical assistance is needed from**

**EED.)**

The department's audio conferencing as well as prompt responses to phone calls and e-mails are appreciated and have been helpful. Each of these supports provides sufficient technical assistance for plan development.

The department's continued efforts to secure increased funding for education are appreciated. Acquisition of needed educational materials, training and professional development opportunities and technology are helpful in the implementation of our improvement plan.

## District Improvement Planning Team

Regulation requires a district to consult with a variety of participants from the schools and the community: teachers, administrators, other school staff, parents, and the community to be served. Please list members of the team and their roles.

<i>Printed Name</i>	<i>Role within the district/school/community (i.e. 4<sup>th</sup> Grade teacher, PTA parent, etc.)</i>	<i>Roles/Responsibilities tied to District Improvement Plan</i>
<b>Parents:</b>		
<i>Jim Leva</i>	<i>Grandparent of ESL student</i>	<i>Input on ELL program/needed changes</i>
<i>Mayya Bogdanova</i>	<i>Parent</i>	<i>Provided input and feedback to ELL program</i>
<i>Alicia Lopez</i>	<i>Aunt of ESL students</i>	<i>Provided input and feedback to ELL program</i>
<i>Silvia Tobar</i>	<i>Parent of ESL students</i>	<i>Provided input and feedback to ELL program</i>
<i>Vikki Warner</i>	<i>BAC President</i>	<i>HS Advisory Input</i>
<i>Crystal Peltola</i>	<i>PTSA President</i>	<i>HS Advisory Input</i>
<i>Michelle Quier</i>	<i>Eagle River HS Parent Volunteer</i>	<i>HS Advisory Input</i>
<i>Crystal Peltola</i>	<i>Dimond HS Parent Volunteer</i>	<i>HS Advisory Input</i>
<i>Kristy Darr</i>	<i>Service HS PTSA President</i>	<i>HS Advisory Input</i>
<i>Bo Seward</i>	<i>South HS PTSO President</i>	<i>HS Advisory Input</i>
<i>Richard Garcia</i>	<i>Benson Parent Volunteer</i>	<i>HS Advisory Input</i>
<i>Novella Speed</i>	<i>AVAIL Parent</i>	<i>HS Advisory Input</i>
<i>Kevin Albert</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Ruddy Taylor</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Robin Wittrock</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Demaris Hudson</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Estelle Thomson-Hale</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Kellie Taylor</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Tamara Dietrich</i>	<i>Parent rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Heidi Hurliman</i>	<i>Parent</i>	<i>Math Advisory Input</i>
<i>Meg Kremer-Sterns</i>	<i>Parent</i>	<i>Math Advisory Input</i>
<i>Lynda A Limón</i>	<i>Parent</i>	<i>Math Advisory Input</i>
<i>Frank Paskvan</i>	<i>Parent</i>	<i>Math Advisory Input</i>
<i>Saree Timmons</i>	<i>Parent</i>	<i>Science Advisory Input</i>
<i>Jana Lage</i>	<i>Parent</i>	<i>Science Advisory Input</i>
<i>Kristin Buhler</i>	<i>Parent</i>	<i>Science Advisory Input</i>
<i>Jeff Mikes</i>	<i>Parent</i>	<i>Science Advisory Input</i>
<i>Wendy Feuer</i>	<i>Romig MS Parent</i>	<i>MS Math Support and Goal Setting</i>
<i>Tammy Hogue</i>	<i>Goldenview MS PTSA President 07-08</i>	<i>MS Goal Setting</i>
<i>Kristen Reed</i>	<i>Goldenview MS PTSA Parent 08-09</i>	<i>MS Goal setting</i>
<i>Audrey Kim</i>	<i>Goldenview MS Legislative PTSA Liaison</i>	<i>MS Goal Setting</i>
<i>Vara Allen Jones</i>	<i>Clark MS Parent</i>	<i>MS Language Arts Review</i>
<i>Janice Torres</i>	<i>Romig MS Parent</i>	<i>MS Language Arts Review</i>
<i>Kim Garcia</i>	<i>Parent</i>	<i>MS Language Arts Review</i>
<i>Atisa Logo</i>	<i>Parent</i>	<i>MS Language Arts Review</i>
<i>Bernidia Adkerson</i>	<i>Parent</i>	<i>MS Goal Setting</i>
<i>Pam Frank</i>	<i>Parent</i>	<i>MS Goal Setting</i>
<i>Gloria Hanrahan</i>	<i>Parent</i>	<i>MS Goal Setting</i>
<i>Lena Shila</i>	<i>Parent CPAC Board</i>	<i>Title I DIP Advisory</i>
<b>Teachers &amp; other staff:</b>		
<i>Rhonda Gardner</i>	<i>Assistant Superintendent of Instruction</i>	<i>DIP Technical Support and Developer</i>
<i>Mike Henry</i>	<i>High School Education, Executive Director</i>	<i>DIP Technical Support and Developer</i>
<i>Leslie Vandergaw</i>	<i>Middle School Ed., Executive Director</i>	<i>DIP Technical Support and Developer</i>
<i>Ed Graff</i>	<i>Elementary Education, Executive Director</i>	<i>DIP Technical Support and Developer</i>
<i>Jerry Sjolander</i>	<i>Special Education, Executive Director</i>	<i>DIP Technical Support and Developer</i>
<i>Enid Silverstein</i>	<i>Executive Director, Curriculum Instruction</i>	<i>DIP Technical Support and Developer</i>
<i>Vernon Campbell</i>	<i>District Accountability, Director</i>	<i>DIP Technical Support and Developer</i>

<i>Cindy Anderson</i>	<i>Secondary Special Education, Director</i>	<i>DIP developer and implementer</i>
<i>Regina Rollins</i>	<i>Elementary Special Education, Director</i>	<i>DIP developer and implementer</i>
<i>Rebecca Case</i>	<i>SPED Special Programs, Asst. Principal</i>	<i>DIP developer and implementer</i>
<i>Dianne Orr</i>	<i>Title I Program, Supervisor</i>	<i>DIP developer and implementer</i>
<i>Christine Garbe</i>	<i>Act. Bilingual Multicultural Prog. Superv.</i>	<i>DIP developer and implementer</i>
<i>Sandy Schoff</i>	<i>Math Program, Coordinator</i>	<i>DIP developer and implementer</i>
<i>Texas Gail Raymond</i>	<i>Science Program, Coordinator</i>	<i>DIP developer and implementer</i>
<i>Mary Wegner</i>	<i>Elem. Educational Tech., Coordinator</i>	<i>DIP developer and implementer</i>
<i>Darla Jones</i>	<i>Secondary Educational Tech., Coordinator</i>	<i>DIP developer and implementer</i>
<i>Mardell Kiesel</i>	<i>Language Arts Program, Coordinator</i>	<i>DIP developer and implementer</i>
<i>Doreen Brown</i>	<i>Indian Education Program, Supervisor</i>	<i>DIP developer and implementer</i>
<i>Glen Nielsen</i>	<i>Elementary Education, Supervisor</i>	<i>DIP developer and implementer</i>
<i>Imtiaz Azzam</i>	<i>Newcomers' Center Counselor</i>	<i>Input &amp; facilitator parent mtgs ELL program</i>
<i>Beth Hartley</i>	<i>Middle School Specialist, ELL program</i>	<i>Provided input / suggestions to ELL program</i>
<i>LaVon Bridges</i>	<i>Elementary Specialist, ELL program</i>	<i>Provided input / guidance to ELL program</i>
<i>Marina Gantz</i>	<i>High School Specialist, ELL program</i>	<i>Provided input / guidance to ELL program</i>
<i>Robert Taylor</i>	<i>Science Teacher</i>	<i>HS Advisory Input</i>
<i>Jeff Keller</i>	<i>Teacher, DHS</i>	<i>HS Advisory Input</i>
<i>Mike Potter</i>	<i>Teacher, ASD</i>	<i>HS Advisory Input</i>
<i>Denise DeVille</i>	<i>Administrative Assistant</i>	<i>HS Advisory Input</i>
<i>Andrew Knoll</i>	<i>Teacher, high school</i>	<i>HS Advisory Input</i>
<i>Traver Pierson</i>	<i>Alternative School Teacher</i>	<i>HS Advisory Input</i>
<i>Ron Prewitt</i>	<i>Special Education teacher</i>	<i>HS Advisory Input</i>
<i>Mary Riordan</i>	<i>ASD Teacher</i>	<i>HS Advisory Input</i>
<i>Leslie Fleming</i>	<i>AVAIL Teacher</i>	<i>HS Advisory Input</i>
<i>Pete Jenkins</i>	<i>Continuation Teacher</i>	<i>HS Advisory Input</i>
<i>Clara Amidon</i>	<i>Teacher rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Angela Blue</i>	<i>Teacher rep, Native Advisory Committee</i>	<i>NAC input</i>
<i>Shannon Gallagher</i>	<i>Asst. Principal and NAC at-large member</i>	<i>NAC input</i>
<i>Ruth Mount</i>	<i>ASD Middle School Math Support</i>	<i>Math DIP developer and implementer</i>
<i>Penny Williams</i>	<i>ASD Elementary Math Support</i>	<i>Math DIP developer and implementer</i>
<i>Patty Kennedy</i>	<i>ASD Elementary Math Support</i>	<i>Math DIP developer and implementer</i>
<i>Mary Murphy</i>	<i>ASD Elementary Math Support</i>	<i>Math DIP developer and implementer</i>
<i>Carolyn Crosby</i>	<i>CITC Elementary Math Support</i>	<i>Math DIP developer and implementer</i>
<i>Linda Griffith</i>	<i>Coordinator, Secondary Special Ed</i>	<i>DIP developer and implementer</i>
<i>Lesla Walker</i>	<i>Teacher Consultant, Secondary Sped</i>	<i>DIP developer and implementer</i>
<i>Loni Jirik</i>	<i>Teacher Consultant, Secondary Sped</i>	<i>DIP developer and implementer</i>
<b>Additional Members:</b>		
<i>Kathie Maloney</i>	<i>UAA Instructor, ACTM</i>	<i>Math Advisory Input</i>
<i>Alison Mall</i>	<i>UAA Instructor</i>	<i>Math Advisory Input</i>
<i>Dr. Len Smiley</i>	<i>UAA Professor</i>	<i>Math Advisory Input</i>
<i>Dr. Brian Wick</i>	<i>UAA Professor</i>	<i>Math Advisory Input</i>
<i>Jim Seitz</i>	<i>UAA Instructor</i>	<i>Math Advisory Input</i>
<i>Dr. Ted Munsch</i>	<i>APU Professor</i>	<i>Math Advisory Input</i>
<i>Linda Smith</i>	<i>UAA Instructor</i>	<i>Math Advisory Input</i>
<i>Julia Smith</i>	<i>Statistician, South Central Foundation</i>	<i>Math Advisory Input</i>
<i>Carla Beam</i>	<i>BP Employee</i>	<i>Math Advisory Input</i>
<i>Jonathan Burns</i>	<i>South High School Student</i>	<i>Math Advisory Input</i>
<i>Cleo Burgett</i>	<i>UAA Instructor</i>	<i>Math Advisory Input</i>
<i>Deborah Narang</i>	<i>UAA Math Professor, Parent</i>	<i>Math Advisory Input</i>

**DISTRICT IMPROVEMENT PLAN 2008-2009 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target):**

*All student subgroups not meeting the target for AYP in **Language Arts** will show at least a 10% decrease in the percent of students not proficient in order to meet safe harbor targets. All performance standards will be addressed as required for individual student and subgroup growth.*

**Title III English Language Proficiency** Annual Measurable Achievement Objectives (AMAO): *Each year, a higher percentage of students will make progress over the previous year and a higher percentage of students will attain proficiency in English over the previous year as measured by the Title III AMAO.*

**CURRENT PERFORMANCE LEVEL ON SBAs:**

*Results from ASD 2007-2008 Districtwide AYP **Language Arts** % proficient:*

- 1. African American – 70.5% proficient in 07-08. The performance target for 08-09 is 73.45% proficient.*
- 2. Alaska Native and American Indian – 65.1% proficient in 07-08. The performance target for 08-09 is 68.59% proficient.*
- 3. Asian – 72.7% proficient in 07-08. The performance target for 08-09 is 75.43% proficient.*
- 4. Low Income – 67.6% proficient in 07-08. The performance target for 08-09 is 70.84% proficient.*
- 5. Students with Disabilities – 47.7% proficient in 07-08. The performance target for 08-09 is 52.93% proficient.*
- 6. Limited English Proficient – 67% proficient in 07-08. The performance target for 08-09 is 70.3% proficient.*

**Title III English Language Proficiency** Annual Measurable Achievement Objectives (AMAO):

- *Make progress in learning English – gain the expected level of proficiency on the English Language Proficiency Assessment per one year of program service according to the formula set forth by the state department of education.*
  - 1. 2007-2008 school year -- 37% of the students made progress in English on the English Language Proficiency Exam K-12*
  - 2. 2008-2009 school year -- 40% of the students tested will make progress in English on the English Language Proficiency Exam K-12*
- *A higher percentage of students will attain proficiency in English over the previous year as measured by the AMAO.*
  - 1. 2007-2008 school year -- 19% of the students attained proficiency in English on the English Language Proficiency Exam K-12*
  - 2. 2008-2009 school year -- 20% of the students tested will attain proficiency in English on the English Lang. Proficiency Exam K-12*

**Scientifically based research to support each strategy listed below (reference or brief description):**

*See attached scientifically based research appendix.*

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement-not programs)	TIMELINE Milestones for current school year	RESOURCES Materials, Estimated costs, funding sources	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (Instrument(s) used to assess)	EVIDENCE OF IMPACT ON STUDENT LEARNING (Outcomes - Review at district only per milestone)
All School Action Plans (SAP) to include parental communication component.	Oct. 08 to May 09	Est. Cost: None Source: SAP development and implementation is a function of embedded and regular duties and school processes.	Division Executive Directors and school principals	As documented in each MLP Web-based SAP with year-end evaluation.	
All School Action Plans to include a Parent Involvement Plan (PIP) to include measurable parental involvement objectives and plans for each SAP goal.	Oct. 08 to May 09	Est. Cost: None Source: SAP/PIP development and implementation is a function of embedded and regular duties and school processes.	Division Executive Directors and school principals	As documented in each MLP Web-based SAP/PIP with year-end evaluation.	
Summer school will be offered to all elementary students who are below and far below proficient in language arts. A large percentage of total students served will be in the Low-income, LEP and Students with Disabilities groups.	June and July 2009	Est. Cost: \$493,000 Source: ASD general budget, Elementary division	Ed Graff, Dianne Orr and Glen Nielsen	Gates-McGinitie, CR spelling and reading assessments	

<p>Implementation of research-based literacy instruction in 54 elementary schools. 7 of those are new to implementation in 2008-2009, 7 are in the second year of implementation, 14 are in the third year of implementation and 30 are in the fourth year of implementation. Provide on-site coaching in all Title I schools and in schools in the first or second year of implementation. Provide 2 days of staff development in research and practice of effective literacy instruction for teachers from 54 schools.</p>	<p>Aug. 08 to May 09</p>	<p>Est. Cost: \$650,000 Source: ASD general budget, Elementary division</p>	<p>Ed Graff, Dianne Orr and school principals</p>	<p>Developmental Reading Assessment and SBA</p>	
<p>Provide instructional interventions and additional targeted language arts instruction to identified students who are below or not proficient in language arts, in 60 elementary schools.</p>	<p>Aug. 08 to May 09</p>	<p>Est. Cost: \$240,000 Source: ASD general budget, Elementary division</p>	<p>Ed Graff and school principals</p>	<p>Developmental Reading Assessment and SBA</p>	
<p>Content area training for ELL program staff in language arts content area.</p>	<p>Aug. 08 to May 09</p>	<p>Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund</p>	<p>Specialists from language arts content area.</p>	<p>Results on the Annual English Language Proficiency Assessment for Spring 2009</p>	

Academic Language Development Training	Training will be provided to all ELL program certificated and classified staff in the 2008-2009 school year. One day w/ outside trainer and two days at the district level. Total three days.	\$5,000 for presenter and \$6,000 in sub days Source: Title III program budget	Outside trainer and then ongoing training and support from ELL staff.	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Alignment of ELP and language arts standards and curriculum. Grades 7-12 school alignment of standards.	May 2008 to continue into the 2008-2009 school year.	2008-2009 \$8100 in sub days for 1.5 days from Title 111	ELLP and LA specialists	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Aspire training all new ELLP classified	08-09 school year ongoing	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP staff trainers	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Training and implementation of ELP standards and documentation form with 10 Title I elementary schools. Targets 3-5 ELL students per school.	Pilot in 08-09 with plans to expand into 09-10.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP staff	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	

Professional book study for all ELLP certificated staff	Oct. 08 to May 09	\$1500 books \$2700 in sub days to conduct professional book study. Total of \$4200 from Title III program budget	ELLP staff	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Parent classes to include PASSport to Success Strategies at three centralized TBA locations.	TBD w/in 08-09 school year. One night per week for eight weeks at each of the three TBA locations. 24 sessions per school total.	Addendum for teachers to teach the parent classes \$2400 per eight-week session from Title III program budget.	ELLP staff	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Look at each school and division level to see where students are not making the AMAOs. Research reasons and solutions, which may include professional development, staff training and/or working with parents. Use the plan as a tool to help make data driven decisions in regard to AMAO interventions.	Ongoing during 08-09 school year.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	Christine Garbe and ELLP support staff	ELL program AMAO improvement plan document  Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
SIOP training at Airport Heights, Wonder Park, Ptarmigan and Chinook Elementary Schools	Ongoing during 08-09 school year.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP content specialists	Results on the Annual English Language Proficiency Assessment for Spring 2009  Increase in language arts performance proficiency on SBA and HSGQE	
Prescriptive remediation in language arts for struggling high school students offered during the school day, in after school programs, and in summer school via APEX Learning.	Ongoing during 08-09 school year	Est. Cost: \$150,000 Source: High School Division remediation budget.	Mike Henry and High School Principals	Student performance on State Assessments.	

Fast ForWord offered in five comprehensive and four alternative high schools.	Ongoing during 08-09 school year	Est. Cost: \$120,000 Source: High School Division remediation budget.	Mike Henry and High School Principals	Student performance on State Assessments.	
Achieve 3000, a web-based literacy tool for differentiating instruction, will be used in all comprehensive and alternative high schools.	Ongoing during 08-09 school year	Est. Cost: \$50,000 Source: High School Division remediation budget.	Mike Henry and Jan Thompson	Student performance on State Assessments.	
Title VII Indian Education Program collaboration with language arts curriculum coordinator	Meeting three times a month during 08-09 school year	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund and Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education and ASD Language Arts Curriculum Coordinator	Increase in language arts performance proficiency on SBA and HSGQE	
Title VII Indian Education Evening Program	Twice a week during the 08-09 school year	Est. Cost: \$6,000. Resources: Classroom materials and culturally relevant curriculum Source: Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education	Increase in language arts performance proficiency on SBA and HSGQE	
Title VII Indian Education Summer School – Grades 1-8	June 16 to July 11, 2009	Est. Cost: \$60,000 Resources: Classroom materials and culturally relevant curriculum. Source: Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education	Increase in language arts performance proficiency on SBA	

<p>Title VII Indian Education Summer School – Grades 6-12</p>	<p>July 21 to August 1, 2009</p>	<p>Est. Cost: \$10,000 Resources: Classroom materials and culturally relevant curriculum. Source: Title VII Indian Education Program</p>	<p>Doreen Brown, Supervisor of Title VII Indian Education</p>	<p>Increase in language arts performance proficiency on SBA and HSGQE</p>	
<p>Teaching English, Social Studies and Technology Team Project: Integrating Curriculum</p> <p>Teams of LA and SS teachers have committed to collaborate to focus on writing and to use technology as tools while engaging students and enhancing learning opportunities for identified teams of ninth grade students.</p>	<p>My Access and Achieve 3000 training completed by Oct. 10, 2008. "High access device" training completed by Nov. 7, 2008. Team collaboration sessions ongoing 08-09 school year.</p>	<p>Est. Cost and Sources: This action is one part of a \$250,000 grant from Alaska Assoc. of School Board Consortium for Digital Learning with \$200,000 matching dollars from the ASD MS/HS divisions. Resources: My Access, Achieve 3000, computers and release time.</p>	<p>Mardell Kiesel and Darla Jones</p>	<p>Data reports from My Access and Achieve 3000, Survey Monkey and participants' engagement with Web 2.0 tools such as the Ning.</p> <p>Language arts performance proficiency will improve on the SBA for identified student subgroups.</p>	

<p>Writing Process Through Technology</p> <p>Middle school will expand the use of online technology, (MyAccess), to help students plan, draft, revise, and edit compositions across the core content areas of language arts, math, science and social studies. Teams will work collaboratively with special education to use online writing tools focused on the writing process and the six traits of effective writing. Students will be able to access the online tools from home and parents will be encouraged to be part of the instructional process.</p>	<p>MyAccess trainings will be completed by October 3. Teachers will receive ongoing training and support.</p>	<p>Est. Cost and Sources: 1500 licenses at \$34,500. * This action is one part of a \$250,000 grant from Alaska Assoc. of School Board Consortium for Digital Learning with \$200,000 matching dollars from the ASD MS/HS divisions.</p> <p>Training costs covered per teacher contract/regular duty day. (Team Planning Time).</p>	<p>Amy Goodman and Martina Henke</p>	<p>Data reports from My Access and Survey Monkey, and participants' engagement with Web 2.0 tools such as the Ning.</p> <p>Pre and post test scores using MyAccess prompts and the online scoring engine will increase in all trait areas.</p>	
<p>Differentiated Reading Instruction Through Technology</p> <p>Expand the use of online technology (Achieve 3000), to provide teachers a variety of reading levels of current event articles in order to teach reading comprehension. Students will be able to access the online tool from home and parents will be encouraged to be part of the instruction process.</p>	<p>Middle school teachers and core teams will be selected by August. Trainings with Achieve 3000 (TeenBiz) will be completed by the end of September. Teachers will receive additional training and support ongoing.</p>	<p>750 licenses at \$18,750. See * above.</p> <p>Training costs covered per teacher contract/regular duty day. (Team Planning Time).</p>	<p>Amy Goodman and Jan Thompson</p>	<p>Data reports from Achieve 3000 (TeenBiz), Survey Monkey, and participants' engagement with Web 2.0 tools such as the Ning.</p> <p>Placement, midyear, and end of year Lexile set assessment scores from Achieve 3000 (TeenBiz) will increase.</p>	

<p>Language Arts Cohort Trainings</p> <p>All middle school language arts and ELL teachers will participate in three modules of half-day trainings on best practices and curriculum guide implementation. The last training will focus specifically on integrating a new textbook resource into the curriculum guides.</p>	<p>Cohort trainings will be scheduled for the week of October 13, December 9 and February 16 in 08-09 school year.</p>	<p>\$23,040 for substitutes from ASD general fund MS budget.</p>	<p>Amy Goodman, Martina Henke and Scott Hickox</p>	<p>Data report from Survey Monkey at the end of the academic year and anecdotal evaluations completed by teachers after each training.</p> <p>Reading and writing scores will improve on the SBA's.</p>	
<p>Language Arts Curriculum Review</p> <p>A district-wide committee of language arts teachers, curriculum specialists and parents will evaluate and identify a new textbook for recommended purchase and implementation in August 2009.</p>	<p>The Middle School Language Arts Curriculum Review Committee will be complete by September 30, 2008.</p>	<p>Per diem for teachers is \$8,386 and \$2,760 is for substitutes. ASD general fund MS budget.</p>	<p>Amy Goodman</p>	<p>Anecdotal comments and score sheets from the participants.</p> <p>Reading and writing scores will improve on the SBAs. This is a two-year goal -- as implementation of the new curriculum will not occur until the 09-10 school year.</p> <p>SBA data available spring 2010</p>	
<p>Reading Intervention Teacher Training</p> <p>A one-credit UAA class will be offered that will provide teachers information on best practices in teaching reading intervention to struggling older students. Content will focus on phonics, fluency, vocabulary, and comprehension strategies.</p>	<p>This class will meet four times prior to October 17, 2008.</p>	<p>\$1000 for instructor fees and \$7,200 addenda for curricular development. ASD general fund MS budget.</p>	<p>Amy Goodman</p>	<p>UAA participant evaluations</p> <p>Reading scores will improve on the SBAs.</p>	

<p>Reading Across the Curriculum</p> <p>Middle School will increase teacher proficiency in the use of reading strategies in the content areas.</p> <p>1. All new-to-division staff will be trained</p> <p>2. All staff will receive updated materials to keep the initiative moving forward</p>	<p>New-to-middle level teachers will be trained on September 5, 2008.</p> <p>High Five posters and reference guides will be distributed to schools by September 30, 2008.</p>	<p>\$4,800 for substitutes via ASD general fund MS budget.</p>	<p>Amy Goodman</p>	<p>Reading scores will improve on the SBAs.</p>	
<p>Provide opportunity for after school tutoring for middle school students identified as below proficient.</p>	<p>08-09 school year</p>	<p>\$56,920 via ASD general budget MS division</p>	<p>Leslie Vandergaw</p>	<p>Student participation records and SBA language arts proficiency.</p>	
<p>Summer School Extended Year</p> <p>Middle School will offer remediation classes in language arts and math.</p>	<p>Summer school will be offered for six weeks after the end of the academic year.</p>	<p>\$323,731 via ASD general fund MS budget.</p>	<p>Leslie Vandergaw, Amy Goodman and Ruth Mount</p>	<p>Gates-MacGinitie Reading Test</p> <p>Post-test scores on reading and math assessments will increase in comparison to the pre-tests.</p>	
<p>Provide inquiry-based science notebook teacher professional development to teachers K-12 related to language arts.</p>	<p>Ongoing for 08-09 school year.</p>	<p>Est. Cost: \$40,000 and three support teacher salaries at \$223,500 + benefits Source: Title IIA and ASD General Fund</p>	<p>Texas Gail Raymond, Judy Onslow, Trisha Herminghaus and Joanna Hubbard</p>	<p>MLP registration rosters, number of science notebooks printed for teachers through KCC and PD event evaluations.</p> <p>Increase in language arts performance proficiency on SBA and HSGQE</p>	
<p>Special Education will continue to provide an intensive reading clinic featuring Lindamood Bell strategies during the summer for those elementary and middle school students at a severe deficit level.</p>	<p>2008-2009</p>	<p>Est. Cost: \$50,000 Source: SPED budget through ASD general fund</p>	<p>Jerry Sjolander, Cindy Anderson and Regina Rollins</p>	<p>State Wide Assessments; Gates McGinitie and SBAs.</p>	

All elementary special education resource programs will be provided with materials and training (Reading Mastery Plus) for use with incoming kindergarten students who are delayed in reading.	2008-2009	Est. Cost: \$50,000 for consumables Source: ASD general fund and SPED grant	Regina Rollins and SRA Trainers	SBAs and post training evaluations.	
All elementary special education programs will receive curriculum and training (Levels K-2 of the Reading Mastery Signature series) for use with those primary students exhibiting reading delays.	2008-2009	Est. Cost: \$125,000 for consumables Source: ASD general fund and SPED grant	Regina Rollins and SRA Trainers	SBAs and post training evaluations.	
Secondary Special Education will continue to implement research-based curriculum in reading/language arts for self-contained special education classes as an extension of the general and remedial curriculum. Included in the programs currently used, My Access and Achieve 3000 have been made available to self-contained language arts and study skills special education high school classes and on a limited bases for middle school self-contained SPED classes. IEPs, with parent input, will be written to support language arts standards.	Fall 2008-Spring 2009	\$40,000 for replacement of consumables for current language arts curriculum. \$180,000 for implementing Achieve 3000 and My Access. Funding will come from ASD general budget SPED division.	Jerry Sjolander and Cindy Anderson	Increase in language arts performance proficiency on SBA and HSGQE	

Continued training for special education teachers in direct instruction reading (Corrective Reading, <i>Language!</i> Strategic Instruction Model) will be provided to improve student reading performance. Training in the implementation of Achieve 3000 and My Access will also be provided so that these programs can be used to enhance curriculum both in regular education and SPED classes. New teachers will also be provided a SPED teacher consultant mentor to assist in instruction and support	Fall 2008-Spring 2009	\$25,000 for national trainer to provide both new and refresher courses for SPED teachers in <i>Language!</i> from ASD general fund SPED budget. Also, \$12,000 was provided to enhance the current training schedules for My Access and Achieve 3000 from * above.	Jerry Sjolander, Regina Rollins and Cindy Anderson	Attendance sheets from mandatory curriculum training.  Increase in language arts performance proficiency on SBA and HSGQE	
Dibels training offered by Title I schools to provide professional development on assessment and using the data to inform instruction	August 2008 through May 2009	Estimated Cost: \$15,605.00 Source: Title I Professional Development Budget	Dianne Orr, Ed Graff and Title I Principals	Increase in the percent of proficiency in Language Arts on the SBA's in all subgroups in Title I schools comparing 07-08 AYP results to 08-09 results	
SRA –Reading Mastery and Corrective Reading Training offered to Title I schools to provide professional development to support Tier 3 instruction	August 2008 through May 2009	Estimated Cost: \$10,800.00 Source: Title I Professional Development Budget	Dianne Orr, Ed Graff and Title I Principals	Increase in the percent of proficiency in Language Arts on the SBA's in the subgroup area of SWD in all of the Title I schools comparing 07-08 AYP results to 08-09 results	
Begin the process of a two year goal of implementation of RTI into Title I schools. This practice will provide high quality instruction and interventions matched to student need. This will include monitoring progress to ensure effectiveness of instruction	August 2008 through May 2009	Estimated Cost: As per contract salaries Source: General ASD Budget	Dianne Orr, Ed Graff and Title I Principals	Increase in the percent of proficiency in Language Arts on the SBA's in all subgroups in Title I schools comparing 07-08 AYP results to 08-09 results	

Contract with Consortium on Reading Excellence (CORE) for consultation and coaching in research based reading curriculum implementation for 10 Title I schools	August 2008 through May 2009	Estimated Cost: \$360,000 Source: Title I Professional Development Budget	Dianne Orr, Ed Graff and Title I Principals	Increase in the percent of proficiency in Language Arts on the SBA's in all subgroups in Title I schools comparing 07-08 AYP results to 08-09 results	
Continued implementation of Parent Information Resource Center (PIRC) program to help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.	2007-2011	Est. Cost: \$152,664 annually. Source: APIRC Grant Project Budget.	Julie Jessal, Dianne Orr and four Language and Cultural Liaisons	Activities evidenced in PIRC year-end report and any workshop/meeting registration/sign-in forms.	

**DISTRICT IMPROVEMENT PLAN 2008-2009 School Year**  
**Complete one sheet for each goal – expand sections as appropriate**

**DISTRICT MEASURABLE GOAL (to include specific target):**

*All student subgroups not meeting the target for AYP in **Math** will show at least a 10% decrease in the percent of students not proficient in order to meet safe harbor targets. All performance standards will be addressed as required for individual student and subgroup growth.*

**CURRENT PERFORMANCE LEVEL ON SBAs:**

*Results from ASD 2007-2008 District-wide AYP **Math** % proficient.*

- 1. African American – 53.6% proficient in 07-08. The performance target for 08-09 is 58.24% proficient.*
- 2. Alaska Native and American Indian – 58.2% proficient in 07-08. The performance target for 08-09 is 62.38% proficient.*
- 3. Low Income – 60.1% proficient in 07-08. The performance target for 08-09 is 64.09% proficient.*
- 4. Students with Disabilities – 42% proficient in 07-08. The performance target for 08-09 is 47.8% proficient.*
- 5. Limited English Proficient – 60.9% proficient in 07-08. The performance target for 08-09 is 64.81% proficient.*

**Scientifically based research to support each strategy listed below (reference or brief description):**

*See attached scientifically based research appendix.*

ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement- <u>not programs</u> )	TIMELINE Milestones for current school year	RESOURCES Materials, Estimated costs, funding sources	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (Instrument(s) used to assess)	EVIDENCE OF IMPACT ON STUDENT LEARNING (Outcomes – Review at district only per milestone)
All School Action Plans (SAP) to include parental communication component.	Oct. 08 to May 09	Est. Cost: None Source: SAP development and implementation is a function of embedded and regular duties and school processes.	Division Executive Directors and school principals	As documented in each MLP Web-based SAP with year-end evaluation.	

All School Action Plans to include a Parent Involvement Plan (PIP) to include measurable parental involvement objectives and plans for each SAP goal.	Oct. 08 to May 09	Est. Cost: None Source: SAP/PIP development and implementation is a function of embedded and regular duties and school processes.	Division Executive Directors and school principals	As documented in each MLP Web-based SAP/PIP with year-end evaluation.	
Provide instructional interventions and additional targeted math instruction to identified students who are below or not proficient in math, in 60 elementary schools.	Aug. 08 to May 09	Est. Cost: \$240,000 Source: ASD budget	Ed Graff and school principals	Criterion-referenced math assessments, SBA	
Summer school will be offered to all elementary students who are below and far below proficient in math. A large percentage of total students served will be in the Low-income, LEP and Students with Disabilities groups.	June and July 2009	Est. Cost: \$493,000 Source: ASD budget	Ed Graff, Dianne Orr and Glen Nielsen	Criterion-referenced math assessment aligned to summer school curriculum	
Parent involvement in math will be promoted in parent workshops offered throughout elementary summer school.	June and July 2009	Est. Cost: \$2,500 Source: ASD budget	Ed Graff and Mary Murphy	Parent participant survey	
Content area training for ELL program staff in math content area.	Aug. 08 to May 09	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	Specialists from math content area.	Increase in math performance proficiency on SBA and HSGQE	

Academic Language Development Training	Training will be provided to all ELL program certificated and classified staff in the 2008-2009 school year. One day w/ outside trainer and two days at the district level. Total three days.	\$5,000 for presenter and \$6,000 in sub days Source: Title III program budget	Outside trainer and then ongoing training and support from ELL staff.	Increase in math performance proficiency on SBA and HSGQE	
Aspire training all new ELLP classified	08-09 school year ongoing	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP staff trainers	Increase in math performance proficiency on SBA and HSGQE	
Training and implementation of ELP standards and documentation form with 10 Title I elementary schools. Targets 3-5 ELL students per school.	Pilot in 08-09 with plans to expand into 09-10.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP staff	Increase in math performance proficiency on SBA and HSGQE	
Professional book study for all ELLP certificated staff	Oct. 08 to May 09	\$1500 books \$2700 in sub days to conduct professional book study. Total of \$4200 from Title III program budget	ELLP staff	Increase in math performance proficiency on SBA and HSGQE	

Parent classes to include PASSport to Success Strategies at three centralized TBA locations.	TBD w/in 08-09 school year. One night per week for eight weeks at each of the three TBA locations. 24 sessions per school total.	Addendum for teachers to teach the parent classes \$2400 per eight-week session from Title III program budget.	ELLP staff	Increase in math performance proficiency on SBA and HSGQE	
Look at each school and division level to see where students are not making the AMAOs. Research reasons and solutions, which may include professional development, staff training and/or working with parents. Use the plan as a tool to help make data driven decisions in regard to AMAO interventions.	Ongoing during 08-09 school year.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	Christine Garbe and ELLP support staff	Increase in math performance proficiency on SBA and HSGQE	
SIOP training at Airport Heights, Wonder Park, Ptarmigan and Chinook Elementary Schools	Ongoing during 08-09 school year.	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund	ELLP content specialists	Increase in math performance proficiency on SBA and HSGQE	
Prescriptive remediation in math for struggling high school students offered during the school day via math software programs such as Larson Math.	Ongoing during 08-09 school year.	Est. Cost: \$50,000 Source: High School Division remediation budget.	Mike Henry and High School Principals	Student performance on Statewide Assessments.	
Prescriptive remediation in math for struggling high school students offered during after school programs and in summer school via math software programs such as APEX Learning.	Ongoing during 08-09 school year.	Est. Cost: \$150,000 Source: High School Division remediation budget.	Mike Henry and High School Principals	Student performance on Statewide Assessments.	

Title VII Indian Education Program collaboration with language arts curriculum coordinator	Meeting three times a month during 08-09 school year	Est. Cost: No added cost as per contract within regular duty day teacher/staff salaries. ASD general fund and Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education and ASD Language Arts Curriculum Coordinator	Increase in math performance proficiency on SBA and HSGQE	
Title VII Indian Education Evening Program	Twice a week during the 08-09 school year	Est. Cost: \$6,000. Resources: Classroom materials and culturally relevant curriculum Source: Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education	Increase in math performance proficiency on SBA and HSGQE	
Title VII Indian Education Summer School – Grades 1-8	June 16 to July 11, 2009	Est. Cost: \$60,000 Resources: Classroom materials and culturally relevant curriculum. Source: Title VII Indian Education Program	Doreen Brown, Supervisor of Title VII Indian Education	Increase in math performance proficiency on SBA	
K-6 pacing guides for new Everyday Math 3 program will be implemented to help teachers teach all the content and GLE's required for their grade level.	In place and revised annually to reflect the current school calendar	Est. Cost: 8 Math Support Teacher salaries + benefits \$465,955 Source: Title IIA #251705 and ASD #103611	Sandy Schoff and Elementary Math Support Teachers	Increase in the percent proficient in math on the SBAs for all subgroups, particularly subgroups targeted w/in ASD DIP, when comparing 07-08 AYP results to 08-09 AYP results.	

<p>Assessment Recording System (ARS) professional development will be provided to all elementary and middle school math teachers in schools that are below the district SBA mean, and all high school math teachers. Teachers will use student data on ARS to individualize instruction, particularly for targeted subgroups.</p>	<p>Ongoing 08-09 school year.</p>	<p>Est. Cost: Addenda \$32,312 Source: Title V Funding. Also Math Support Teacher salaries (As per above)</p>	<p>Sandy Schoff, A&amp;E staff, and Math Support Teachers</p>	<p>Increase in the percent proficient in math on the SBAs for all subgroups, particularly subgroups targeted w/in ASD DIP, when comparing 07-08 AYP results to 08-09 AYP results.</p>	
<p>Implementation of newly adopted Everyday Math (Version 3) curriculum in elementary schools to include material, training and professional development support for teachers.</p>	<p>Cross-district in-service days: half the elem schools on Aug. 15 and the other half on Aug. 18, 2008. Ongoing support during the 08-09 school year to be provided onsite through teacher release time with Math Support Teachers.</p>	<p>Est. Cost: \$142,000 for subs for teacher release time, \$263,000 for equity-balancing math manipulative supplies in schools and approximately \$400,000 in consumable and core adoption materials dating back to the Spring of 08 through current school year purchasing. Source: ASD general budget, curriculum and instruction division.</p>	<p>Sandy Schoff and Math Support Teachers</p>	<p>Training and professional development outcomes documented via session sign-in sheets, MyLearning Plan.com and event evaluations.</p> <p>Increase in the percent proficient in math on the SBAs for all subgroups, particularly subgroups targeted w/in ASD DIP, when comparing 07-08 AYP results to 08-09 AYP results.</p>	

Larson Math, computer-based instructional support that aligns with the math standards, will be used in all Title I schools, some non-Title I elementary schools and some middle schools. Teachers will receive support in the use of this resource.	Ongoing 08-09 school year.	Est. Cost: Math Support Teacher salaries (As per above)	Diane Orr, Sandy Schoff, Mary Wegner and Math Support teachers	Increase in the percent proficient in math on the SBAs for all subgroups, particularly subgroups targeted w/in ASD DIP, when comparing 07-08 AYP results to 08-09 AYP results at schools using Larson Math.	
Multi-age teachers that are new to Everyday Math will receive professional development in how to manage the teaching of multiple grade levels of math at the same time, particularly addressing targeted subgroups.	August to September 2008.	Est. Cost: Sub teachers and instructor cost \$2,800 Source: ASD general fund Acct # 103611 and Title IIA #251705	Sandy Schoff and Elementary Math Support teachers	Training events evidenced in MLP.com, attendance records and training effectiveness assessed using evaluation forms.	
K-6 teachers who are new to the ASD will receive professional development to help them understand and teach the adopted math curriculum, including an emphasis on differentiation.	August to September 2008.	Est. Cost: Sub teachers and instructor \$10,000 Source: ASD general fund Acct # 103611 Math Support Teacher salaries (As per above)	Sandy Schoff and Elementary Math Support Teachers	Training events evidenced in MLP.com, attendance records, and training effectiveness assessed using evaluation forms	
Mid-year and year-end benchmark assessments will be developed from within the Everyday Math Curriculum, to monitor student progress toward the grade level goals. The scores will be posted on the ARS and will provide information for differentiation and to guide instruction.	Ongoing 08-09 school year.	Math Support Teacher salaries (As per above)	Sandy Schoff and Elementary Math Support Teachers	Increase in the percent proficient in math on the SBAs for all subgroups, particularly subgroups targeted w/in ASD DIP, when comparing 07-08 AYP results to 08-09 AYP results.	

Professional development for middle school math teachers and SPED staff on best practices and curriculum guide implementation, including support for targeted subgroups.	Ongoing 08-09 school year.	Est. Cost: Math Support Teacher salaries (As per above)	Ruth Mount, Jessica Graziano, middle school math teachers and SPED staff	Increase in the percent proficient in math on the SBAs for all middle school 6-8 graders, particularly the subgroups targeted w/in ASD DIP from the 07-08 AYP results to the 08-09 AYP results.	
Develop curriculum guide and select materials for middle school Math Support class including support for the targeted subgroups.	Ongoing 08-09 school year.	Est. Cost: Addenda \$8000 Source: ASD general fund Acct # 103611	Ruth Mount, Jessica Graziano, middle school math teachers and principals	Increase in the percent proficient in math on the SBAs for all middle school 6-8 graders, particularly the subgroups targeted w/in ASD DIP from the 07-08 AYP results to the 08-09 AYP results.	
Professional development for all HS teachers using Carnegie Bridge-to-Algebra and Algebra to implement curriculum aligned to GLEs and HSGQE.	Ongoing 08-09 school year.	Est. Cost: Addenda \$48,000 Source: ASD general fund Acct # 103611-12	Sandy Schoff, Jan Thompson, and high school math teachers	Increase in the percent proficient in math on the SBAs for all middle school 9-10 graders, particularly the subgroups targeted w/in ASD DIP from the 07-08 AYP results to the 08-09 AYP results.	
Support Carnegie Bridge-to-Algebra in HSGQE Prep elective classes	Ongoing 08-09 school year.	Est. Cost: Addenda, software, and materials (As per above)	Sandy Schoff, Jan Thompson, and high school math teachers	Decrease the number of 11-12 grade students who must retake the Math HSGQE, particularly the subgroups targeted w/in ASD DIP, from the 07-08 AYP results to the 08-09 AYP results	
Develop credit recovery classes for Algebra I, A/B, and Survey of Algebra.	Ongoing 08-09 school year.	Est. Cost: Addenda \$4000 ASD General Fund Acct #103611-12	Sandy Schoff, Jan Thompson, and high school math teachers	Increase in the percent proficient in math on the SBAs for all middle school 9-10 graders, particularly the subgroups targeted w/in ASD DIP from the 07-08 AYP results to the 08-09 AYP results.	
Implement second year of Number Worlds (SRA McGraw Hill) remedial math in grades PK-6 at 15 schools to include 2 teacher professional development sessions in the fall.	2008-2009	Est. Cost: \$110,000 Source: Title VI-B	Regina Rollins and McGraw Hill Trainers	SBAs and post training evaluations.	

Continued implementation of Transmath and Algebra Rescue will be supported in middle and high school special education self-contained math classes. These classes have been provided additional supplemental materials and manipulatives to enhance the courses. Also, Carnegie math, Larson math and other online supplementals are being used for additional intervention supports for students. IEPs, with parent input, will be written to support specific math standards.	Fall 2008 – Spring 2009	\$40,000 for consumables, textbooks, supplementals and manipulatives. Funding will come from ASD general budget SPED division.	Jerry Sjolander and Cindy Anderson	Increase in math performance proficiency on SBA and HSGQE	
Continued professional development for special education teachers in Math (Transition Math) will be provided to improve student math performance. Math teachers will also participate in Carnegie Math, Larson Math and other online supplemental trainings. New teachers will also be provided a SPED teacher consultant mentor to assist in instruction and support	Fall 2008- Spring 2009	\$25,000 for national trainer to provide both new and refresher courses for SPED teachers from ASD general fund SPED budget.	Jerry Sjolander and Cindy Anderson	Attendance sheets signed by teacher showing that they have attended training.  Increase in math performance proficiency on SBA and HSGQE	
Computer assisted instruction that aligns with ASD math curriculum will be used in all Title I school	August 2008 through May 2009	Estimated Cost: none Implementation as per regular teacher/staff contracted duties w/in ASD general budget and Title I-A salaries.	Dianne Orr, Sandy Schoff and Mary Wegner	Increase the percent proficient in math on the SBA's for all subgroups from 07-08 school year to the 08-09 school year	
Provide opportunity for after school tutoring for middle school students identified as below proficient.	08-09 school year	\$56,920 via ASD general budget MS division	Leslie Vandergaw	Student participation records and SBA language arts proficiency.	

Continued implementation of Parent Information Resource Center (PIRC) program to help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.	2007-2011	Est. Cost: \$152,664 annually. Source: APIRC Grant Project Budget.	Julie Jessal, Dianne Orr and four Language and Cultural Liaisons	Activities evidenced in PIRC year-end report and any workshop/meeting registration/sign-in forms.	

## Bartlett High About Our Students

Bartlett High School Characteristics			
	School	District	Source of Information
Membership	1,702	48,858	Fall OASIS
Capacity	85.00%	N/A	2008-18 ASD Capital Improvement Plan
Attendance Rate	88.02%	92.83%	NCLB Summer Data Collection
Transiency Rate	29.44%	26.07%	NCLB Summer Data Collection
Economically Disadvantaged	687	17,717	Fall OASIS
Average Weekly Volunteer Hours	25	4,660	Department of Education Report Card Report
Graduation Rate	62.71%	64.32%	NCLB Summer Data Collection & A&E Graduation File
Dropout Rate - EED's Regulation Calculation	5.41%	3.42%	NCLB Summer Data Collection & Fall Oasis
AP Courses Offered	16	136	SMS Transcript File
Students Successfully Completing AP Courses	118	1,441	SMS Transcript File
AP Courses Completed by Students	192	2,537	SMS Transcript File
Students Taking the Alternate Assessment	7	228	SMS
Number of Students Approved for HSGQE Alternative Assessment (Gr. 11-12)	58	375	SMS
Number of Students Meeting HSGQE Requirement Using an Alternative Assessment (Gr. 11-12)	42	212	SMS
Change in Enrollment	-1.56%	-0.76%	Fall Oasis

Bartlett High School HSGQE Grade 10 Results				
	Proficient		Not Proficient	
	School	District	School	District
<b>Reading</b>				
07-08	82.71%	87.31%	17.29%	12.69%
06-07	88.8%	91.4%	11.2%	8.6%
<hr/>				
05-06	69.8%	76.4%	30.2%	23.6%
04-05	62.2%	72.5%	37.8%	27.5%
03-04	66.6%	73.3%	33.3%	26.7%
<b>Writing</b>				
07-08	73.88%	78.97%	26.12%	21.03%
06-07	77.0%	82.5%	23.0%	17.5%
<hr/>				
05-06	88.8%	90.8%	11.2%	9.2%
04-05	79.3%	85.6%	20.7%	14.4%
03-04	83.3%	87.0%	16.7%	13.0%
<b>Mathematics</b>				
07-08	72.92%	80.60%	27.08%	19.40%
06-07	73.2%	82.3%	26.8%	17.7%
05-06	74.9%	79.9%	25.1%	20.1%
04-05	67.0%	76.3%	33.0%	14.4%
03-04	62.8%	69.8%	37.1%	30.2%

The double bold line indicates two changes to the passing scores, often called "cut scores," approved by the State Board of Education & Early Development for the Alaska High School Graduation Qualifying Examination in July 2006.

Bartlett High School HSGQE Cumulative Proficiency for Grade 11 & 12 Students				
	Grade 11		Grade 12	
	Number	Percent	Number	Percent
Reading	360	91.11%	330	95.45%
Writing	360	90.56%	330	94.24%
Mathematics	360	90.56%	330	92.73%

**HSGQE:** In addition to meeting local school district requirements, Alaska students must pass the state's High School Graduation Qualifying Examination to earn a diploma. To pass, students must be rated as at least proficient in all three sections of the exam: reading, writing, math. Students take the HSGQE for the first time in the spring of 10th grade. Sections not passed can be retaken once a semester during 11th and 12th grade until passed.

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Anchorage School District  
5530 E. Northern Lights Blvd.  
Anchorage, AK 99504-3135



**Anchorage School District**  
*Enriching All Students for Success in Life*

Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at [www.asdk12.org/depts/assess\\_eval/](http://www.asdk12.org/depts/assess_eval/) or through the district Communications department, 742-4153.



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Principal: Dan Gallego  
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## Anchorage School District 2007-2008 School Report Card for Bartlett High School

Bartlett is one of eight comprehensive high schools in the Anchorage School District. Bartlett is located near Elmendorf Air Force Base and draws students from Elmendorf and Fort Richardson Army Post, as well as the Muldoon community. The staff at BHS is committed to meeting the individual needs of our diverse student population. These needs are met through varied instructional methods, extracurricular activities and support services.

The students at Bartlett have an opportunity to achieve their highest potential and develop a strong sense of community. Aware of the rapid pace of change, our school community provides students with the tools to function responsibly. We supply each student with the skills to be lifelong learners. Bartlett High School is dedicated to excellence.

## School Goals

Goal	Level of Attainment
The total number of suspensions will decrease 10 percent. . . . .	Attained
The percentage of courses failed by ninth-grade students will decrease by 5 . . . .	Partially Attained
The percentage of students not proficient on the state language arts and math assessments will decrease by 10 in each student subgroup as designated by the No Child Left Behind Act . . . . .	Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

## Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents’ suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school’s principal for information on how parents can become involved in these activities.

## School Business Partners

- Qdoba
- Anchorage Society of Human Resources Management
- Kid’s Café/Bean’s Café
- Totem Ocean Trailer Express

## Community Volunteers

Parents and other community members volunteer an average of 25 hours per week in the school.

## Teacher Quality Information (2007-2008)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by “highly qualified teachers”
<b>Bartlett High School</b>	96	100%	56%	1	91%
<b>District Totals</b>	3509	100%	43%	37	88%

## Adequate Yearly Progress

According to the No Child Left Behind Act, the ASD is in its third year of Level 4 corrective status. In 2007-2008, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian subgroup did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

The following table illustrates our school’s “Adequate Yearly Progress” status as defined by the federal No Child Left Behind Act. A complete explanation of AYP calculations is available at [www.asdk12.org](http://www.asdk12.org).

Bartlett High School 2007-08 Adequate Yearly Progress Status Report													
Does Not Meet AYP Level 5 (Second Year)													
AMO For Language Arts: 77.18%													
AMO For Mathematics: 66.09%													
Group	Participation Rate			"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance					Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)		(C) Participation Rate Met	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	852	828	97.2%	Yes	750	542	72.3%	73.6%	No	414	55.2%	62.1%	No
AF. AM.	105	103	98.1%	Yes	96	65	67.7%	67.2%	Yes	37	38.5%	54.8%	No
AKNA/AI	81	80	98.8%	Yes	66	40	60.6%	65.1%	No	30	45.5%	52.5%	No
Asian/NH/OPI	125	124	99.2%	Yes	113	71	62.8%	68%	No	55	48.7%	55.7%	No
White	322	309	96%	Yes	283	237	83.7%	71.4%	Yes	187	66.1%	59.5%	Yes
Hispanic	93	90	96.8%	Yes	79	50	63.3%	66.2%	Yes-SH	41	51.9%	53.7%	Yes-SH
ME	126	122	96.8%	Yes	113	79	69.9%	68%	Yes	64	56.6%	55.7%	Yes
EDS	400	384	96%	Yes	339	207	61.1%	71.9%	No	150	44.2%	60.1%	No
SWD	108	104	96.3%	Yes	94	31	33%	67.1%	Yes-SH	20	21.3%	54.7%	No
LEP	163	158	96.9%	Yes	144	72	50%	69%	No	54	37.5%	56.9%	No
Graduation Rate: Met 62.7% (Threshold is 55.58%)													

N/A is used to indicate:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the “full academic year” shall not have the performance score computed.

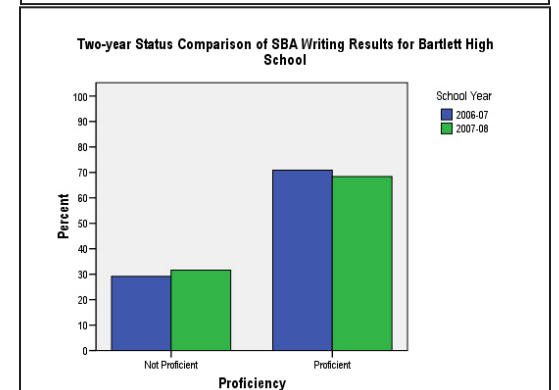
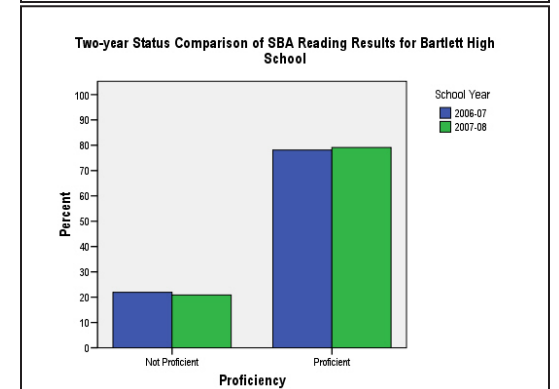
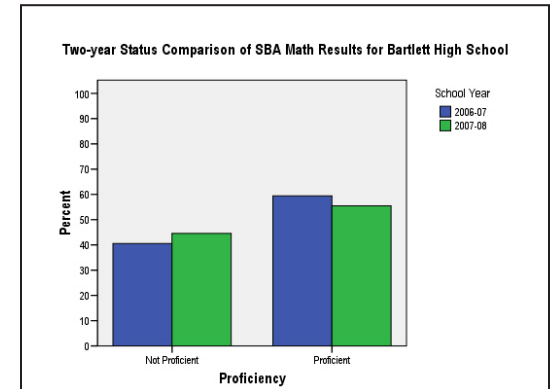
\* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

\*\* When a group achieves a “Yes” without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

\*\*\* The results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

This document was prepared by the ASD Assessment and Evaluation Department. 7/10/2008

**Alaska Standards Based Assessment:** The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, and mathematics. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system.



**Anchorage School District Improvement Planning**  
Scientifically Based Research to Support Strategies and Curricula

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**These instructional strategies and curricula are listed alphabetically on the following pages.**

- Achieve3000™
- Algebra 1 Rescue!
- Apex
- Aspire
- Bridge to Algebra
- Bridges to Literature
- Carnegie Math
- Cognitive Academic Language Learning Approach (CALLA)
- Cognitive Tutor Algebra
- Consortium on Reading Excellence (CORE)
- Corrective Reading
- English Language Learning Instruction System (ELLIS)
- Exemplars Math
- Everyday Mathematics (EDM)
- Fast ForWord
- First Steps in Mathematics
- Following the Leaders (FTL)
- Harcourt Brace
- Houghton Mifflin Reading
- Instructional Technology
- Jamestown *Reading Fluency* Program
- LANGUAGE!
- Larson Math
- Lindamood-Bell Learning Processes
- MathScape
- MY Access!®
- Number Worlds
- Parental Involvement
- PASSport to Success
- Read 180
- Reading Advantage
- Reading Mastery
- Rewards and Rewards Plus
- Saxon Math
- Science Notebooks (Inquiry-Based)
- Sheltered Instruction Observation Protocol (SIOP)
- Six Traits Writing
- SkillsTutor
- Small Group Intervention / Remediation Instruction

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

- STELLAR/Strategies for Building Academic Language
- Step Up to Writing
- Strategic Instruction Model (SIM)
- Success for All Reading Programs
- TransMath
- Waterford
- Write Source

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

#### **Achieve3000™**

Achieve3000™ solutions are designed and built upon decades of scientific research into how children learn to read, including studies from the National Writing Commission, the National Reading Panel, Carol Anne Tomlinson and more. In addition, they utilize accepted and proven benchmarks for assessment and instruction - from the Lexile Framework to the principles of Bloom's Taxonomy. Achieve3000 also understands that any effective solution to improve student performance must also motivate students. That's why Achieve3000 solutions are designed to develop an intrinsic interest in literacy and a true love of learning.

Achieve3000™ solutions utilize a five-step pedagogy that is designed to improve students' reading comprehension, vocabulary development, reading fluency and writing skills. Equally important, our solutions are designed to motivate students and encourage use, as well to develop an intrinsic interest in literacy and learning. Achieve3000™ Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile™ gains and dramatically increased scores on end-of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective. Importantly, these results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

#### **Algebra 1 Rescue!**

Algebra 1 Rescue! is a comprehensive intervention resource that:

- is based on mastery of objectives, rather than the traditional classroom lesson approach
- has numerous lessons per objective to choose from based on students' needs
- addresses all modalities: auditory, visual, and kinesthetic, with a variety of lesson activities
- zeroes in on the conceptual level, then builds on those concepts through practice and problem-solving activities

Algebra 1 Rescue! is a new approach to teaching algebra that is designed for all students. It can be implemented as a supplement to an existing program or as a stand-alone curriculum. It is a powerful tool that has:

1. Concept-driven objectives that are logically and systematically sequenced
2. Numerous whole-class, small-group, and individual practice activities for each objective, including multisensory and hands-on, that allow for plenty of feedback
3. Reflection and problem-solving activities that require students to apply the skills and concepts they have learned

Any components of Algebra 1 Rescue! can easily be used as supplements in other algebra curricula to deepen learning with increased focus, extended practice, and effective problem-solving.

A significant amount of data has been collected regarding the way students best learn algebra. This data validates the instructional strategies utilized in Algebra 1 Rescue! Each of the 60 objectives and 600 activities in the curriculum are grounded in scientific research and aligned with the National Council for Teachers of Mathematics (NCTM) standards.

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

#### **Apex**

Apex Essentials Courses offer a streamlined curriculum to meet high school graduation requirements and support remediation, intervention, and credit recovery programs. Essentials Courses provide a complete scope and sequence with original instructional content that focuses student attention on mastering critical skills and developing an understanding of key concepts.

Information is presented in small, manageable "chunks" that require students to make decisions as they navigate through it. Strict attention is given to keeping sentence and paragraph length short in accordance with online reading habits and readability principles. Images, sound tracks, short movies, animations, charts, and graphs integrated throughout the text provide alternative representations and address different learning styles. Prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn as they progress through a subject. Rollover vocabulary provides important assistance to students who may otherwise be held back in their learning due to their reading level. Manipulables provide hands-on opportunities for students to master difficult concepts. Extensive use of audio and video that is controllable by the student brings learning to life in a way that no text-based curriculum can.

As with the Advanced Placement and Comprehensive Courses, assessment is embedded throughout. In Essentials Courses, the emphasis is on computer-graded assessments. Diagnostic assessments included for each unit can be used as a pre- or a post-test to gauge a student's level of knowledge and understanding. Individual study plans generated based on performance on the diagnostics outline a personalized learning path for every student. Computer-graded quizzes integrated throughout the instructional content give students and teachers immediate feedback on an ongoing basis. Students are required to demonstrate what they have learned through computer-graded unit tests and semester exams.

Essentials Courses include optional teacher-graded summative assessments that can be used to evaluate higher-order and critical thinking skills. Essentials Courses in English include multiple teacher-graded writing assignments as well as teacher-graded semester exams that are important components in the evaluation of a student's writing ability.

#### **Aspire**

The Aspire curriculum was developed under a Bilingual Education (OBEMLA) Career Ladder Program grant from the U.S. Department of Education to the University of Central Florida (UCF). This project had two goals: to improve educational services to students learning English by providing paraprofessional inservice training; and to increase the number of bilingual paraprofessionals working toward a teaching certificate.

The Center for Applied Linguistics (CAL) worked closely with UCF to implement the project and was responsible for designing and implementing the paraprofessional inservice training program and disseminating the resulting professional development curriculum.

The University of Central Florida developed the criteria and application process by which paraprofessionals were selected for tuition support and organized a network of community colleges and universities, throughout the six targeted counties, which Aspire paraprofessionals could attend to earn a teaching certificate.

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

#### **Bridge to Algebra**

Bridge to Algebra is the first and only algebra readiness curriculum built on Cognitive Tutor® technology, one of the only true research based math curricula in the country. Bridge to Algebra combines software, text and classroom instruction covering the five middle school content strands identified in the NCTM standards and most state standards (number, geometry, measurement, probability and statistics, algebra) and emphasizes problem solving and mathematical literacy. Bridge to Algebra is also supported by a comprehensive Professional Development Plan.

This blended curriculum of software and text targets students who may need additional preparation for Algebra I. Throughout the materials, explicit connections are made between different representations, such as fractions, decimals, and percents; visual modeling tools enhance the understanding of these representations.

Carnegie Learning's Cognitive Tutors were developed at Carnegie Mellon University as part of a research project by world-renowned cognitive scientists who were testing a theory of how people learn. Our research references demonstrate that the Cognitive Tutors are not only based on solid learning science, but also that our publications have appeared in respected, peer-reviewed professional journals. As a demonstration of how the Cognitive Tutors meet the Scientifically Based Research (SBR) requirements of No Child Left Behind (NCLB), we have created a one-page document that parallels the federal SBR requirements with the scientific research on the Cognitive Tutors.

#### **Bridges to Literature**

McDougal Littell's *Bridges to Literature* program meets the requirements of programs that work established in the No Child Left Behind Act. The program, designed to bridge the gap between grade level and reading ability for struggling readers in grades 6 through 12, was built on sound reading research and research-based instructional strategies demonstrated to be effective. The program components are based on solid research findings from *Put Reading First*. In addition, the *Teacher's Edition* provides explicit instruction lessons, teacher modeling and scaffolding, and student applications. The *Teacher's Edition* pages present direct instruction for each focus skill and include special *SkillBuilder Copymasters*. The *Bridges to Literature Assessment Book* provides diagnostic and prescriptive components, including placement, mid-year and end-of-year tests, which help teachers determine each student's progress. Finally, McDougal Littell correlated its program to nine research-based instructional strategies that have been proven to have a positive effect on learning and increased student achievement as shown by educational researchers Robert J. Marzano, Debra J. Pickering, and Jan E. Pollock in *Classroom Instruction That Works, Research-Based Strategies for Increasing Student Achievement* published by the Association of Supervision and Curriculum Development (ASCD).

#### **Carnegie Math**

Carnegie Learning's curricula are based on over 20 years of research into how students think, learn and apply new knowledge in mathematics. The curricula use students' intuitive problem solving abilities as a powerful bridge to more formal and sophisticated mathematical comprehension.

Carnegie Learning's mathematics curricula immerse and engage students in mathematical problem solving. The software component allows students to work at their own pace. The system is built on cognitive models, which represent the knowledge a student might possess about a given subject. The

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

software assesses the prior mathematical knowledge of students on a step-by-step basis and presents curricula tailored to their individual skill levels.

All of the Cognitive Tutor® mathematics curricula from Carnegie Learning are based on extensive scientific research from Carnegie Mellon University, along with field tests in schools throughout the United States. The Cognitive Tutors are based on the ACT-R theory of learning, memory and performance, which has been validated by hundreds of lab and field studies. The Tutors themselves were developed using a rigorous empirical testing process resulting in over 50 publications validating the effectiveness of cognitive modeling.

#### **Cognitive Academic Language Learning Approach (CALLA)**

CALLA is an instructional strategy used with students who are learning using a second language. For a description of its implementation, assessment of its success, and further research-based references -- download *The Bilingual Research Journal* article found online at [http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19\\_34\\_chamot.pdf](http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19_34_chamot.pdf) (October 2006).

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#### **Consortium on Reading Excellence (CORE)**

CORE follows guidelines established in the National Research Council Report *Preventing Reading Difficulties in Young Children*, the *National Reading Panel Report*, and *Put Reading First*. The components of good instruction are :

- Phoneme awareness
- Systematic, explicit phonics
- Fluency
- Vocabulary knowledge
- The process of comprehension

## **Anchorage School District Improvement Planning**

### **Scientifically Based Research to Support Strategies and Curricula**

- High-frequency word instruction
- Multisyllabic word attack skills
- Spelling instruction
- Book discussions
- Independent, wide reading

The CORE program is also based on the best practices research on effective professional development as described in *The New Structure of School Improvement: Inquiring Schools and Achieving Students*. (Joyce, B., E. Calhoun, and D. Hopkins). CORE integrates its research-based approach to reading instruction on the concept of a stool with three legs. All three legs must be firmly in place to support reading instruction that gets results. The three legs are the following:

- Leg 1-ongoing professional development to build research-based knowledge and skills
- Leg 2-support in selecting and implementing effective research-based instructional tools
- Leg 3-establishment of local support systems to build sustainable success.

### **Corrective Reading**

Corrective Reading (Grossen, McGraw Hill) is designed to help students who have fallen behind in their reading skills and for whom other methods have not been successful. It allows students to use a decoding program, a comprehension program, or both. Corrective Reading includes a point system based on realistic goals to motivate students who often expect to fail.

It is a complete core program that uses:

- Tightly sequenced, carefully planned lessons that give struggling students the structure to become skilled, fluent readers and better learners.
- Four levels for decoding plus four levels for comprehension address the varied reading deficits and skill levels found among older students.
- A point system based on realistic goals to motivate students who are often expected to fail.
- Even non-readers show immediate improvement in word recognition, fluency and comprehension.

### **English Language Learning Instruction System (ELLIS)**

The document, "Applied Research in ELLIS," provides the research-based works that, when applied in ELLIS, make the program one of the best in the field. This work represents the fulfillment of curricula requirements in the No Child Left Behind Act. The research is based on more than 100 studies including benchmark studies spanning decades of research as well as some of the most current research in the relevant fields. The information is presented systematically: 1) An explanation of a principle or theory in language acquisition and instruction; 2) A description of how that principle is applied in ELLIS; and 3) A list of some of the significant empirical and meta-research studies supporting that theory or principle. "Applied Research in ELLIS," is available for download at [http://www.ellis.com/whyellis/esl\\_research.htm](http://www.ellis.com/whyellis/esl_research.htm) (October 2006).

### **Exemplars Math**

*Exemplars* material is based on sound scientific research that underscores the following about student achievement:

## Anchorage School District Improvement Planning

### Scientifically Based Research to Support Strategies and Curricula

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1. Students who do demanding work in school perform better than students who are given less demanding work.

Research done by the Chicago School Research Project, supported by the Annenberg Foundation, reports the results of a three-year study of more than 400 classrooms from 19 different Chicago elementary schools. The intellectual demands of more than 2,000 classroom assignments given to 5,000 third, sixth, and eighth grade students in writing and math were analyzed for their level of difficulty, and linked to the learning gains on standardized tests in reading, writing and mathematics.

Three standards were used to determine the level of intellectual challenge for each assignment. They were the extent that the assignment: (1) requires the construction of knowledge through disciplined inquiry including the use of prior knowledge and in-depth understanding; (2) requires elaborated communication; and (3) has value beyond success at school.

2. Student achievement is strongly related to effective assessment practices in the classroom, including student self and peer assessment.

A study conducted by Paul Black and Dylan William on the effect of classroom assessment practices on student achievement examined 250 articles and chapters on the subject. The study concluded that effective classroom assessment has a major impact on student achievement.

A second study by Black and William summarizes the finding of over 40 articles that share the following characteristics; quantitative evidence of increased learning was collected for both an experimental group and a control group. All of these studies demonstrate innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains. Black, Paul and Dylan William, *Inside the Black Box: Raising Standards Through Classroom Assessment*. Phi Delta Kappan, October 1998.

- 3.) The style of classroom instruction influences student performance.

In 2001 the RAND Corporation published, *"Hands-on Science and Student Achievement"*, a study written by Allen Ruby that examines the relationship between hands-on science and student achievement on both standardized and performance-based tests.

The study used two sources of data, a RAND survey of 1,400 eighth graders and their teachers and the National Educational Longitudinal Survey of 1988 (NELS:88) a national survey of approximately 25,000 students in eighth, 10<sup>th</sup> and 12<sup>th</sup> grades and their teachers. Students in the RAND survey took both standardized and performance tests. NELS:88 students took only multiple-choice science tests. In both studies, teachers and students reported on the amount of hands-on science they engaged in during science classes and the data show hands-on science is positively related to test scores on both types of tests. The RAND survey showed a strong relationship between doing hands-on science and achievement on both performance tests and multiple-choice tests. NELS:88 results indicate that students in classrooms with hands-on science showed higher levels of achievement. The evidence for the relationship between hands-on science and multiple-choice tests is particularly strong because it is supported by two different surveys using different multiple-choice tests.

### **Everyday Mathematics**

*Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. For research papers and other print materials, see

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<http://everydaymath.uchicago.edu/educators/references.shtml>. This Website includes the following abstract, The Research Basis of the *Everyday Mathematics* Curriculum by Andrew Isaacs, William Carroll, and Max Bell (2001).

According to David J. Hoff of Education Week, “*Everyday Mathematics*, which is used by 3 million U.S. students in 175,000 classrooms, was deemed to raise students’ test scores by an average of 12 percentile points in a review of four studies reanalyzed by the What Works Clearinghouse at the U.S. Department of Education. Based on those results, the report said the curriculum has “potentially positive effects,” the second-highest category on its ranking scale.” (September 20, 2006).

#### **Fast ForWord**

The Fast ForWord program has an extensive research base. A *Controlled Randomized Clinical Trial* (1994-1995) was conducted at Rutgers University in Newark, New Jersey. The clinical results were published in the January 1996 issue of *Science*, a peer-reviewed journal (Tallal, et. Al., *Science*. 271: 81-84). The early data showed rapid improvements in language skills with the research prototype of Fast ForWord Language, including significant gains in oral language comprehension, speech discrimination, grammar and syntax.

A Multi-Site Field Study conducted in 1996 in collaboration with over 60 independent professionals at 35 sites in the United States and Canada proved the results in a “real world” setting. After Fast ForWord Language participation, children experienced the same dramatic improvements in language as those who participated in the initial trial.

#### **First Steps in Mathematics**

First Steps in Mathematics is a research-based program that provides teachers with a robust mathematics background, diagnostic tools to assess student understanding, and learning activities to further students' conceptual growth. A key focus is on developing the ability to make accurate professional judgments and decisions about student learning. Time-tested by educators around the world, STEPS Professional Development’s suite of courses and educational resources are researched and designed with the Education Department of Western Australia and Edith Cowan University in Perth, Western Australia. To learn more about the research base for First Steps, go online to <http://www.stepspd.org/> (October 2006).

#### **Following the Leaders**

*Following the Leaders* (FTL) is a standards driven technology based project designed to help teachers and students raise achievement and exceed the requirements of NCLB. Providing technology tools, educational resources and hands-on support, FTL allows teachers to better address individual needs and effectively communicate with everyone involved in a child’s education. At the school level, FTL is implemented through the use of two internet-based programs: *Homeroom.com*, a formative assessment tool aligned to our Alaska State Standards and *SkillsTutor*, an interactive diagnostic and instructional program catered to meet the needs of individual students. The Educational Leaders Council (ELC), in partnership with Achievement Technologies and The Princeton Review, oversee the FTL project.

The research base for the use of technology in increasing student achievement is strong. In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement.

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#### **Harcourt Brace**

*Harcourt Brace* is a research-based, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; integrated language arts components; and state-of-the-art assessment tools ensure every student successfully learns to read.

[http://www.harcourt.com/bu\\_info/harcourt\\_school.html](http://www.harcourt.com/bu_info/harcourt_school.html) (September 2006).

#### **Houghton Mifflin Reading**

The Houghton-Mifflin and meets the criteria for effective reading instruction as established by the National Reading Panel Report. In preliminary results of the effectiveness of the Houghton-Mifflin reading program, significantly positive effects were seen on students' vocabulary development. Third graders in classrooms where Houghton-Mifflin Reading is used as the primary reading curriculum show statistically significant gains on the vocabulary subtest on the ITBS. Compared to the control group of non-HMR users, there is a slightly higher proportion of grades 2 and 3 students in HMR classrooms who improve their vocabulary test scores from below grade level to at or above grade level over the course of one school year. (Executive Summary of the Scientific Research Base and Program Efficacy, Houghton-Mifflin Company, 2002).

#### **Instructional Technology**

The research base for the use of technology in increasing student achievement is strong. In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

#### **Jamestown Reading Fluency Program**

Jamestown's *Reading Fluency* Program, a research-based approach to increasing fluency, can help students become more fluent readers. Students work in pairs and, at comfortable levels, practice reading aloud smoothly, accurately, and expressively. One student reads aloud a narrative fiction or nonfiction passage from the non-consumable *Reader*. A partner uses the consumable *Reader's Record*, marking errors and scoring the oral reading. Repeated readings encourage students to improve their fluency. For more detailed information please go to

[http://www.glencoe.com/jamestown/reading\\_rate/reading\\_fluency.php#info](http://www.glencoe.com/jamestown/reading_rate/reading_fluency.php#info)

#### **LANGUAGE!**

Based in research and proven effective in schools across the country, *LANGUAGE!* was created for students in grades 3–12 who score at or below the 35th percentile on national norm-referenced reading tests. *LANGUAGE!* is appropriate for students in general education and also supports the

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special instructional needs of English language learners (ELL) and Individualized Education Program (IEP) populations. Through a six-step lesson design, *LANGUAGE!* teaches students the structure and use of all language systems necessary for successful reading and writing.

- Phonemic Awareness and Phonics
- Word Recognition and Spelling
- Vocabulary and Morphology
- Grammar and Usage
- Listening and Reading Comprehension
- Speaking and Writing

For documents speaking to the research base of *LANGUAGE!* Go on line to:  
< <http://store.cambiumlearning.com/research.aspx> > (September 2006).

#### **Larson Math**

*Larson Math* utilizes multimedia software programs developed with the National Council of Teachers in Mathematics Standards as a guide. *Larson Math* is a program that can be individualized to match a student proficiency level and correlates with Alaska GLE's and math content standards.  
[http://meridiancg.com/menucontent/menu\\_correlations/correlations\\_ak.htm](http://meridiancg.com/menucontent/menu_correlations/correlations_ak.htm) (September 2006).

#### **Lindamood-Bell Learning Processes**

Lindamood-Bell's programs have provided effective instruction even in the context of the learning difficulties associated with dyslexia, hyperlexia, and autism. Through Learning Centers, On-site School Services, and Professional Development workshops, Lindamood-Bell strives to enhance learning for all people, for all ages...for life. Lindamood-Bell's philosophy is that accurate assessment and relevant instruction enable all individuals to learn to their potential.

#### **MathScape**

MathScape is a comprehensive, middle grades mathematics program developed with funds from the National Science Foundation to address the National Council of Teachers of Mathematics Principles and Standards for School Mathematics. The Standards aim to promote mathematical literacy, including an ability to explore, conjecture, reason logically and to use a variety of mathematical methods for problem solving. MathScape was designed to support these goals and is based on the premise that mathematics instruction and curriculum materials in the middle grades should:

- be designed to promote learning for all students;
- center on investigations that engage, challenge and inspire students;
- explore rigorous mathematical concepts that will prepare students for continuing study; and
- engage students as active learners of mathematics.

The MathScape curriculum encourages students to learn mathematics by doing mathematics, by using and connecting mathematical ideas, and by actively constructing their own understanding. The curriculum materials help teachers create an inviting, exploratory classroom in which all students gain mathematical power.

MathScape's development team included individuals with expertise in teaching, educational research, educational software design, cognitive and development psychology, special education, and curriculum development. The materials were extensively field-tested and revised in response to research and other feedback from teachers and students. For more information on the research that

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was conducted during the development of the curriculum go to  
<http://www2.edc.org/mathscape/phil/research.asp>

#### **MY Access!®**

MY Access!® is a web-based instructional writing product that provides students enrolled in grade 4 through higher education with the opportunity to develop their writing skills within an electronic portfolio-based environment. Teachers can create a writing assignment from a large pool of over 700 unique prompts covering grades 4 through higher education, including narrative, persuasive, informative, literary, and expository genres. In order to provide an integrated writing instruction tool, the prompts are aligned to major textbook series, are aligned to state standards, and provide cross-curricular writing opportunities in areas such as science, math, and social studies.

MY Access!® provides both a holistic score and analytical scores in the areas of Focus and Meaning; Content and Development; Organization; Language, Use and Style; and Mechanics and Conventions.

According to scientific research, students need to have multiple opportunities to practice writing, writing should be cross-curricular, feedback regarding writing performance must be timely, and writing instruction and assessment should incorporate clear learning objectives. MY Access!® accomplishes these goals. It provides the opportunity for students to write and receive feedback much more frequently than using traditional methods of writing instruction. It offers over 700 unique prompts aligned to major textbook series and state standards, providing cross-curricular writing opportunities in areas such as science, math, and social studies, provides the timely and appropriate feedback needed to increase student writing proficiency, and provides the detailed scoring rubrics as well as commentaries on exemplar papers do that students are aware of what is required to meet each learning objective.

#### **Number Worlds**

Number Worlds is an intensive intervention program that focuses on students who are one or more grade levels behind in mathematics.

Number Worlds is the only program that includes a prevention instruction section for students in grades PreK - 1 (Levels A-C). This unique 30 week course of daily instruction improves students' grasp of the world of mathematics so they can move forward with the head start they need.

For students in grades 2-8 (Levels D-J) who are one or more grade levels behind in mathematics, the Number Worlds intervention program is an invaluable tool. It builds on students' current level of understanding with six 4-week intensive units per grade for faster assimilation back into math class.

Features:

- Targeted instruction through discussion activities, computer activities, and paper and pencil activities
- Precise assessment for personalized guidance
- Research based for proven results
- Flexibility for teachers and students in various settings including Resource Room, After School, Summer School, and Tutoring programs

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- Extra practice provided through Building Blocks activities researched and designed by Doug Clements and Julie Sarama.

#### **Parental Involvement**

Parent involvement is a cornerstone in the No Child Left Behind Act. NCLB advocates through policy that when educators, families, and communities work together, schools get better. As a result, students get the high quality education they need to lead productive lives. For more information about parent involvement strategies and their basis in the NCLB Act, go to the U.S. Department of Education's <http://www.ed.gov/admins/comm/parents/pntinv.html> (October 2006).

#### **PASSport to Success**

Parents Assuring Students Success (PASS) is a stairway to greater family involvement in a child's education. Its main focus is to draw home and school, parent and child, closer together to create a "connection" that has proven to lead to increased student performance in the classroom. Developed in an urban school system in Northwest Indiana, this program successfully motivated and involved low-income families in their children's education. These parents took greater responsibility for their children's learning after discovering how to teach the study skills and values necessary for success in school. Once schooled at home in specific techniques for learning, children should perform at a higher level in the classroom and their test scores, motivation, and self-esteem all should rise.

#### **Read 180**

The Read180 Papalewis (2004) study explored the impact of implementing the Read 180 intervention among 8th grade struggling readers. Over the course of one academic year, 622 8th grade students from a large urban inner city school district received daily instruction from the Read 180 program. The Read 180 program is a comprehensive reading intervention that includes smaller class sizes, teacher training, software instruction, audio books, as well as individual, class, and small group practice. Standardized reading scores from 537 of the intervention students were compared with matched baseline data from the two academic years prior to the intervention. In addition, the standardized reading scores of the intervention group were compared with data from 536 students in a comparison group that did not receive a reading intervention. The comparison group was comprised of students from the same school district that were matched on pre-test scores, gender, ethnicity, and language proficiency. Students in the Read 180 intervention group demonstrated statistically significant reading gains from the baseline to posttest scores on the NCEs Reading and Language Arts tests. The Read 180 intervention group also demonstrated significantly higher gains on both the NCEs Reading and Language Arts posttests than the comparison group. In contrast to the reading gains demonstrated by the intervention group, the comparison group scored lower on the posttests. Overall, this study suggests that the Read 180 intervention as a whole may be effective for helping struggling middle school readers, but it is not clear how individual program elements, such as the reading software or smaller class sizes are impacting reading achievement. Additionally, given the unique characteristics of the study sample (high percentage of English language learners and ethnic minorities, severe reading difficulties/most were repeating the 8th grade), the findings and implications of the study should be evaluated in context. (Research conducted by Metiri Group).

#### **Reading Advantage**

The No Child Left Behind Act has placed a national spotlight on the critical issue of reading proficiency. Educators across the nation face the challenge of helping their students read at or above grade level by the end of the third grade; however, many students continue to struggle with reading

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through high school. In fact, according to the National Center for Education Statistics (2003) only 33% of eighth graders and 36% of twelfth graders are reading at or above the proficient level. Teachers want to help these students improve their reading and writing ability; however, the task is daunting because of a lack of appropriate instructional materials to address the specific issues with which these students struggle.

Reading Advantage, designed by Laura Robb with a team of nationally known university educators and master classroom teachers, can help this adolescent population improve their reading and writing skills. The four kits address the needs of at-risk adolescents who are reading between a middle of first grade and eighth grade reading level. The program focuses on critical areas where students need the most support: comprehension, word study and phonics, vocabulary and fluency building, and assessment, and includes enough reading materials to support each student's progress. For more details on scientific based research, go online to <http://www.greatsource.com/store/ProductCatalogController?cmd=LP&nextPage=GreatSource/gsMainTemplate.jsp?displayMainCell=researchefficacy.jsp>

### **Reading Mastery**

Staff development in reading and literacy curriculum and methods follows the recommendations from the National Reading Panel Report, 1999, and incorporates phonemic awareness, phonics, vocabulary, fluency and comprehension instruction which are all necessary to student success in reading. Our school utilizes a research-based core curriculum that is based on these components.

### **Rewards and Rewards Plus**

In the past, research on the acquisition of decoding skills has concentrated largely on monosyllabic (single-syllable) word reading. However, a need exists for research about multisyllabic (two or more syllables) word reading and how students accomplish the learning necessary to read these longer words. Beginning with fourth grade material, multisyllabic words account for anywhere from 10% to 80% of the words students read in a passage. Yet, few curriculum materials exist to teach students to read longer words. The development of the *REWARDS* program and conducting research regarding its effectiveness was initiated to meet these needs.

Various versions of the *REWARDS* program have been field-tested and used widely with poor readers and students with reading disabilities. Before any formal studies were conducted, data was collected in several field-tests and in at least four pilot studies. Using the grade equivalent (GE) scores of two subtests from the *Woodcock Reading Mastery Tests* (Word Attack and Word Identification; Woodcock, 1973), substantial gains in short periods of time were documented. In approximately five weeks, some students gained as little as one year's worth of reading, while other students showed a gain that was equivalent to eight years on the Word Attack subtest. Anita Archer (1981) found in the pilot studies that flexible syllabication procedures focusing on vowel sounds (e.g., ai, ea, ou), word parts vowel conversions, and approximate pronunciations, in conjunction with a word building strategy that taught students to break longer words down into smaller recognizable word parts, read part by part, then read the whole word, were effective in teaching low-performing fourth and fifth grade students to read multisyllabic words.

To validate the strong field-test and pilot test results, and confirm that the intervention was responsible for the results, two studies were completed using previous versions of the *REWARDS* program as the intervention. In the first study, the experimenter tried three different versions of *REWARDS* and compared them to a program not specifically designed to teach multisyllabic words. In the second study, different versions of the *REWARDS* program were implemented requiring different success levels for different groups (80% versus 90%) and providing different practice modes

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(sentence versus whole paragraphs). To learn more about each study for *REWARDS and REWARDS Plus* go online to [http://store.cambiumlearning.com/Resources/Research/pdf/sw\\_Research\\_REWARDS\\_RB01.pdf](http://store.cambiumlearning.com/Resources/Research/pdf/sw_Research_REWARDS_RB01.pdf)

#### **Saxon Math**

The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement. For more than 20 years both classroom results and scientific research have shown Saxon Math™ to be effective. Saxon's approach to teaching mathematics is supported by solid foundational research in cognitive science, and it has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds. The foundational research includes studies that were conducted to test the effectiveness of educational practices (such as the use of explicit instruction and continual practice distributed across a level). Foundational studies document proven educational practices that stand the test of time. Program efficacy studies, on the other hand, are conducted to test the effectiveness of a specific program or curriculum.

The tenets of instruction used in Saxon Math™ have long been shown to be effective. The Saxon pedagogy and its instructional methods are sound, supported by a variety of scientifically based foundational research studies; independent, program efficacy studies; and documented test score increases. Saxon Math provides incremental instruction, continual practice, and cumulative assessment—all of which are distributed throughout the school year and across grade levels. This unique approach is highly effective with students of varying ability levels and allows students to gain and retain math skills essential for life-long learning. To learn more about the research behind Saxon Math, go online to [http://saxonpublishers.harcourtachieve.com/HA/correlations/pdf/s%5Csaxon\\_math\\_research.pdf](http://saxonpublishers.harcourtachieve.com/HA/correlations/pdf/s%5Csaxon_math_research.pdf)

#### **Science Notebooks (Inquiry-Based)**

Amaral et al., 2002 and Jorgenson and Vanosdall, 2002 provides evidence suggesting a strong relationship between inquiry-based science instruction and improved achievement not only in science, but also in reading, writing, and mathematics. Klentschy, 2002, shows a strong connection between science and literacy especially when student science notebooks play a majority role. The science notebook links science and literacy when it is used as a form of writing in constructing meaning with science experiences.

#### **Sheltered Instruction Observation Protocol – SIOP**

Intervention curriculum and methodology (e.g. sheltered instruction, direct instruction) is grounded in research-based practices that promote learning for students with LEP learning profiles. (Center for Applied Linguistics, 2002).

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2004) was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries. The intent of the model is to facilitate high quality instruction for ELLs in content area teaching. The model is based on current knowledge and research-based practices for promoting learning with ELLs. Critical features of high quality instruction for ELLs are embedded within the SIOP Model. <<http://www.siopinstitute.net/about.shtml>> (September 2006).

#### **Six Traits Writing**

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The traits-based approach to writing instruction is supported by numerous studies. Reference: Experimental Study on the Impact of the 6+1 Trait® Writing Model on Student Achievement in Writing, Dr. Michael Kozlow and Peter Bellamy, Paper Presented at the 2005 ASCD Annual Conference Orlando, Florida, April 3, 2005 @ <http://www.nwrel.org/ascd05/traits.pdf> (September 2006) for a comprehensive listing.

#### **SkillsTutor**

SkillsTutor, published by Houghton Mifflin Learning Technology develops quality instructional content to ensure that all learners master core skills and reach high academic standards.

In response to the significant impact of the No Child Left Behind Act, they have published several informative Whitepapers, statistical evidence and Research Papers to demonstrate how SkillsTutor programs have increased student academic achievement:

- Scientifically-Based Principles and teaching sources used to create our proven educational content.
- Teaching Methodologies outlining the philosophy and techniques we employ to publish effective instructional programs.
- Effectiveness Studies Our effectiveness studies show how educators have implemented our programs and increased student performance in diverse settings.

For more information on these papers, go online to <http://www.achievementtech.com/go/resource-library/scientifically-based-research>

#### **Small Group Intervention / Remediation Instruction**

The historical success rate of increasing student achievement through small group tutoring is high as measured by pre/post assessments of student growth conducted at each school site as a part of the learning opportunity initiatives. This intervention is grounded in research. A meta-analysis of findings from 65 independent evaluations of school tutoring programs showed that these programs have positive effect on the academic performance and attitudes of those who receive tutoring (Cohen, Kulik, Kulik, 1982).

#### **STELLAR/Strategies for Building Academic Language**

Strategies for Teaching English Language Learners for Academic Results (STELLAR) was created in 2005 to meet the needs of regular classroom teachers who teach English language learners (ELL) in Washoe County School District, located in Reno, Nevada.. This simple program facilitates change first in equipping teachers with easy to implement teaching strategies. Teachers of English language learners were not doing an adequate job of helping them reach benchmarks and seven schools did not meet Adequate Yearly Progress (AYP) under the requirements of No Child Left Behind (WCSD, 2005).

The STELLAR program is based on the premise of forming consistent effective teaching habits that take into consideration the needs of diverse students in classrooms. When effective teaching habits are consistently practiced, students will achieve academic results as well as learn to share power and appreciate cultural diversity through interaction with each other. That goal is reached by fostering more interaction within a classroom between students. When teachers exhibit these essential habits, it

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is beneficial for all students. Evidence can be found in the research regarding the importance of practicing these habits. The five essential habits of effective instruction shared in this program are:

1. Share the content and language objectives of the lesson.
2. Focus on vocabulary before, during and when reviewing the lesson.
3. Utilize multiple strategies to engage students.
4. Engage students in strategic reading activities.
5. Facilitate student use of academic language.

One important interactive reading strategy taught in STELLAR is reciprocal teaching. Reciprocal teaching is a teaching strategy developed in 1984 by Anne Marie Palincsar from Michigan State University and Anne Brown from the University of Illinois. The purpose of this strategy is to improve reading comprehension of students in grades as low as the first grade through the use of student and teacher collaboration. In this dialogue, the teacher and students take turns assuming the role of teacher in leading the dialogue about a passage of text (Kuth, Jones, 1991). Reciprocal teaching emphasizes the development of both cognitive and metacognitive reading strategies through cooperative learning with scaffolded instruction (Hartman, 1994). The concept of students providing support for one another, the additional concept of expert support as students begin a task and the gradual fading of the teacher's support are the foundations of reciprocal teaching (Dade, 2005).

Reciprocal Teaching can be used with any grade and with any story or passage. With some variations, it can be adapted for math problem solving or even a science lab. It remotely resembles the scientific process used for science experimentation. According to Hartman (1994), Pallincsar, Ransom, and Derber (1988/1989), it is stated that reciprocal teaching is based on four principles:

1. The purpose is to improve reading comprehension by equipping students with strategies needed to monitor comprehension and construct meaning.
2. Teacher and students share responsibility for acquiring reading strategies. After initially assuming major responsibility for teaching and leading students through the strategies, the teacher gradually shifts responsibilities to the students.
3. Every student is expected to participate. The teacher provides assistance to support that participation among all students.
4. The teacher regularly turns control of the dialogue over to students. Students involved in Reciprocal Teaching processes are checking their own understanding of materials they have encountered (Wray, 2004).

### **Step Up to Writing**

Step Up to Writing® features research-based, validated strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study skills.

- Aligns with Writing Next
- Creates a common language and approach across grade levels and content areas
- Provides models of student writing for teacher and student reference
- Employs writing as a tool for content learning
- Explicitly connects reading and writing
- Teaches all stages of the writing process, with an emphasis on planning
- Provides tips specifically for kindergarten students in Primary Level
- Aligns with the Six Traits assessment model

### **Strategic Instruction Model (SIM)**

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Strategic Instruction Model, or SIM, is about promoting effective teaching and learning of critical content in schools. SIM strives to help teachers make decisions about what is of greatest importance, what we can teach students to help them to learn, and how to teach them well. For scientifically based research supporting SIM, go online to <<http://www.kuurl.org/archives>> (September 2006).

#### **Success for All Reading Programs**

Success for All has had exactly the same objective as Reading First, the centerpiece of No Child Left Behind, since its beginning in 1987: Every child reading by the 3rd grade. More than 50 scientific research studies have firmly established that Success for All is extremely effective in teaching students to read no matter what their challenges—poverty, limited-English proficiency, or other circumstances. Success for All is exactly what Reading First calls for—putting scientific research into classroom practice.

Success for All is the most extensively and rigorously evaluated core-reading program in existence. Forty-seven experimental-control comparison studies have evaluated the reading program in grades K-3. Of these, 30 were done by third parties (see Borman et al., 2003). Many of these studies have been published in the most selective journals in education. Independent reviews have consistently placed Success for All among the most rigorously and successfully evaluated programs. These include reviews by the American Institutes of Research (Herman, 1999), The Thomas Fordham Foundation (Traub, 1999), the Milken Family Foundation (Schacter, 1999), Pearson & Stahl (2002), and Borman et al. (2003). Many programs, including Success for All, incorporate the five elements derived from the Nation Reading Panel (2000) review, but only Success for All and one other reading program, Direct Instruction, have been subjected to replicated, rigorous experimental studies and found to be successful in comparison to control groups.

A description of research on Success for All according to the federal definition of scientifically based research follows:

- Employs systematic, empirical methods that draw on observation or experiment.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide valid data across multiple measurements and observations.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

For more details on scientific based research, go online to [http://successforall.com/\\_images/pdfs/SFA\\_SBR.pdf](http://successforall.com/_images/pdfs/SFA_SBR.pdf)

#### **TransMath**

TransMath is a comprehensive program specifically designed to address the needs of struggling late elementary and middle school students who have scored at or below the 40th percentile on national math tests. It targets instruction to fewer topics in greater depth, so students master key foundational skills before moving on to more complex topics. Three levels in three years prepare students for algebra success.

TransMath does the following:

- Teaches fewer topics in greater depth
- Provides numerous visual representations to help conceptualize the mathematics

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- Meets individual student needs
- Provides a logical sequence, ample practice, and an appropriate pace
- Aligns with National Council of Teachers of Mathematics (NCTM) Standards
- Ensures accurate placement and progress monitoring
- Provides a solid alternative to basal curricula
- Supports teachers with ongoing professional development
- Provides a balance between procedural knowledge and conceptual understanding

Three broad design principles distinguish Transitional Mathematics from widely used reform-based programs. The principles include (1) ensuring that students have relevant background knowledge, (2) using a balanced approach in computation practice, and (3) addressing the need for careful time management. Each principle has a considerable research base in remedial and special education research.

#### **Waterford**

Waterford plugs into young learners' comfort with technology. It's built on basic computer skills many Pre K–2 students already have. The Waterford Institute developed the curriculum with significant contributions from leading researchers. Ongoing research, development, and testing assure that Waterford incorporates the latest scientific learning.

Waterford prides itself on an extensive research base that is unmatched in the industry. During the development of the Waterford Early Learning curriculum, Waterford Institute's research team consulted a variety of resources, including:

- An extensive bibliography of current research findings with over 130 unique entries
- Leading experts in the field, including Marilyn Adams, Joe Torgeson, David Geary, Robert Siegler, Douglas Clements, James Barufaldi, and Dusty Heuston
- National and state standards, including the National Reading Panel, the National Council of Teachers of Mathematics (NCTM), Project 2061's Benchmarks for Science Literacy, and the National Science Education Standards (NSES)

The result of this exhaustive research is a comprehensive, effective, and uniquely age-appropriate solution for early learning that emphasizes the key elements of a balanced reading curriculum grounded in research, a balanced approach to math and a science curriculum rich in active discovery, regular review and assessment, integration of technology into curriculum, individualized instruction, an engaging learning approach, and parental involvement.

In addition to product development research, ongoing efficacy testing is constantly being carried out at Waterford sites coast to coast as part of our ongoing commitment to providing the most effective products possible. For more information on the scientific research go online to [http://www.pearsonschool.com/live/assets/200735/WELP\\_Brochure\\_Research\\_02%20\(lo\)\\_1648\\_1.pdf](http://www.pearsonschool.com/live/assets/200735/WELP_Brochure_Research_02%20(lo)_1648_1.pdf)

#### **Write Source**

The Write Source program is a resource for teachers who recognize the importance of effective writing instruction. The activities and strategies presented are based on current research and best instructional practice advocated by classroom teachers, administrators, teacher educators, and policymakers alike. The Write Source program provides students with the skills they need to succeed

## **Anchorage School District Improvement Planning**

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### Scientifically Based Research to Support Strategies and Curricula

in school, preparing them ultimately for college and the workplace. In the program, students develop their thinking skills as they choose and develop topics, find information, evaluate the quality of sources, think through relevant issues, formulate a thesis, support an argument, and draw logical conclusions.

The Write Source program presents writing as a process; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing; builds grammar, punctuation, and spelling skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. For more details on scientific based research, go online to

<http://www.greatsource.com/store/ProductCatalogController?cmd=LP&nextPage=GreatSource/gsMainTemplate.jsp?displayMainCell=researchefficacy.jsp>