

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #26 (2009-2010)

September 14, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: REVISED ADOPTION OF SCHOOL BOARD GOALS

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

RECOMMENDATION:

It is the administration's recommendation that the Anchorage School Board approve and adopt the Anchorage School District Mission Statement and Goals for 2009-2010 as shown in Attachment B.

PERTINENT FACTS:

The Anchorage School District administration presented their recommendation for adopting the Anchorage School District Mission Statement and Goals for 2009-2010 on August 24, 2009. This recommendation is reflected in Attachment A. The discussion of the goals resulted in amendments as reflected in Attachment B. Representatives of the administration have reservations with some of the amendments that were made at the school board meeting on August 24 and look forward to discussing these changes.

The school board annually reviews and adopts its mission statement and goals for the school year. In 2001, the school board revised the ASD mission statement to indicate clearly its major purpose of the district: **"To educate all students for success in life."** This mission statement has provided focus for the students, staff, parents, and the community. It has served the district well, as it succinctly summarizes our purpose.

In addition to the mission statement, the board has adopted goals annually in order to communicate to students, staff, parents, and community members the priorities that guide all activities of the staff and students to achieve that mission.

Based upon feedback received from the school board and under the direction of the superintendent, ASD administration has been involved in a process to restructure the format of the board goals and the accompanying Six-Year Plan.

The reformatting process began last spring with all divisions completing a needs analysis. Draft goals tied to the needs analysis were identified and shared with the board during a work session. After receiving the board's support to move forward, ASD administration continued the work of identifying indicators to measure our progress toward the achievement of the goals.

The new format simplifies and expands the reporting of board goals to be more inclusive of all departments within ASD. Under the new format, each goal will be aligned with the Six-Year Plan's corresponding key initiatives and proposed evaluation plans. The annual evaluation of the Six-Year Plan will provide progress on the key initiatives implemented to achieve the board goals. This process will result in a prioritization of initiatives within ASD. The development of the Six-Year Plan will begin once the board has approved the goals.

It has been the administration's belief, and the school board has concurred, that the goals should not radically change from one year to the next if long-term improvement is expected. This consistency has allowed teachers, administrators, and staff to maintain and improve their efforts in focusing on student achievement. In an effort to support this belief while addressing simplicity and inclusiveness of all departments, ASD has kept the key academic indicators under board goal (1)—all students will graduate from high school college and career ready. By keeping the key academic indicators under board goal (1), the major emphasis on reading, writing, mathematics, and science will continue as well as the historical reporting. Indicator (1m) was added because data also shows that attendance is a significant predictor of graduating in four years. Knowing that attendance patterns start early in a child's schooling, indicator (1m) will report this by grade level. Goal (1) also allows for the addition of career readiness measures (1n-1p). These measures will be available because the American Recovery and Reinvestment Act will provide the funding for the assessments.

Board goal (2) indicates that the achievement gap will be erased. The 10 percent reduction in the percentage of students scoring not proficient in each AYP-designated student group breaks the goal down to measured increments each year. Indicators (2b) and (2c) include the reporting of achievement gaps while the Six-Year Plan will outline the key initiatives within the district that will move us toward achieving this goal.

Board goal (3) outlines the district's goal to have education accessible, culturally responsive, supportive of students, and safe. Indicator (3b) was included under this goal based upon the needs analysis identifying that the discipline infractions have decreased for some AYP-designated groups and increased for others. It was also found that the current report in the student management system did not align with the new race/ethnicity groups so a baseline indicator needed to be written for 2009-10.

The needs analysis also raised some concerns regarding our current Climate and Connectedness Survey. During the 2009-10 school year, the instructional division through the Culturally Responsive Education Committee, will be evaluating the current survey and making recommendations for changes. The Association of Alaska School Boards will be participating in this process since the current survey is implemented in districts throughout the state (processing direction a).

Parent Connect is a critical module of Zangle and will provide parents and guardians with another avenue to be informed partners in their student's education as addressed in goal (4). The reporting ability includes the percentage of households accessing their student's information through log in data. This year was slated for a soft roll-out of Parent Connect because the initial efforts had to focus on the transition from the previous system. "A soft roll-out means that if a parent asks or if a school decides to distribute accounts, the contact in the household will have access." There will be districtwide efforts to support the roll out of the Parent Connect module throughout this school year so the entire district will be live on the first day of the 2010-11 school year. For this reason, the baseline will be established in 2010-11.

Board goal (5) indicates that ASD education will reflect 21st Century learning. The administration understands that 21st Century learning is more than technology readiness for staff and computer availability for students. The needs analysis identified that a clear definition of 21st Century learning in ASD is needed so the district can begin to address the issue of how it can be measured. This work will continue during the 2009-2010 school year (processing direction c).

Board goal (6) addresses the need for staff to be well-trained, highly effective, well-informed and committed to the success of all students and staff. Staff turn-over can negatively impact the ability to meet this goal regardless of the division or department. This is a goal that is inclusive of all departments and should provide the opportunity for the district to identify key initiatives toward meeting this goal through the development of the Six-Year Plan.

Board goal (7) addresses the need for all departments to work toward higher levels of effectiveness and efficiency. In addition to being responsive to customers as measured in the ASD General Issues Survey, the non-instructional divisions will continue their work by identifying key indicators to measure effectiveness and efficiency (processing direction b).

This is the third year that the district has adopted the board goals at the beginning of the school year to provide direction to schools and support departments on a more effective timeline. Prior to this change the board goals had been approved after the *Profile of Performance* presentation to the board. When results of the *Profile* are received, the board and the administration can consider any adjustments at that time.

Upon adoption, the goals will be shared with all schools and departments in the district, as well as with many external audiences. Adoption will allow the district to proceed with the development of the Six-Year Plan, outlining action steps that will be taken to assist in achieving each of the board goals.

ASD has much to be proud of, but the district can do even better. ASD is always striving to improve through honest reflection on the data and the progress of its students. ASD employees are committed to educate all students for success in life, and adoption of the attached goals and indicators will assist in providing the means to achieve that worthy mission.

CC/EG/LV

Attachments

Prepared by: Laurel Vorachek, Executive Director, Assessment and Evaluation

Approved by: Ed Graff, Assistant Superintendent, Instruction

ASD School Board Ongoing Overall Goals: 2009-2010

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

Restructuring of the ASD Board goals and the Six-Year Plan:

Under the direction of the Board and Superintendent, ASD administration staff have been involved in a process to restructure the format of the board goals and the accompanying Six-Year Plan.

This new format will simplify and expand the reporting of board goals to be more inclusive of all departments within ASD. Under the new format, each goal will be aligned with the plan's corresponding key initiative and its proposed evaluation plan. The annual evaluation of the Six-Year Plan will provide progress on the key initiatives implemented to achieve the board goals.

Goals:

- ❖ All students will graduate from high school college and career ready.
- ❖ The achievement gap will be erased.
- ❖ Education in the highly diverse ASD will be accessible, culturally responsive, supportive of students, and safe.
- ❖ Parents/guardians will be informed partners in their student's education.
- ❖ Education will reflect 21st Century learning.
- ❖ ASD's staff will be well-trained, highly effective, well-informed, and committed to the success of all students and staff.
- ❖ All ASD departments support the mission of the District and will be highly effective, efficient, and responsive to internal and external customers.

Measurable Achievement Goals

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

1. All students will graduate from high school college and career ready.

Indicators:

- a. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.
- b. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.
- c. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase in each AYP-designated student group in each grade level 3-10.
- d. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase in each AYP-designated student group in grade levels 4, 8, and 10.
- e. In a year-to-year comparison, the percentage of students in each AYP-designated student group who successfully complete Algebra I in grade 8 or earlier with a grade of C or higher will increase.
- f. The dropout rate of students in grades 7-12 will decrease in each AYP-designated group in a year-to-year comparison across the district and in each school.
- g. The graduation rate will increase from year-to-year in each AYP-designated student group across the district and in each school.
- h. The district will maintain or increase the percentage of students scoring in the 4th quartile (76-99 percent) on the TerraNova in grades 5 and 7.
- i. There will be an increase in each AYP-designated student group in the percentage of high school students who successfully complete AP courses in a year-to-year comparison. "Successfully complete" is defined as passing the AP course with a grade of C or higher.
- j. There will be an increase in the percentage of seniors who have successfully completed at least one higher level math course as defined by the National Center for Education Statistics (classified as more challenging than algebra II) with a C or higher.
- k. There will be an increase in the percentage of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than biology) with a C or higher.
- l. The percentage of students enrolled at the end of grade 9 who are on-track to graduate at the end of their grade 9 year, including summer school, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject. The core subjects are language arts, mathematics, science, and social studies.
- m. The percentage of students in each AYP-designated group attending school less than 80 percent of the days enrolled will decrease at each grade level. The baseline will be established in 2009-2010.

- n. The percentage of grade 8 students meeting the EXPLORE College Readiness benchmark scores will increase. The baseline will be established in 2009-2010.
- o. Future indicator: The percentage of juniors in each AYP-designated student group receiving a three or better on the WorkKeys exam will increase. The baseline will be established in 2010-2011.
- p. Future indicator: The percentage of juniors in each AYP-designated group receiving a five or better on the WorkKeys subtests of Reading for Information and Mathematics will increase. The baseline will be established in 2010-2011.

2. The achievement gap will be erased.

Indicators:

- a. The percentage of students scoring not proficient in language arts and math will decrease by 10 percent in each AYP-designated student group each year.
- b. In a year-to-year comparison, the achievement gap in reading, writing, math, and science will decrease between each AYP-designated race/ethnicity group and the white group, narrowing the achievement gap.
- c. In a year-to-year comparison, the achievement gap in reading, writing, math, and science will decrease between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled.

3. Education in the highly diverse ASD will be accessible, culturally responsive, supportive of students, and safe.

Indicators:

- a. The ASD staff will more closely represent the highly diverse students served in the District.
- b. The number of combined out-of-school suspensions and expulsions will decrease over the previous year in each AYP-designated group at each division level. The baseline will be established in 2009-2010.
- c. The overall Climate, overall Connectedness, and School Safety factor scores will increase for each self-reported AYP-designated race/ethnicity group at each division level over the previous year.
- d. The overall Climate and School Safety factor scores for ASD staff will increase over the previous year.

4. Parents/guardians will be informed partners in their student's education.

Indicators:

- a. The percentage of households accessing their student's information through Zangle will increase. The baseline year will be established in 2010-2011.
- b. The district will increase the *Respectful Climate* factor score reported in the parent climate survey at the district and division levels.

5. Education will reflect 21st Century learning.

Indicators:

- a. The percentage of teachers demonstrating technology readiness will increase. The baseline will be established in 2010-2011.
- b. Future indicator: The ratio of computers available for student use to student enrollment will maintain or increase. The baseline will be established in 2010-2011.

6. ASD staff will be well-trained, highly effective, well-informed, and committed to the success of all students and staff.

Indicators:

- a. The percentage of classes taught by NCLB Highly Qualified teachers in each school will increase over the previous year. The baseline for comparison will be the 2008-2009 school year.
- b. The district's percentage of staff turnover will decrease from the previous year. The baseline for comparison will be the 2008-2009 school year.

7. All ASD departments support the mission of the District and will be highly effective, efficient, and responsive to internal and external customers.

Indicators:

- a. The overall administrative office's "customer satisfaction" rating will increase from the previous year in pleasantness of the staff, being greeted and helped promptly, and getting the issues addressed satisfactorily. The baseline year will be 2008-2009.
- b. The overall school's "customer satisfaction" rating will increase from the previous year in pleasantness of the staff, being greeted and helped promptly, and getting issues addressed satisfactorily. The baseline year will be 2008-2009.

Processing Directions for 2009-2010

- a. During the 2009-2010 school year, the instructional division will explore the possibility of a tool to measure Cultural Proficiency and evaluate whether the current Climate and Connectedness Survey is meeting the needs of our district.
- b. During the 2009-2010 school year, all non-instructional divisions will explore the utility of using the Council of the Great City Schools' measures to evaluate the efficiency and effectiveness of District functions.
- c. During the 2009-2010 school year, the instructional division will define 21st Century learning in ASD and explore possible indicators to measure it.

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