

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #85 (2009-2010)

October 19, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE 2008-2009

ASD Goal Ensure public accountability through continued preparation and publication of the Profile of Performance.

PERTINENT FACTS:

The *Profile of Performance* is the Anchorage School District (ASD) report to the school board and the community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each part is described briefly below:

Part I provides an overview of the district and the success of the district in meeting the school board goals for the 2008-2009 school year. It also provides a summary of performance across the entire district on a variety of indicators used in the identification and analysis of achievement gaps among the student groups designated by the federal No Child Left Behind Act and related Alaska state regulations.

Part II of the report provides summary profiles for each of the ASD schools. Part II includes information on the attainment of school goals, staff and student demographics, and student academic achievement at the school level.

ASD Demographics

The *Profile* contains a review of demographic descriptors and trends prior to the achievement measures to provide a more complete picture of the district. Data is presented on the composition of the student body in terms of race/ethnicity, participation in specially funded programs and programs for students with special needs. Socioeconomic status of the students is briefly described. This

demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

ASD Goals for 2008-2009

The ASD goals for the 2008-2009 school year:

- 1 - Increase achievement on the state measures of academic performance
- 2 - Increase the reading achievement of grade 3 students
- 3 - Increase the percentage of students in the accelerated math sequence
- 4 - Decrease the dropout rate
- 5 - Increase the graduation rate
- 6- Increase the percentage of high school students successfully completing higher-level courses
- 7 - Improve customer service and satisfaction
- 8 - Increase parent/guardian involvement
- 9 - Increase diversity in the workforce

A summary of the goals and indicator data is provided in Attachment A.

A *Profile* overview of the performance on the indicators as reported in *Profile* is provided in Attachment B.

Individual School Profiles

Individual school profiles are provided in Part II of the district's *Profile* report. The summary profiles reported in *Profile* are consistent with the district-produced Report Card for the Public for each school.

Additional reports at the individual school level include comparison of the proficiency rates to the district and state, mean scale score comparisons of 2007-2008 to 2008-2009, growth in average scale score from 2007-2008 to 2008-2009, proficiency levels compared to the district and state as well as staff, student and parent climate survey results.

No Child Left Behind Act Related Reports

The No Child Left Behind (NCLB) Act has a strong emphasis on Adequate Yearly Progress (AYP) for schools and designated student groups.

For the 2008-2009 school year, 39 of 96 (41 percent) of the schools made AYP this year whereas 57 did not (59 percent). Of the 57 schools that did not make AYP, 15 schools missed only one of 31 targets required to make AYP. The most

frequently missed target in the 22 schools missing by only one target was in the cell of students with disabilities.

Districtwide performance is also calculated at the district level as well as by the grade spans of 3-5, 6-8 and 9-10. At the district level, the target was met in 19 of the 31 cells. The district met the target in the AYP grade span of 3-5 in 21 of the 31 cells, 17 of the 31 cells in the grade span of 6-8, and 20 of the 31 cells in the grade span of 9-10. The common targets missed at the district and all grade span levels were 1) language arts - African American, Alaska Native/American Indian, Asian, Economically Disadvantaged, Students with Disabilities and Limited English Proficient and 2) mathematics - African American, Alaska Native/American Indian and Students with Disabilities.

Online Resources and References

The Alaska Department of Education and Early Development (EED) provides online such information as: (1) individual school summary sheets related to AYP, (2) individual school report cards compiled by the state with information provided by the schools and districts and (3) district and school-based reports on student achievement on the state assessments.

www.eed.state.ak.us/tls/assessment/results.html.

ASD produces and distributes a school report card to parents specific to their child's school. These reports are available on the ASD Assessment and Evaluation Website at www.asdk12.org/depts/assess_eval/report_card.asp

Profile of Performance Availability

The complete *Profile of Performance* will be posted on October 20, 2009, at www.asdk12.org/depts/assess_eval/popCurrent.asp, the ASD Assessment and Evaluation Website. Specific questions regarding the content of the document should be referred to the ASD Assessment and Evaluation Department, (907) 742-4420, 5530 E. Northern Lights Blvd., Anchorage, AK 99504.

CC/EG/LV

Attachments

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Measurable Achievement Goals

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

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

Indicators:

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

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

Examples:

Given that the Caucasian group was 11.3 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 1.13 percent. Therefore, the target will be met if the percent not proficient is 10.17. Reporting in the inverse, the target is 89.83 percent proficient.

Given that the special education group was 57.2 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 5.72 percent. Therefore, the target will be met if the percent not proficient is 51.48. Reporting in the inverse, the target is 48.52 percent proficient.

- b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- c. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- d. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- e. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).
- f. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between each AYP-designated ethnicity group and the White group, narrowing the achievement gap.
- g. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.
- h. The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing and Revision*.
- i. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Process direction for middle and high school education:

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

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

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

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

Note: The state defined AMO for 2007-08 in language arts is 77.18 percent proficient and mathematics is 66.09 percent proficient.

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

Indicator:

In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.

3. The percentage of students in accelerated mathematics sequence will increase.

Indicators:

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

4. The dropout rate will decrease.

Indicator:

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

Reporting Direction:

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

5. The graduation rate will increase.

Indicator:

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

Reporting Direction:

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

6. The percentage of high school students successfully completing higher-level courses will increase.

Indicators:

- a. The district will maintain or increase the percentage of students scoring in the 4th quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.
- b. There will be at least a 5 percent 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.
- c. Of the students who have successfully completed an AP course with a grade of C or higher, there will be an increase in the percentage of students in each AYP-designated student group who take the College Board AP examination.
- d. There will be an increase in the number of seniors who have successfully completed at least one higher level math course as defined by the National Center for Education Statistics (classified as more challenging than Algebra II) with a C or higher.
- e. There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than Biology) with a C or higher.

Process directions for middle and high school education:

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

7. Customer service and satisfaction will improve.

Indicator:

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

8. Parent/guardian involvement will improve.

Indicators:

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

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

Indicator:

In a year-to-year comparison, the district will increase the percentage of non-white employees in the overall work force.