

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #60 (2005-2006)

October 10, 2005

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE 2004-2005

ASD Goal #3: 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 briefly described below:

Part I provides an overview of the District and the success of the District in meeting the School Board Goals for the 2004-2005 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 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 Mission and Goals for 2004-2005 – Summary Statements:

The profile report is intended to show where Anchorage School District made progress toward meeting board goals in 2004-2005. While additional discussion and supporting data tables are provided in the profile report, several summary statements related to Board goals are briefly presented below.

- **Goal 1 - RAISE STUDENT ACHIEVEMENT: 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 Objectives (AMOs).**

The AMOs were reset by the state using the data from the spring 2005 Standards Based Assessment. The AMO is the target percent of students in the designated student group who score proficient or above on the assessments. The AMO increases in steps until it reaches 100 percent in 2014, as required by the NCLB Act.

The AMOs by year and subject for 2004-2005 are as follows:

School Year	AMO for Language Arts	AMO for Mathematics
2004-2005	71.48%	57.61%

Indicator 1a - Increased percent proficient: - The percentage of students scoring proficient or above in each designated group will increase by at least 10 percent of the difference between the previous year's percent proficient for that group and 100 percent.

The required increase of a designated student group for the goal to be met depends on the percent proficient or above in 2003-2004. The lower the percent proficient in 2003-2004, the greater the percentage point increase needed to meet the goal for 2004-2005 (Tables on pages 32 and 34).

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

The Students with Disabilities designated student group requires a 6.2 percent increase in the percent proficient or above in language arts to meet the target goal for 2004-2005 (6.2 percent being 10 percent of 62, which is the difference of 100 percent and 38 percent).

Sample Student Groups	% P/AP in Language Arts	Increase in % points required	% points gained or lost	Target met?
Caucasian	85.6%	+1.4%	+2.2%	Yes
Students w/Disabilities	38.0%	+6.2%	+3.1%	No

- Six designated student groups achieved the target increase of at least 10 percent of the difference between the previous year's percent proficient for that group and 100 percent as stated in Goal 1 - indicated as 1a in language arts. All designated student groups made percentage point gains from 2003-2004 to 2004-2005 (pages 32-33).
- In mathematics, percentage point gains were obtained for all designated student groups except African American. The target was achieved by three designated student groups - American Indian, Asian/Pacific Islander, and Multiethnic (pages 34-35).
- Percent changes ranged from a gain of 1.5 percent to 7.6 percent in language arts, and from a loss of 0.7 percent to a gain of 6.9 percent in math.

Indicator 1b - Increase Percent Advanced: The percent of students in each designated student group in the advanced proficient category will increase by at least five percent over a two-year period.

- There was a loss in percentage points from 2002-2003 to 2004-2005 in the percent of advanced proficient students in the All Students category and in the majority of the designated student groups in reading, writing, and math. The designated student groups with an increase in percentage advanced proficient were Multiethnic, Economically Disadvantaged, and Students with Disabilities in writing, and Hispanics and Economically Disadvantaged in mathematics (pages 36-41).
- There are two factors to consider when making inferences regarding the Standards Based Assessment (SBA) data for 2004-2005. Students were tested at grade level rather than age spans, so one would expect to see

fewer students in the advanced category when comparing the results with the Benchmark system. There are also fewer items on the SBA that differentiate student performance in proficient and advanced proficient than in the overall categories of proficient (that includes both proficient and advanced proficient) and not proficient (that includes both below proficient and far below proficient). The designation of advanced proficient is less reliable than a designation of proficient or not proficient.

Goal 1 Reports – Student Achievement: performance will be assessed using the Alaska Standards Based Assessment (SBA) for grades three through nine and the Alaska High School Graduation Qualifying Exam (HSGQE) for tenth grade. These assessments provide information on the status of designated student group performance for each school. Results are also provided on students in grades 11 and 12 who have not yet passed the HSGQE.

- Of the seniors enrolled in ASD on May 23, 2005, (upon completion of the spring 2005 administration of the HSGQE), 95.9 percent with sufficient credits to be on track to graduate and who were required to pass the HSGQE have passed (page 44).
- Upon completion of the spring 2004-2005 administration of the HSGQE:
90 percent of the African American seniors,
93 percent of the Alaska Native seniors,
90+ percent of the American Indian seniors,
90 percent of the Asian/Pacific Islander seniors,
92 percent of the Hispanic seniors,
91 percent of the Multiethnic seniors, and
99 percent of the Caucasian seniors with sufficient credits to graduate passed the HSGQE (page 47).
- As of May 23, 2005, 79 percent of ASD juniors (the current class of 2005-2006) have passed all three tests on the HSGQE (page 48).

This is approximately the same percentage of the class of 2005-2006 that had passed all three tests by April 2003-2004. The exact number of current seniors who still need to pass one or more tests fluctuates based on transfers in and out of the District.

- Goal 1 – SBA and HSGQE Reading and Writing: The percent proficient or above for ASD students in 2004-2005 reading was higher than the percentage proficient in 2003-2004 in each of the grade levels except grade ten (page 51). The percent proficient or above for ASD students in writing was higher in grade three, but lower in grades six, eight, and 10 when

compared to 2003-2004 (page 52). Percentages proficient or above for ASD students at all grade levels were above the state percentages in 2004-2005.

- Goal 1 - SBA and HSGQE Math: Compared to 2003-2004, there was an increase in 2004-2005 for students at the percent proficient or above in grade 10 math on the HSGQE (from 69.8 percent to 76.4 percent). When compared to scores in 2003-2004 (page 53), the percent proficient or above on the Standards Based Assessments in math were higher in grades three, six, and ten and lower in grade eight.
- **Goal 2 - INDEPENDENT READERS INCREASE: A higher percentage of students in each designated student group at each school will master basic skills and strategies to read independently by the end of third grade.**

Indicator 2a calls for an increase of at least five percent over two years in the percent of third grade students in each designated student group demonstrating proficiency or higher levels on the reading subtest of the grade three Standards Based Assessment.

- At the District level, gains were made from 2003 to 2005 in grade three reading proficiency in the All Students category and in all designated student groups except the Disabled, Hispanic, and Migrant groups. These gains ranged from 1.8 percent to 17.2 percent, and seven designated student groups achieved the target increase of at least five percent over a two-year period (pages 57-58).
- At the individual school level, the target increase of at least five percent of all students demonstrating proficiency in grade three reading on the Standards Based Assessment in the All Students category was met by 28 of the 64 schools with data reported for all three years. When the data is reported at the designated student group level by school, the numbers are small and the percent proficient fluctuates greatly with a change of just a few students. When the cell size is so small, no reliable inferences can be made using the data (pages 59-123).

Indicator 2b calls for an increase of at least five percent over two years in the percent of third grade students in each designated student group demonstrating proficiency or higher as measured by the Developmental Reading Assessment in grade three.

- At the District level, percentage point gains from 2003 to 2005 were made in the third-grade Developmental Reading Assessment in All Students

and in eight of the 12 designated student groups with results. One group, American Indian, achieved and far surpassed the target; however, the number of students in this group is relatively small, making the results influenced by slight differences. A loss of percentage points occurred in the Alaska Native, Caucasian, Migrant, and Male groups (pages 124-125).

- At the individual school level, the target increase of at least five percent of students in each designated group at each school demonstrating proficiency or higher on the Development Reading Assessment in third-grade was met in the All Students category by 20 of the 61 schools with reading scores reported for the past three years. In most cases, the cell size at the designated group level is too small to make reliable inferences regarding changes in academic performance over the two-year period (pages 126-190).
- The third-grade Developmental Reading Assessment continues to be a strong predictor of performance on the state assessment. Only 5.9 percent of the students had different classifications (proficient, not proficient) that had results on both assessments (Table 22, page 191).
- **Goal 3 - INCREASE PERCENT IN ACCELERATED MATH: The percentage of students in accelerated math sequence will increase.**

Indicators - The percentage of students in each group who successfully complete the course with a grade of C or higher (Algebra I in grade eight, Geometry in grade nine, and Algebra II in grade 10) will increase by five percent in a year-to-year comparison.

- Algebra I in 8th Grade - there was a loss in percentage points overall and in nine of the 11 designated groups with results; for All Students, the percent completing the course in 2004-2005 decreased 12.1 percent from the percent completing in 2003-2004. A gain of percentage points was obtained in two designated student groups, Alaska Native and Asian/Pacific Islander, and both of these groups achieved the target (pages 192-193).
- Geometry in 9th Grade - there was a gain in percentage points overall and in eight of the 11 designated groups with results; for All Students, the percent completing the course in 2004-2005 was a 6.7 percent increase from the percent completed in 2003-2004, and the target was achieved. Six of the designated student groups achieved the target. Three groups lost percentage points: American Indian, Disabled, and Migrant (pages 194-195).

- Algebra II in 10th Grade - there was a loss in percentage points overall and in seven of the 11 designated student groups with results; for All Students, the percent completing the course in 2004-2005 was a 3.5 percent decrease from the percent completing in 2003-2004. Three of the groups with a gain in percentage points achieved the target: African American, American Indian, and Multiethnic (pages 196-197).
- Over 86 percent of eighth-grade Algebra I, 91 percent of ninth-grade Geometry, and 87 percent of 10th grade Algebra II students earned grades of C or higher in the final semester of the course in 2004-2005 (Table 23, page 208).
- **Goal 4 - REDUCE DROPOUT RATE: There will be at least a five percent decrease in the dropout rate of middle and high school students over a period of two years as compared to the 2002-2003 school year.**

The dropout rate increased in all categories except in the Migrant group (pages 209-210). The dropout rate reported for 2004-2005 is not comparable to previous years because of a change in the way ASD identified dropouts during the 2004-2005 school year. In order to be in compliance with state reporting requirements, the District changed the way it reports students who do not return to school after the summer break and have not transferred to another school. This group of students was referred to as summer leavers in previous years and was not reported as dropouts. It is important to include the summer leavers who have not transferred to another school as dropouts to get a true picture of the overall dropout rate.

The number of students in this category for 2004-2005 was 570 students. If the summer leavers were removed from the 2004-2005 rate calculation, the 2004-2005 dropout rate would be 4.2 percent, which is less than the 2003-2004 rate of 4.6 percent (pages 211-212).

The designated student groups and the changes in dropout rates are (pages 209-210):

- All students - from 5.2 percent to 6.5 percent (+25.0%)
- African American - from 6.3 percent to 8.4 percent (+33.3%)
- Alaska Native - from 10.6 percent to 11.6 percent (+9.4%)
- American Indian - from 6.7 percent to 9.8 percent (+46.3%)
- Asian/Pacific Islander - from 5.8 percent to 6.0 percent (+3.4%)
- Caucasian - from 3.7 percent to 4.8 percent (+29.7%)

Multiethnic – from 6.1 percent to 8.8 percent (+44.3%)
Hispanic – from 6.0 percent to 8.1 percent (+35.0%)
Migrant – from 6.7 percent to 4.7 percent (-29.9%)
Male – from 5.9 percent to 6.9 percent (+16.9%)
Female – from 4.4 percent to 6.7 percent (+52.3%)

- **Goal 5 – INCREASE GRADUATION RATE:** There will be at least a five percent increase in the District’s graduation rate in a year-to-year comparison.

The four-year cohort graduation rate decreased in all categories except in the Multiethnic category. The comparison of the 2004-2005 rate to the previous years should be done with caution because graduation rate calculations include the dropouts identified each year, and as described above, there was a significant change in the identification of dropouts during the 2004-2005 school year. If the 570 students described above were removed from the dropouts, the 2004-2005 graduation rate would be approximately 63 percent, which is comparable to the 2003-2004 rate of 62.8 percent. This can only be approximated because some of the summer leavers could be in grade 10 or grade 11.

The designated student groups and the changes in the four-year cohort graduation rates from 2003-2004 to 2004-2005 are (pages 214-215):

All students – from 62.8 percent to 59.6 percent (-5.1%)
African American – from 56.9 percent to 46.7 percent (-17.9%)
Alaska Native – from 34.8 percent to 32.4 percent (-21.9%)
American Indian – from 50.8 percent to 39.7 percent (-21.9%)
Asian/Pacific Islander – from 60.3 percent to 57.5 percent (-4.6%)
Caucasian – from 71.1 percent to 69.6 percent (-2.1%)
Multiethnic – from 44.3 percent to 47.8 percent (+7.9%)
Hispanic – from 51.1 percent to 46.5 percent (-9.0%)
Male – from 59.1 percent to 54.7 percent (-7.4%)
Female – from 68.4 percent to 65.6 percent (-4.1%)

- **Goal 6 – INCREASE PERCENT TAKING AP COURSES:** There will be at least a five percent increase in the percent of high school students who successfully complete AP courses for the 2004-2005 school year. Successfully complete is defined as passing the AP course with a grade of C or higher.

The District experienced an increase of 6.8 percent in the percent of students completing AP courses in 2004-2005 compared to 2003-2004, thus exceeding the target of a five percent increase.

Seven of the 11 designated student groups with results increased their percentage of students completing AP courses (pages 217-218).

The designated student groups and the changes in the percent of students successfully completing AP courses from 2003-2004 are (pages 217-218):

- All students - from 7.4 percent to 7.9 percent (+6.8%)
- African American - from 2.6 percent to 3.1 percent (+19.2%)
- Alaska Native - from 1.2 percent to 1.2 percent (no change)
- American Indian - from 1.5 percent to 2.8 percent (+86.7%)
- Asian/Pacific Islander - from 7.2 percent to 8.1 percent (+12.5%)
- Caucasian - from 10.0 percent to 10.6 percent (+6.0%)
- Multiethnic - from 3.9 percent to 3.2 percent (-17.9%)
- Hispanic - from 3.4 percent to 4.6 percent (+35.3%)
- Students with Disabilities - from .3 percent to .2 percent (-33.3%)
- Migrant - from 1.8 percent to 1.9 percent (+5.6%)
- Male - from 6.6 percent to 6.4 percent (-3.0%)
- Female - from 8.4 percent to 9.4 percent (+11.9%)

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 Cards for the Public for each school.

Additional site information is contained in the Individual School Report Cards produced by the Alaska Department of Education and Early Development (DEED). These reports contain information on the attainment of school goals, staff and student demographics, and student academic achievement at the school. This information is reported to the state as part of the annual data submission in July each year.

No Child Left Behind Act Related Reports and Assessments

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

Sixty-six percent of ASD schools made AYP in 2004-2005 compared to 58 percent last year and 40 percent two years ago. The ASD did not make AYP as a district

in 2004-2005 (page 256). The designated student groups for which the state target was not met by the District were the following: African American – language arts and math; Economically Disadvantaged – math; Students with Disabilities – language arts and math; and LEP – language arts and math.

Districtwide performance is also calculated by the grade spans of 3-5, 6-8, and 9-10. The grade span AYP is a new provision in state regulation under the safe harbor provision (pages 257-259). The District met the state target in the AYP grade span of 3-5 in 30 of the 31 cells. ASD did not meet the target for Students with Disabilities in math for grades 3-5.

The Alaska Department of Education and Early Development (DEED) 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 – the TerraNova CAT/6, the Standards Based Assessment, and the Alaska HSGQE (High School Graduation Qualifying Exam).

<http://www.eed.state.ak.us/tls/assessment/results.html>.

The District provides an array of related information as well – such as the 2005 AYP chart of all ASD schools. This information is available on the District Website at <http://www.asdk12.org/NCLB/AYP>. Additional information on the state assessments administered in the ASD, as well as resources for parents and students, are available on the ASD Assessment and Evaluation Website at http://www.asdk12.org/depts/assess_eval/.

Profile of Performance Availability

The complete *Profile of Performance* is available on the District Website at <http://www.asdk12.org>. A printed copy of *Profile of Performance* is available for a charge from the ASD Communications Department (907-742-4153), 4600 DeBarr Road, Anchorage, AK 99508.

Specific questions regarding the content of the document should be referred to the ASD Assessment and Evaluation Department at (907-742-4420) 4600 DeBarr Road, Anchorage, AK 99508.

Attachment

CC/JC/LV/DP

Prepared by: Laurel Vorachek, Director, Testing and Assessment

Danise Podvin, Director of Program Evaluation

Approved by: Jan Christensen, Assistant Superintendent, Instruction