

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM

November 6, 2006

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE 2005-2006

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 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 2005-2006 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 2005-2006

The ASD goals for the 2005-2006 school year:

- 1 - Increase in achievement on the state measures of academic performance
- 2 - Increase in the reading achievement of 3rd graders
- 3 - Increase in the percentage of students in the accelerated math sequence
- 4 - Decrease in the dropout rate
- 5 - Increase in the graduation rate
- 6- Increase in the percentage of high school students successfully completing higher-level courses
- 7 - Improve customer service and satisfaction

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

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.

Additions to the reports at the individual school level include comparison of the proficiency rates to the District and State, mean scale score comparisons of 2004-2005 to 2005-2006, growth in average scale score from 2005-2005 to 2005-2006, proficiency levels compared to the District and State, and staff and student 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.

Fifty-eight of ASD's 93 schools made adequate yearly progress this year. Last year, 59 out of 90 schools made AYP. The ASD did not make AYP as a district in 2005-2006 and is now in Level 4. The designated student groups for which the state target was not met by the District were the following: African American - language arts and math; Alaska Native and American Indian - language arts; Students with Disabilities - language arts and math; and LEP - 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. The District met the target in the AYP grade span of 3-5 and 6-

8 in 29 of the 31 cells. ASD did not meet the target for Students with Disabilities—language arts and math for both grade spans. The District met the target in the AYP grade span of 9-10 in 21 of the 31 categories. The missed targets were African American—language arts and math; Alaska Native and American Indian—math; Hispanic—math; Economically Disadvantaged—participation, language arts, and math; Students with Disabilities—language arts and math; LEP—math.

Online Resources and References

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/depts/assess_eval/.

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/RG/LV

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