

## Ongoing overall goals 2009-10

### 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 eliminated.
- Education in the highly diverse ASD will be accessible, culturally responsive, supportive of students and safe.
- Parents/guardians will be informed partners in their students' 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 at levels less than 80 percent of the days enrolled and less than 90 percent of the days enrolled will decrease at each grade level. The baseline will be established in 2009-10.
- 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 2010-11.
- p. Future indicator: The percentage of juniors in each AYP-designated student group receiving a five or better on the WorkKeys subtests of Reading for Information and Mathematics will increase. The baseline will be established in 2010-11.

## **2. The achievement gap will be eliminated.**

Indicators:

- a. The percentage of full-academic year 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 2009-10.
- 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 2010-11.
- b. Future indicator: The ratio of computers available for student use to student enrollment will maintain or increase. The baseline will be established in 2010-11.

### **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 2008-09 school year.
- b. The district's percentage of staff turnover will decrease from the previous year. The baseline for comparison will be the 2008-09 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 2008-09.
- 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 2008-09.

**Processing directions for 2009-10**

- a. During the 2009-10 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 2009-10 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 2009-10 school year, the instructional division will define 21st Century learning in ASD and explore possible indicators to measure it.

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