

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #11 (2007-2008)

August 27, 2007

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: 2007-2008 SCHOOL BOARD GOALS

ASD Mission: *Educating all students for success in life.*

RECOMMENDATION:

It is the administration's recommendation that the School Board approve and adopt the Anchorage School District Mission Statement and Goals for 2007-2008 as shown in Attachment A.

PERTINENT FACTS:

The Anchorage School Board annually reviews and adopts their mission statement and goals for the school year. In 1996, the board revised the mission statement to indicate clearly the 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 and has provided guidance in budget preparation. 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. It is the administration's belief, and the board has concurred, that the goals should not be radically changed each year if long-term improvement is expected. This consistency has allowed teachers and school administrators to maintain and improve their efforts in focusing on student achievement. However, as we learn more information from the results of our analyses, we continue to refine and adjust our indicators and reporting directions.

Last November the administration recommended that board goals be adopted prior to the beginning of the school year to provide direction to schools and support departments on a more effective timeline. In the past few years, the board goals have

been approved after the Profile of Performance presentation to the board. When results of the Profile analysis are received, the board and the administration will consider any necessary adjustments at that time.

Each year, the School Board receives recommendations from the Administration for some modifications to the goals and indicators, and the Administration is given the opportunity to communicate recommendations for change prior to adoption by the Board. The Assessment and Evaluation Department and the executive directors within the Instructional Division have provided input. The recommendations on Attachment A reflect this input.

The proposed measurable achievement goals for the 2007-2008 school year continue the major emphasis on reading, writing, and mathematics. Under the academic achievement goal, the Administration recommends a change to indicator (1d) to be in alignment with the emphasis in the Six-Year Educational Plan on the transition years in mathematics. Students transition to a different curriculum from elementary to middle and middle to high school. It is important for program planning to look at this data using a sequential cohort comparison to determine whether our learning progression continues seamlessly during these transitions. This is critical as we implement the new math curriculum at the mid-level.

The Administration also recommends an additional indicator (1h) to establish the baseline for reporting progress on the science Standards Based Assessment. The 2007-2008 school year is the first year of the operational science Standards Based Assessment for grades four, eight, and ten. Currently the science assessment is not included in the calculation of Adequate Yearly Progress used for accountability.

It is important to note that for the 2007-2008 school year the annual measurable objective increases in language arts from 71.48 percent to 77.18 percent and math from 57.61 percent to 66.09 percent.

The baseline year for indicator (3b) was established in 2005-2006, so starting with the 2007-2008 school year, we will be measuring the increase in the percentage of students enrolled in the Anchorage School District who successfully complete Algebra I with a B or better in ninth grade and are enrolled in geometry or Algebra II in ninth grade and successfully complete the course with a C or higher.

A few minor changes are being recommended for the process directions of goal (3) – the percentage of students in accelerated math will increase. The Curriculum and Instruction division has been working the past few years with teachers and principals using data to determine the appropriate use of the Orleans Hanna algebra readiness assessment in math placements. The changes in wording of process direction (3c) reflect this work. The change in wording of process direction (3d) reflects alignment

with the six-year instructional plan of emphasis on the transitions from elementary to middle and middle to high school rather than limiting it to sixth to seventh grade.

The Administration recommends that a new reporting direction be added to goal (4)—decreasing the dropout rate. As we continue our efforts to decrease the dropout rate, it is important to know the reasons why our students leave school and do not return. Any time a student is coded as “unknown”, we do not have that important information and there is a possibility that the student transferred to another school and is not a dropout. As a district we would like to reduce the number of students coded as “unknown” so we have a complete picture of our dropout data.

The baseline year for the reporting direction for goal (5), increasing the graduation rate, was established in 2006-2007. Starting with the 2007-2008 school year, we will be reporting the increase in the number of students on-track to graduate at the end of their ninth grade year. We believe this data will be very helpful as we continue our efforts to keep students in school.

The Administration also recommends some changes in the indicators for goal (6)—increasing the percent of high school students successfully completing higher-level courses. With nearly three-quarters of students enrolling in postsecondary education nationwide within two years of graduating from high school and only half taking the minimum core curriculum needed to succeed in college, we want to look at ways to systematically begin the college readiness discussion earlier with our students. EXPLORE is a curriculum-based educational and career planning program for eighth graders that provides early indicators of college readiness and helps our students entering high school build rigorous academic plans. The district, in collaboration with the AP initiative, is going to provide this opportunity to our eighth grade students and would like to establish a baseline year in 2007-2008.

The Administration also recommends moving the reporting direction for goal (6) to an indicator (6d). We want to make sure that as a district we provide the opportunity for all of our students successfully completing an AP course with a C or higher to take the AP exam. Additionally, we would like to begin reporting the number of our seniors who have successfully completed higher level math and science courses and described in indicators (6e) and (6f). We believe that with the addition of the higher level math and science indicators, we will provide a more complete picture of our students successfully completing higher-level courses.

The baseline year for the indicator under improving customer service (7) was established in 2005-2006. Starting with the 2006-2007 school year, we will be reporting the increase in the survey response rate and the Respectful Climate factor score measured in the student, staff and parent climate surveys at the district and division levels.

Parent/guardian involvement is a critical factor in student achievement, and it is important to provide a measure of parent/guardian involvement at the district and division levels. Such reporting is also a requirement of our board policy on parent involvement. The baseline year for the indicator (8a) was established in 2005-2006. Beginning with the 2006-2007 school year, we will report the increase in the *Parent/Guardian and Community Involvement* factor reported in the staff climate survey at the district and division levels. The baseline *Parent/Guardian and Community Involvement* factor score (8b) on the parent/guardian climate survey was established in 2006-2007 so reporting in 2007-2008 will become the increase in the factor score at the district and division levels.

Upon adoption, the goals will be shared with all schools and departments in the district as well as with our many external audiences. Adoption will allow the district to incorporate these goals into the budget development process and allow the schools to continue the academic focus emphasized herein. The goals also provide the base for the annual review of the Six-Year Instructional Plan.

We have much to be proud of in the Anchorage School District; we can do even better. We are always striving to improve through honest reflection on our progress and on the data. Our staff and students deserve the best teaching and learning conditions possible as provided by our available resources. All district employees are committed to closing the achievement gap for all students and to challenging all students to meet their potential successfully.

CC/RG/PM/LV/MH/JS/ES/LV

Attachments

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ASD School Board Ongoing Overall Goals
~~2006-2007~~ 2007-2008

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

Academic Achievement

Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

Supportive and effective learning environment

Establish and maintain a supportive and effective learning environment by

- providing safe, caring, barrier-free schools;
- promoting health and wellness;
- continuing to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body;
- challenging each student academically;
- maximizing opportunities for lifelong learning including the development of 21st century skills;
- offering reinforcing extracurricular activities; and
- collaborating with other community agencies to maximize opportunities for lifelong learning.

Public accountability

Ensure public accountability through

- continued participation in the state and federal required testing programs;
- continued preparation and publication of the *Profile of Performance*, budget basics, and budget and bond summaries;
- effective consultation with the community to ensure wise use of financial resources and responsible construction and maintenance of facilities; and
- effective communication with students, staff, parents, community and government at all levels.

Diversity in the Workforce

The Anchorage School District 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.

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 (AMO).

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.

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

Examples:

Given that the ~~Caucasian~~ white group was 12.2 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 1.22 percent. Therefore, the target will be met if the percent not proficient is 10.98. Reporting in the inverse, the target is 89.02 percent proficient.

Given that the special education group was 58.9 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 5.89 percent. Therefore, the target will be met if the percent not proficient is 53.01. Reporting in the inverse, the target is 46.99 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 3-9.
- c. 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 3-9.
- d. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in ~~8th grade will be greater than the percentage of those same students scoring proficient in 7th grade the previous year.~~ 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).
- e. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated ethnicity group and the Caucasian group, narrowing the achievement gap.
- f. In a year-to-year comparison, the achievement gap in language arts and math 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.

- g. The performance of the sequential cohort of students in 5th, 7th, and 9th grades 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*.
- h. 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 grade levels 4, 8, and 10. The 2007-2008 school year will establish the baseline.

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 10th grade 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 2006-2007-2007-2008~~ in Language Arts is ~~71.48~~ 77.18 and Math is ~~57.61~~ 66.09.

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

Indicators:

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

- 3. The percentage of students in accelerated math sequence will increase.

Indicators:

- a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in 8th grade 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 8th grade and are enrolled in Geometry or Algebra II in 9th grade and successfully complete the course with a C or higher.

Process directions for math department and math teachers:

- a. The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.
 - b. The District will continue to work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math achievement at each school, particularly for those groups for which assessment data identifies average performance significantly below district average performance.
 - c. The District will ~~explore the Orleans Hanna math assessment as a predictor of math proficiency and, specifically, Algebra readiness.~~ continue to review the appropriate scores on the Orleans Hanna in their math placement guidelines based upon data.
 - d. Math teachers will ~~continue their efforts focus~~ on the articulation of the curriculum, K-12, with a particular focus on the transition from ~~6th to 7th grade, elementary to middle school and middle to high school.~~
4. The dropout rate will decrease.

Indicators:

- a. The dropout rate of 7th through 12th grade students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the District and in each school.
- b. The number of students reported as a dropout for the reason of “unknown” will decrease across the District.

Process Direction:

Students’ reported reasons for dropping out will be reported by grade level.

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 9th graders enrolled in the District who are on-track to graduate at the end of their 9th grade year, including summer school, will increase. The 2006-2007 school year will establish the baseline. 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 percent of high school students successfully completing higher-level courses will increase.

Indicators:

- a. The District will maintain or increase the percent of students scoring in the 4th quartile (76-99 percent) on the TerraNova CAT/6 in grades 5 and 7.
- b. There will be at least a 5 percent increase in each AYP-designated student group in the number of students taking the PSAT and Explore college preparedness tests in a year-to-year comparison. The 2007-2008 school year will establish the baseline for the Explore test. The baseline year for the PSAT was established in 2005-2006. ~~The 2005-2006 school year will establish the baseline.~~
- c. There will be at least a 5 percent increase in each AYP-designated student group in the percent 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.
- d. There will be an increase in the percent of students in each AYP-designated student group who take the College Board AP examination that have successfully completed the AP course with a C or higher.
- e. 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. The 2007-2008 school year will establish the baseline.
- f. 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. The 2007-2008 school year will establish the baseline.

Reporting Direction:

~~There will be an increase in the percent of students in each AYP designated student group who take the College Board AP examination that have successfully completed the AP course with a C or higher.~~

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 climate 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 percent of non- white employees in the overall workforce.