

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #52 (2004-2005)

September 27, 2004

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: PROFILE OF PERFORMANCE 2003-2004

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 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 2003-2004 school year.

Part I of the report 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 ethnic and other 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 Anchorage 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 report contains a review of demographic descriptors and trends prior to the achievement measures to provide a more complete picture of the ASD. Data are presented on the composition of the student body in terms of ethnicity and participation in specially funded programs and programs for students with special needs. Economic levels of the students are briefly described. This

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

ASD Mission and Goals for 2003-2004 – Summary Statements:

The Profile report is intended to show where the ASD made progress toward meeting Board goals in 2003-2004. While detailed 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 Objective (AMO).**

- The AMO is set by the state. It is the target percent of students in a designated group that score proficient or above on exams. The AMO increases in steps until 2014. The federal NCLB Act requires that all states have set AMOs for each group at 100 percent by the school year 2013-2014.

The AMOs by year and subject for 2003-04 and 2004-05 are as follows:

School Year	AMO for Language Arts	AMO for Mathematics
2003-04	64.03%	54.86%
2004-05	70.03%	62.38%

Indicator (a) – Decrease Percent Non-Proficient: There will be at least a ten percent decrease from the previous year in the percent of students who are not proficient in math and language arts in each designated group at every school.

The amount of decrease required for a student group for the goal to be met depends on the current percent not proficient for that group – that is, the higher the percent not proficient in 2003, the greater the percentage point decrease needed to meet the goal for 2004.

Thus, the student group Caucasian requires a decrease of 1.5 percentage points to meet the indicator, while students with disabilities requires a 6.4 point decrease to achieve the indicator (extract from table on page 30).

Sample student groups	% NP '03	% NP '04	Percentage point decrease required (10% of NP'03)	Percentage point change realized	Percent change realized
Caucasian	14.7%	14.4%	-1.5	-0.3	-2.0%
Students with Disabilities	63.5%	62.0%	-6.4	-1.5	-2.4%

- One designated student group (non-economically disadvantaged) achieved the target decrease of 10 percent of students not proficient as stated in Goal 1 – indicator (a) in language arts.
- No group achieved this target in math.
- Percent changes ranged from a gain of 7.7 percent to a decrease of -13.8 percent in language arts, and from a gain of 7.4 percent to a decrease of -8.3 percent in math.

Indicator (b) – Increase Percent Advanced: The percentage of students in each designated group in the advanced proficient group at each school will increase by at least five percent over a two-year period.

- In language arts, of the 16 designated groups that have two years of achievement results, all but one achieved some increase. Ten designated groups achieved the interim (one year) target in indicator (b) of 2.5 percent increase of students in the advanced proficient groups. African-American, Alaska Native, American Indian, Asian/Pacific Islander, Hispanic, economically disadvantaged and not economically disadvantaged, students with disabilities, not LEP, females. Six groups did not achieve the interim indicator: all students, Caucasian, multi-ethnic, students without disabilities, limited English proficient students, and male students.
- In math, three groups – American Indians, economically disadvantaged and not economically disadvantaged – achieved the 2.5 percent interim target increase of students in the advanced proficient, while thirteen groups did not: all students, African American, Alaska Native, Asian/Pacific Islander, Caucasian, multi-ethnic, Hispanic, students with disabilities and students without

disabilities, limited English proficient students, and not limited English proficient students, male and female students.

- A change in percent could not be determined for two groups (Migrant and Not migrant) due to comparable data not collected in the prior year.

Indicator (c) - Decrease Number of Groups Not Making AMO: The number of designated groups across the District that do not meet the State-defined AMO will decrease by ten percent over the previous year.

- The District met the goal of a 10 percent reduction in the number of designated student groups in schools not making AMO.

The District had a reduction from 10.8 percent of the student groups not making AMO in 2003, to 9.0 percent not making AMO in 2004 (a reduction of 1.8 percentage points).

In 2003, the 92 ASD schools accountable under NCLB rules had 1840 targets (30 targets per school). One hundred ninety-nine of those targets (10.8 percent of the total) did not make AMO. In 2004, the 90 ASD schools had a total of 1800 targets. One hundred sixty-two (9.0 percent) did not make AMO.

Goal 1 Reports - Student Achievement and Graduation: [the state tests] will provide information on the status of student group performance for each school at grade levels three through ten. Results will also be provided on students in grades eleven and twelve who have not yet passed the Alaska High School Graduation Qualifying Exam.

- Upon completion of the spring 2004 administration of the HSGQE, 95 percent of the seniors with sufficient credits to graduate and who were required to pass the HSGQE, passed (page 40).
- Upon completion of the spring 2004 administration of the HSGQE:
94.8 percent of the Alaska Native seniors,
84.6 percent of the American Indian seniors,
90.0 percent of the Asian or Pacific Island seniors,
93.2 percent of the Filipino seniors,
88.3 percent of the Hispanic seniors,
97.8 percent of the Caucasian seniors, and

88.5 percent of the multi-ethnic seniors with sufficient credits to graduate had passed the HSGQE (page 43).

- As of April 2004, approximately 77 percent of ASD juniors (the current class of 2005) have passed all three tests on the HSGQE (Page 44).

This is approximately the same percentage of the class of 2004 that had passed all three tests by April 2003. 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 - Report - Achievement Grades 3 - 9: Average scores on the TerraNova (CAT 6) for grades 4, 5, 7, and 9 ranged from 52 to 57 in reading composite, language composite, math composite and total scores. These are all within one percentage point plus or minus of the 2003 scores for these grade levels and tests. (Page 49, Table 13).

Goal 1 - Benchmark & HSQGE Reading and Writing Report: The percent proficient or above for ASD students in 2004 in reading and writing for grades 3, 6, 8 and 10 were not significantly different from the percentages in 2003. Percentages proficient or above for ASD students at all grade levels were above the state percentages in 2004.

- Goal 1 - Benchmark & HSGQE Math Report: There was a decrease in 2004, compared to 2003, for ASD students at the percent proficient or above level in grade 10 HSGQE math test (from 74.3 percent to 69.8 percent). The percents proficient or above in the Benchmark math tests - 68 percent in grade 8, 69.9 percent in grade 6, 76.3 percent in grade 3 - were within one or two points of scores in 2003 (Page 52, Table 16).

- **Goal 2 - INDEPENDENT READERS INCREASE: A higher percentage of students in each designated group at each school will master basic skills and strategies to read independently by the end of the third grade.**

Indicator (a) calls for an increase of at least 5 percent over two years (2.5 percent interim annual indicator) in the [percent of] third grade students in each designated group demonstrating proficiency or higher levels of achievement on the State Benchmark reading test.

- Results: Nine of the 16 groups with two years of scores to compare, showed increases in the percent of students demonstrating proficiency: African American, Asian/Pacific Islander, Caucasian, Hispanic, economically disadvantaged students, not economically disadvantaged students, students without disabilities, not limited English proficient students, male students. Of these nine, two groups – Asian/Pacific Islanders and Hispanic students – made at least a 2.5 percent increase from the 2003 percent proficient (Pages 56 – 57).

Indicator (b) calls for an increase of at least 5 percent over two years (2.5 percent interim annual indicator) in the [percent of] third grade students in each designated group demonstrating proficiency or higher levels of achievement on the district assessment of reading.

- Results: Fifteen of the 16 groups with two years of scores to compare showed increases in the percent of students demonstrating proficiency. The migrant students group showed a percent decrease of 0.1 percent. Of the 15 student groups showing gains, eleven groups made at least a 2.5 percent increase from the 2003 percent proficient: all students, African American, Alaska Native, American Indian, Caucasian, multi-ethnic, economically disadvantaged students, not limited English proficient students, not migrant students, male and female students. (Pages 58-59).
- Of the ASD third grade students, 77.4 percent demonstrated proficient or higher rating on the third grade Benchmark Reading Test. 84.1 percent demonstrated proficient or high on the District third grade Reading Assessment. (Page 60, Table 21, Indicators a & b - Pages 56-60).

- **Goal 3 - INCREASE PERCENT IN ADVANCED MATH: The percentage of students in accelerated math sequence will increase.**

Indicators - The percentage of students in each group who successfully complete (Algebra I in grade eight, Geometry in grade nine, and Algebra II in grade ten) will increase by five percent in a two year period.

- Seventeen of the 18 designated student groups in eighth grade are on target to meet the District two year goal of a 5 percent increase in the percent of students enrolled in upper level math (Algebra I) in eighth grade. Only one student group - students with

disabilities - experienced a decrease in percent of students successfully completing Algebra I (Pages 62-63).

- Seven of 18 student groups in ninth grade are on target to meet the District two year goal of a 5 percent increase in the percent of students enrolled in upper level math (Geometry) in ninth grade: African American, American Indian, Caucasian, multi-ethnic, economically disadvantaged, and not economically disadvantaged students, and students without disabilities (Pages 64-65)
- Eleven of 18 student groups in tenth grade are on target to meet the District two year goal of a 5 percent increase in the percent of students enrolled in upper level math (Algebra II) in tenth grade: African American, Alaska Native, American Indian, Asian/Pacific Islander, Hispanic, economically disadvantaged students, students with disabilities, and students without disabilities, limited English proficient students, migrant students, and male students (Pages 66-67).
- Over 85 percent of eighth grade Algebra, 90 percent of ninth grade geometry and 90 percent of tenth grade Algebra II students earned grades of C or higher in 2003-2004 (Pages 68-69).
- **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 among 7-12 graders declined by 23.6 percent from the prior year. The District achieved reductions in the dropout rate for 17 of the 18 designated groups. (Only one group - Hispanic students - experienced an increase (8.5 percent) in the dropout rate.) The reductions ranged from -37.4 percent to -8.8 percent. These reductions significantly exceeded the target reductions called for by the Board goal (Pages 76-77).

The student groups and the reductions in their dropout rates (Pages 76-77) are:

- All students - from 5.9 percent to 4.5 percent (-26.6 percent)
- African American - from 7.2 percent to 5.3 percent (-26.2 percent)
- Alaska Native - from 12.4 percent to 11.3 percent (-8.8 percent)
- Asian/Pacific Islander - from 7.3 percent to 4.6 percent (-37.4 percent)
- Caucasian - from 4.2 percent to 2.9 percent (-30.6 percent)
- Multi-Ethnic - from 6.6 percent to 4.7 percent (-28.6 percent)
- Economically disadvantaged - from 9.7 percent to 8.3 percent (-15 percent)
- Not economically disadvantaged - from 5.2 percent to 3.4 percent (-35.3 percent)
- Migrant - from 6.9 percent to 5.0 percent (-28.1 percent)
- Not migrant - from 5.9 percent to 4.5 percent (-23.5 percent)
- Male - from 6.6 percent to 4.8 percent (-27.7 percent)
- Female - from 5.2 percent to 4.3 percent (-17.8 percent)

The District dropout rate for all students in grades seven through twelve in 2003-2004 was 4.5 percent. By comparison, the dropout rate for 2002-2003 was 5.9 percent, and for 2001-02, it was 6.0 percent (Table 23, page 78).

- **Goal 5 - INCREASE PERCENT TAKING AP COURSES: There will be at least a five-percent increase in the number of students taking AP courses for the 2003-2004 school year.**

The District students experienced an increase of 9.1 percent in the number of students completing AP courses in 2004 over 2003, thus exceeding the target of 5 percent gain set by Goal 5.

Thirteen of 16 designated groups increased their percentages of students completing AP courses from 3.1 percent to 40.0 percent (Pages 80-81).

The student groups and their increases are: All students - 9.1 percent, Alaska Native - 5.1 percent, Asian/Pacific Islander - 3.1 percent, Caucasian - 9.8 percent, Multi-ethnic - 40 percent, Hispanic - 29.7 percent, Students with disabilities - 26.7 percent, Students without disabilities - 8.9 percent, Not LEP - 9.1 percent, Not migrant - 9.1 percent, Male - 14.3 percent, Female - 5.4 percent. One group - Migrant - with an enrollment of 6, had no change; and two groups (LEP & American Indian), with AP enrollments of 10 and 11 each, had decreases of -10 percent and -36.4 percent (Pages 80-81).

Individual School Profiles:

Individual school profiles are provided in Part II of the District's Profile report.

Additional site information is contained in the Individual School Report Cards produced by the Alaska Department of Education & Early Development (DEED). These reports contain information on school goals, the activities undertaken at the school to reach those goals, and an assessment of the success of those activities. This information is reported to the State DEED as part of the annual District report in June each year. The state reports are scheduled for publication by the Alaska Department of Education and Early Development in October 2004.

No Child Left Behind Act related reports and assessments:

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

While the number of Anchorage schools not making AYP decreased from 55 in 2003 to 38 in 2004, as with the other large urban districts in the state, the Anchorage School District did not make Adequate Yearly Progress as a district in 2004 (Page 12, Table A). The specific student groups for which the state target was not met by the District were the following: Alaska Native students - language arts; economically disadvantaged students - language arts and math; disabled students - language arts and math; limited English proficient students (LEP) - language arts and math.

Therefore, the District will be developing and discussing with our various parent groups a district improvement plan designed specifically to address the areas wherein we did not meet state targets.

The State Department of Education & Early Development (DEED) produces two sets of reports related to student achievement:

State reports regarding school performance relative to Adequate Yearly Progress (AYP) as required under the No Child Left Behind Act (NCLB) are scheduled to be posted by the state DEED this fall. They will be located at: www.eed.state.ak.us/doe_rolodex/ayp/search.cfm.

State reports on student achievement in specific tests: State Benchmarks at grades 3, 6 and 8; CTB Terra Nova/CAT 6 at grades 4, 5, 7 and 9; and the High School Graduation Qualifying Exam beginning in Grade 10, are available at: <http://www.eed.state.ak.us/tls/assessment/results.html>

In addition to the state reports, the Anchorage School District provides a summary of school performance relative to Adequate Yearly Progress (AYP) in this profile (Page 11). This summary is also available at the District Website: <http://www.asdk12.org/NCLB/AYP/table.asp>.

Additional information about No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) is available on the federal web site at www.nclb.gov, on the state's web site at www.eed.state.ak.us, and on the District's NCLB web site: <http://www.asdk12.org/NCLB/AYP/>.

Profile of Performance availability:

A print copy of the Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4153. Print copies are also available to the public in all Anchorage libraries. The complete Profile of Performance is available through the District website at <http://www.asdk12.org>.

The ASD Assessment & Evaluation Office continues to develop and place on-line supplementary tables and information related to the district, and district, school and program performance. These are available through the District Assessment & Evaluation web page as they are developed.

Specific questions regarding the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 742-4420. The ASD Assessment & Evaluation Office is located on the 3rd floor of the Legal Building, on the corner of 6th and K. The department's mailing address is: 1016 West 6th Ave., 4th floor, Anchorage, AK 99501.

Attachment

CC/JC/EM

Prepared by: Ed McLain, Director, Assessment & Evaluation

Approved by: Jan Christensen, Assistant Superintendent, Instruction