

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #65 (2004-2005) AMENDED October 25, 2004

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: SCHOOL BOARD GOALS 2004-2005

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and adopt the Anchorage School District Mission Statement and Goals as shown on Attachment A. For comparison purposes, the Goals for 2003-2004 are shown on Attachment B.

PERTINENT FACTS:

The Anchorage School Board annually reviews and adopts their mission statement and goals for the school year. In 1996, the School 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. We believe that it has served us well as it succinctly summarizes our purpose.

In addition to the mission statement, the goals have been adopted 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 in recent years the School Board has concurred, that the goals should not be radically changed each year if long-term improvement is expected. The staff in the schools and departments has positively received this direction. This consistency has allowed teachers and school administrators to maintain and improve their efforts in focusing on student achievement and increasing participation in District activities.

Each year, the School Board receives recommendations from the Administration for some modification to the goals, and the Administration is given the opportunity to communicate recommendations for change prior to adoption by

the Board. The Assessment Department provided input, as have representatives of the Instructional Division. The recommendations on Attachment A reflect that input.

The proposed goals for the 2004-2005 school year continue the major emphasis from the past four years on reading, language arts, and mathematics. The Administration is recommending emphasis on teaching to the adopted performance standards and the newly developed Grade Level Expectations so that our students successfully pass all three sections of the High School Graduation Qualifying Exam (HSGQE) and become proficient in the standards based assessments in grades three through nine. The administration also believes this focus will increase student achievement for all students on the state mandated norm referenced tests in grades five and seven.

Focus on student growth, integration of District curriculum audit, Six-Year Plan, NCLB into Board goals:

We are focusing on growth and adequate yearly student progress in all student-designated groups as measures of successful attainment of our goals. The District's curriculum audit, the School Board adopted Six-Year Instructional Plan and the federal law, No Child Left Behind, all indicate a need to continue emphasize on increasing student achievement for all designated student groups in the District.

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 developed in the School Report Card process.

The Administration has received the HSGQE and Benchmark data from the Department of Education and Early Development for the past five years and has analyzed it carefully on a Districtwide basis as well by the Instructional Division and on a school-by-school basis. Each school staff has reviewed their school results and has begun to develop programs and learning interventions necessary for students in order for them to meet or exceed the Grade Level Expectations and to pass the HSGQE.

Planning for improvement:

Each school identified as not meeting adequate yearly progress is required to develop a plan of improvement; specific and targeted interventions are then applied. The District must also develop an improvement plan which will be

closely aligned to the Six-Year Instructional Plan and will be submitted to the School Board for approval prior to its submission to the Department of Education and Early Development. The staff is required to report on the results at the end of the school year. Achievement results for all schools and the District are incorporated into the annual Profile of Performance.

Schools must continue to balance the need for a comprehensive curriculum for all students, providing appropriate support and challenge for our high achieving students, and the need to assure parents and students and the public that we are doing all we can to increase the number of students reaching proficiency.

In our high schools, staff will continue to be more directive in registering students who are not proficient into classes that will increase their skills in reading, writing, or math. As is the current practice, students who have shown proficiency will continue to be able to select their electives and courses. School staff will also encourage more high school students from all designated groups to take Advanced Placement, International Baccalaureate, and other rigorous courses. If possible, high school summer school will offer enrichment-level courses in addition to remedial and core course offerings.

The same focus applies for the elementary schools and the middle schools; strong encouragement should be given to students to enroll in remedial summer school opportunities and after school offerings. Waivers are available for those students who cannot afford the fees for summer school. Many of the middle schools have developed transitional classes in June and August to assist the students in making a successful transition into the middle school program. Mid-level summer school also hopes to offer enrichment courses.

Staff development, training and support:

All training and staff development is focused on the task of assisting schools to close the achievement gap and increase achievement for all students. Our employees are our most valuable resource in providing a strong educational program to our 49,454 young people; they deserve recognition and compensation that helps us retain and recruit the best employees in all job categories to support our mission of educating all students for success in life.

Partnerships with families, parents, and community:

The Board and the District recognize the critical role of the family as an essential component in the academic success of students. Partnerships between the school and the home are the key to increasing this academic success. We must develop

active networks with parents through their cultural and religious groups and through other non-traditional means.

The District is building coalitions with parents, business community representatives, and political leaders to understand and support issues of critical importance to the District. This is especially important as we deal with revenues that are not inflation-proofed or adequate to support our instructional and non-instructional requirements, and an increasing student population that is more diverse and complex in composition. The School Board and the Administration will continue to advocate for increased revenues to support our educational mission.

Outreach to the media and to community groups will also continue to be a focus. The Administration is reaching out in various ways to better educate the community and our employees on a year round basis, rather than just during budget development and when asking for support for school bonds. The Superintendent and her direct reports have all been assigned a High School attendance area to visit all schools and departments this year. The School Board, Superintendent, and staff are continuing their engagement in community events and with community groups to represent the District's and the community's needs and to make decisions which are balanced and responsive.

We have much to be proud of in the Anchorage School District; we can do better and we are always striving to improve. Our staff and students deserve the best teaching and learning conditions possible within our available resources. All are committed to closing the achievement gap for all students and to challenge all students to successfully meet their potential.

CC/JC/EM

Attachments

Prepared by: Ed McLain, Director of Assessment
Jan Christensen, Assistant Superintendent, Instruction

Approved by: Jan Christensen, Assistant Superintendent, Instruction

Mission: To educate all students for success in life.

2004–2005 Ongoing Overall Goals

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 and the Quality Schools Initiative makes adequate yearly progress.

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,
- challenging each student academically,
- maximizing opportunities for lifelong learning,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

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 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.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit that:

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 at or above proficient in each designated group will increase by at least 10 percent of the percent proficient or above in the "all students" group.~~

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

Examples:

Given that the Caucasian group was 85.6 percent proficient last year, 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 2004 percent proficient for that group.)

Given that the special education group was at 38 percent proficient last year, they would need to improve 6.2 percent. (6.2 percent being 10 percent of 62 percent which is the difference of 100 percent and 38 percent – the 2004 percent proficient for that group.)

Given that the Alaska Native group was at 58.2 percent proficient last year, they would need to improve 4.18 percent. (4.18 percent being 10 percent of 41.8 percent, which is the difference of 100 percent and 58.2 percent – the 2004 percent proficient for that group.)

Given that the economically disadvantaged group was at 58.6 percent proficient last year. They would need to improve 4.14 percent (4.14 percent being 10 percent of 41.4 percent which is the difference of 100 percent and 58.6 percent – the 2004 percent proficient for that group.)

Given that the economically not disadvantaged group was at 84.4 percent proficient last year, they would need to improve 1.56 percent. (1.56 percent being 10 percent of 15.6 percent which is the difference of 100 percent and 84.4 percent.)

b. The percentage of students in each designated group in the advanced proficient category will increase by at least 5 percent over a two- year period.

Performance will be assessed on:

- a. Alaska Standards Based Assessment (Grades 3-9)
- b. Alaska High School Graduation Qualifying Exam

These various assessments 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.

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 2003-2004 Language Arts was 64.03 and Math was 54.86. The State defined AMO for 2004-2005 will be Language Arts 70.03 and Math is 62.83.

2. A higher percentage of students in each group at each school will master basic skills and strategies to read independently by the end of the third grade.

Indicators:

- a. Over a two year period, there will be an increase of at least five percent of students in each designated group demonstrating proficiency or higher on the reading portion of the grade three Alaska Benchmark Reading Exam.
 - b. Over a two year period, there will be an increase of at least five percent of students demonstrating proficiency or higher as measured by the District assessment of student reading.
3. The percentage of students in accelerated math sequence will increase.

Indicators:

The percentage of students in each group who successfully complete each of the following courses with a grade of C or higher will increase by five percent in a year to year comparison: Algebra I in grade eight, Geometry in grade nine, and Algebra II in grade ten.

Reporting directions:

- a. Grades earned in each class will also be reported.
- b. Student grades and credits earned by students in Algebra classes for each middle and high school will be reported by student grade level.

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.

4. 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.
5. There will be at least a five-percent increase in the District's graduation rate in a year to year comparison.
6. There will be at least a five-percent increase in the percent of high school students who successfully ~~take~~ 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.

Mission: To educate all students for success in life.

2003–2004 Ongoing Overall Goals

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 and the Quality Schools Initiative makes adequate yearly progress.

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,
- challenging each student academically,
- maximizing opportunities for lifelong learning,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

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 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.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit that:

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. 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.~~
- b. The percentage of students in each designated group in the advanced proficient group ~~at each school~~ will increase by at least 5 percent over a two-year period.
- ~~c. The number of designated groups across the District that do not meet the State defined AMO will decrease by five percent over the previous year.~~

Performance will be assessed on:

- ~~a. Alaska Benchmark Exams (Grades 3, 6, 8)~~
- ~~b. Terra Nova CAT 6 (Grades 4, 5, 7, and 9)~~
- c. Alaska High School Graduation Qualifying Exam

These various assessments 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.

Note: The State defined AMO for 2003-2004 Language Arts is 64.03 and Math is 54.86. The State defined AMO for 2004-2005 will be Language Arts 70.03 and Math is 62.83.

- 2. A higher percentage of students in each group at each school will master basic skills and strategies to read independently by the end of the third grade.

Indicators:

- a. Over a two year period, there will be an increase of at least five percent of students in each designated group at each school demonstrating proficiency or higher on the reading portion of the grade three Alaska Benchmark Reading Exam.
- b. Over a two year period, there will be an increase of at least five percent of students demonstrating proficiency or higher at each school as measured by the District assessment of student reading.

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

Indicators:

The percentage of students in each group who successfully complete each of the following courses as specified will increase by five percent in a two year period: Algebra I in grade eight, Geometry in grade nine, and Algebra II in grade ten.

Reporting directions:

- a. Grades earned in each class will also be reported.
- b. Student grades and credits earned by students in Algebra classes for each middle and high school will be reported by student grade level.

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 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.
4. 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.
 5. There will be at least a five-percent increase in the number of students taking AP courses for the 2003-2004 school year.