A Year in Reflection

August 2017
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Superintendent

Anchorage School District
Educating All Students for Success in Life

100 Day

November 2016

Anchorage School District
Educating All Students for Success in Life

Academics

- Data

ASD and the Big 5
Four Year Graduation Rate

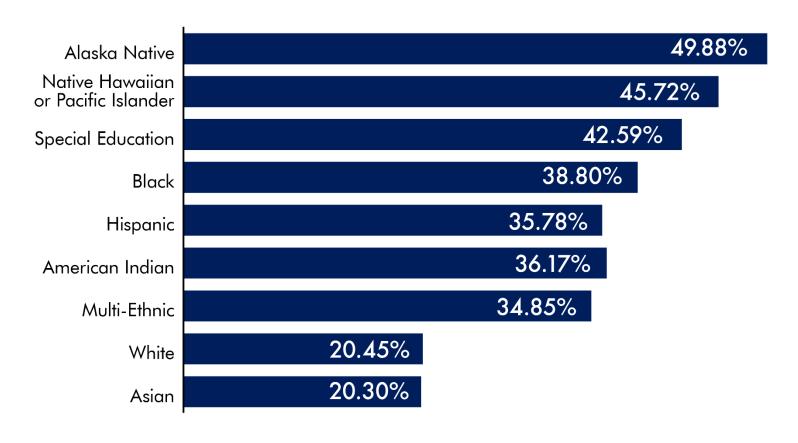|	2012	2013	2014	2015	2016
Alaska	**70**	**72**	**71**	**76**	**76**
Anchorage	**73**	**76**	**74**	**80**	**80**
Mat-Su	72	73	75	78	79
Fairbanks	70	74	73	75	74
Kenai	79	78	81	82	83
Juneau	70	79	80	77	84

Student Group Comparisons 2016
Big 5 Four Year Graduation Rate

	Whole	AK Native/ Am. Indian	Students with Disabilities	Economically Disadvantage
Alaska	**76**	**64**	**54**	**68**
Anchorage	**80**	**55**	**51**	**70**
Mat-Su	79	70	65	71
Fairbanks	74	54	47	53
Kenai	83	77	59	72
Juneau	84	70	64	68

ASD Students with an F

1 in 3 secondary students received an F last year (2015-16)

Category	Percentage
Alaska Native	49.88%
Native Hawaiian or Pacific Islander	45.72%
Special Education	42.59%
Black	38.80%
Hispanic	35.78%
American Indian	36.17%
Multi-Ethnic	34.85%
White	20.45%
Asian	20.30%

Teachers: Why students earn F's

- Students don't show up to class
- Students don't do their homework
- Students don't care
- Counselor should not have place them in this class
- Middle school did not prepare them for the next level

Students: Why we get F's

- Boring/old ways of teaching
- Too many family issues
- Ashamed to tell others help is needed
- Working
- School isn't priority (church or family first)
- Babysitting

Students: What has helped …

- Teacher support
- Teachers that believe in the student- you can do this
- Teachers that use different ways to teach
- Teachers that make it relevant to the students' life

Climate

- Connectedness Survey

Climate and Connectedness Survey

Staff think…

Staff attitudes	Strongly agree/agree					
	District	Elementary	Middle	High	Alternative	Charter
Teachers and staff in this school believe that all students can do good work.	87%	90%	85%	79%	82%	96%
Teachers here are nice people.	92%	91%	94%	92%	84%	95%

Students think…

Caring adults factor questions	Strongly agree/agree					
	District	Elementary	Middle	High	Alternative	Charter
At school, there is a teacher or some other adult who will miss me when I'm absent.	46%	52%	43%	45%	51%	53%

Board Goals: Support Initiatives

Goal 1: Performance	Goal 2: Graduation	Goal 3: Attendance
90% of students will be proficient in reading/writing and math.	90% of students will graduate high school	Students will attend school at least 90% of the time

Goal 4: Recommendation	Goal 5: Safety	Goal 6: Efficiency
90% of parents will recommend their child's school to others	100% of students will feel safe in school	100% of departments will operate efficiently

- Support each Board goal
- Guide work and establish focus
- Measure effort

What problem do you want to solve?

What vision do you want to share?

"In a time, of drastic change it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists."

Eric Hoffer, *Blended (2015)*

End-of-Year

June 2017

Destination 2020

Goal 1: Performance

90% of students will be proficient in reading/writing and math.

Performance ASD FY17 Goal Initiatives (DRAFT)

Goal 2: Graduation

90% of students will graduate high school

Graduation ASD FY17 Goal Initiatives (DRAFT)

Goal 3: Attendance

Students will attend school at least 90% of the time

Attendance ASD FY17 Goal Initiatives (DRAFT)

Goal 4: Recommendation

90% of parents will recommend their child's school to others

Recommendation ASD FY17 Goal Initiatives (DRAFT)

Goal 5: Safety

100% of students will feel safe in school

Safety ASD FY17 Goal Initiatives (DRAFT)

Goal 6: Efficiency

100% of departments will operate efficiently

Performance: Board Goal Initiative

- Increase reading proficiency

Grade Level	Test AIMSweb	Level	Spring 2016	Spring 2017	Change	
K	Letter Sound Fluency	Low Risk/Benchmark	74.5%	78.9%	4.4%	Met
		At Risk/Intensive	13%	11%	-2%	Met
1	Reading Curriculum Based Measure	Low Risk/Benchmark	60%	58.1%	-1.9%	Not Met
		At Risk/Intensive	16.3%	17.8%	1.5	Not Met
3	Reading Curriculum Based Measure	Low Risk/Benchmark	62.4%	61.3%	-1.1%	Not Met
		At Risk/intensive	13.8%	15%	1.2%	Met

- Increase percentage of students Benchmark/Low Risk (increase of 3% and/or maintain 80% or higher)
- Decrease percentage of students At Risk (decrease of 3% and/or maintain 15% or lower)

Performance: FY17 Action

- Selected researched based ELA (English Language Arts) Curriculum

- Strategically planned instructional coach program

- Utilized data-dashboard to highlight pertinent data at various levels

Performance: FY18 Next Steps

- Expand Measures of Academic Progress (MAP) to $3^{rd} - 8^{th}$

- Increase scope and use of data-dashboard

- Multi-tiered system of support training and development

    - Advanced learners

    - At risk Learners

Graduation: Board Goal Initiative

- Decrease the percentage of secondary students receiving Fs for semester grades

Student Group	2nd Semester FY16	2nd Semester FY17	Change	
Percentage of student group earning one or more failing grades				
Total Students	28.35%	20.43%	-7.92%	Met
Special Education	43.31%	28.88%	-14.43%	Met
Alaska Native	50.97%	36.48%	-14.49%	Met
African American	38.87%	27.14%	-11.73%	Met
Pacific Islander	44.37%	34.74%	-9.63%	Met

- Decrease percentage of secondary student group earning Fs for semester grades by 5%
- Preliminary dashboard data as of 5/26/2017. Final FY17 data will be available in August, 2017
- Secondary students include 6-12 in comprehensive middle and high schools

Graduation: FY17 Action

- Stakeholder committees met regularly
  - Worked on revision and finalization of grading policy
  - Worked on documenting plan as administrative regulations (AR)
- Prepared alignment of Q Gradebook to grading protocol

Graduation: FY18 Next Steps

- Expansion of choice:
    - On-line
    - Blended
    - Dual credit/concurrent enrollment
    - CTE opportunities
- Research trimester scheduling

Attendance: Board Goal Initiative

- Increase student attendance

Student Group	2nd Semester FY16	2nd Semester FY17	Change	
Percentage of student group with 90% attendance				
Total Students	78.13%	78.18%	.05%	**Not Met**
Special Education	71.6%	71.16%	-.44%	**Not Met**
Alaska Native	66.28%	66.91%	.63%	**Not Met**
African American	75.9%	77.95%	2.05%	**Not Met**
Pacific Islander	63.69%	64.34%	.65%	**Not Met**

- Increase percentage of student group by increasing number of students with 90% attendance
- Preliminary dashboard data as of 5/26/2017

Attendance: FY17 Action

- Attendance goals/plans created
  - Site based
  - Incentive
- Stakeholder committees met regularly
  - Revised and finalized proposed changes in attendance policy
  - Worked to document plan as administrative regulations (AR)
- Prepared alignment of Q Gradebook to attendance protocol

Attendance: FY18 Next Steps

- Integrate attendance into multi-tiered system of support

- Standardize attendance protocol
  - Administrative regulations
  - e.g. Elementary will take attendance twice a day for accuracy

- Collaborate with community groups

Discipline: Supporting Board Goal Initiative

- Decrease the percentage of students receiving out-of-school suspensions
- **Middle School Level**

Student Group	FY16	FY17	Change	
Percentage of student group receiving one or more out-of-school suspension				
Total Students	8.58%	7.5%	-1.08%	Met
Special Education	17.19%	16.22%	-.97%	Met
Alaska Native	12.89%	12.38%	-.51%	Met
African American	17.19%	15.72%	-1.47%	Met
Pacific Islander	14.06%	13.93%	.13%	Met

Discipline: Supporting Board Goal Initiative

- Decrease the percentage of students receiving out-of-school suspensions
- **High School Level**

Student Group	FY16	FY17	Change	
Percentage of student group receiving one or more out-of-school suspension				
Total Students	**6.32%**	**5.66%**	**-.66%**	**Met**
Special Education	**14.48%**	**11.49%**	**-2.99%**	**Met**
Alaska Native	**7.98%**	**7.07%**	**-.91%**	**Met**
African American	**16.18%**	**14.35%**	**-1.83%**	**Met**
Pacific Islander	**15.73%**	**12.58%**	**3.15%**	**Met**

Discipline: FY17 Action

- Secondary
  - Decreased the use of "Willful Disobedience" as an OSS option
  - Increased the use of alternative (non-OSS) interventions
  - Decreased OSS in all student subgroups
  - Increased communication between Special Education Department and administrators to better address student IEPs (Individual Education Plan) and BIPs (Behavior Intervention Plan)

Discipline: FY18 Next Steps

- Implement MTSS plan at elementary level
- Implement Foundations at secondary level
- Increase non OSS interventions
- Address needs of students with disabilities
- Decrease number of students suspended out of school
- Monitor Capturing Kids' Heart pilot

Moving Forward New Year

August 2017

Anchorage School District
Educating All Students for Success in Life

Servant Leadership

I. High Quality Education

II. Positive Customer Experiences

III. Transparent Accountability

I. High Quality Education

- Lowering variance and increasing standards
    - Intentional about research
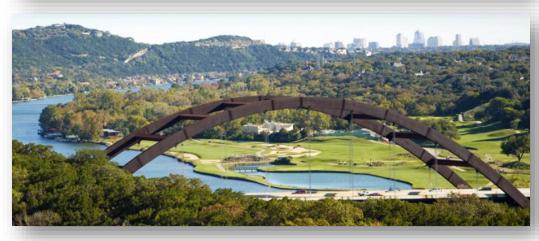   - Understand actions/qualities that impact student learning

Teaching

II. Positive Customer Experiences

- Knowing our customers
- Intentionally inviting
  - Warmth
  - Trust
  - Empathy
- Fostering positive relationships

Austin, Texas

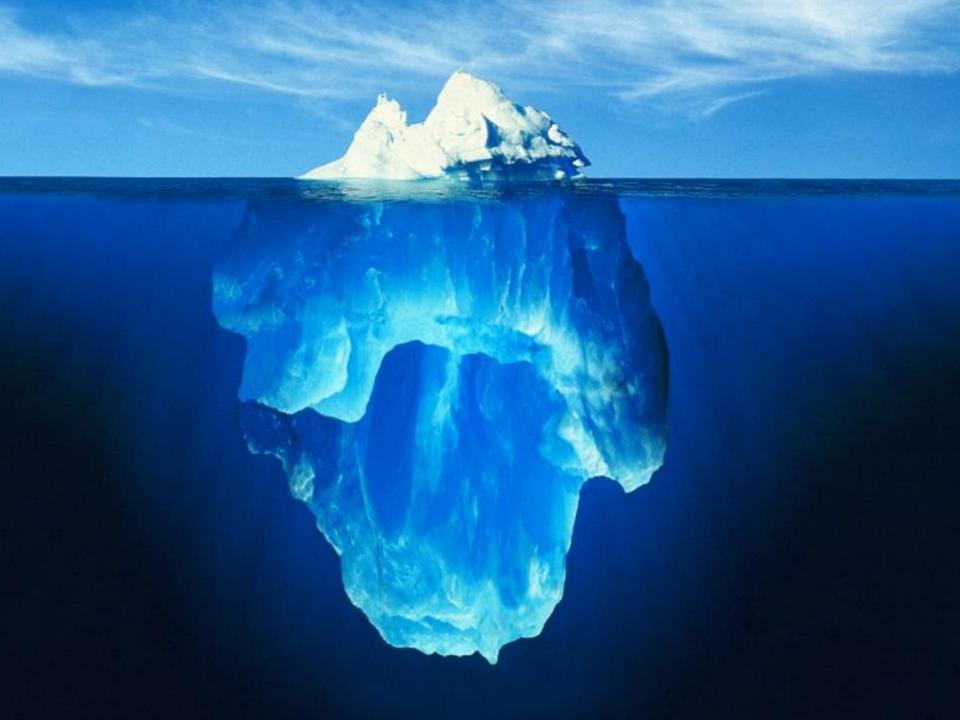# III. Transparent Accountability

- Externally and Internally
    - Budget Process
    - Data
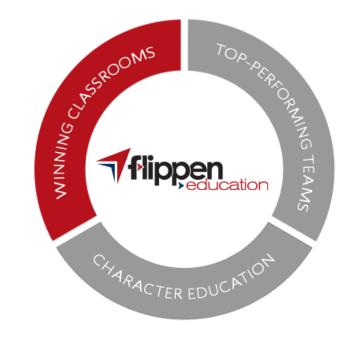   - Dashboard
        - Schedules

Servant Leadership

I. High Quality Education

II. Positive Customer Experiences

III. Transparent Accountability

Capturing Kids Hearts

- Creating high-achieving
of learning

  ○ Connectedness to others

  ○ Healthy bonds/relationships

  ○ Collaborative agreement of acceptable behavior
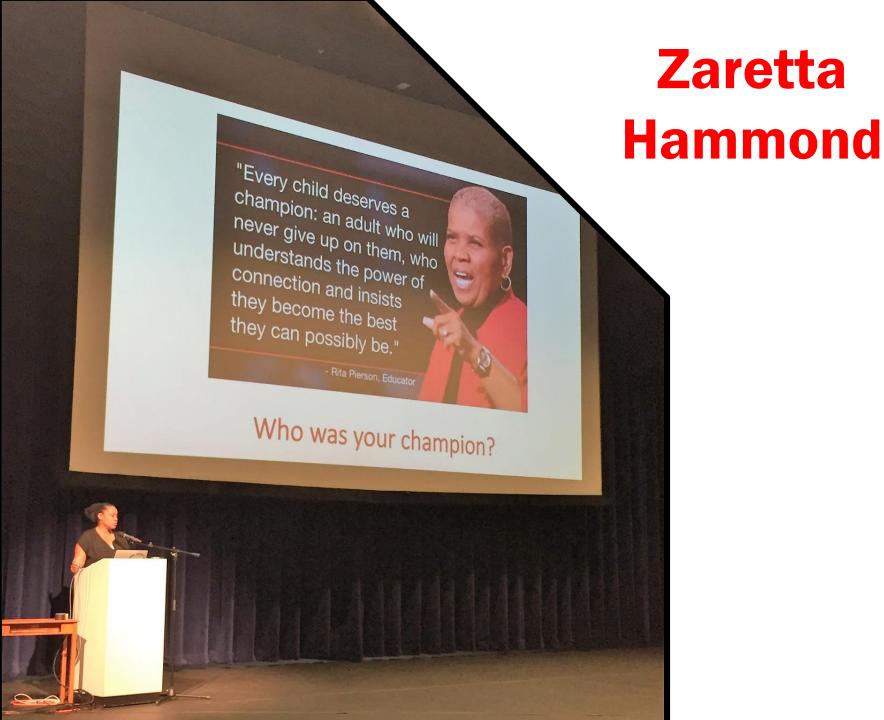
- Building socio-emotional safety

Capturing Kids Hearts

New Teacher Training

SBBS Program Update

Preliminary 4-year Graduation Rate

	2012-13	2013-14	2014-15	2015-16	2016-17*
All Students	76.2%	73.5%	80.2%	79.7%	81.4%
African American	63.6%	65.6%	75.0%	73.9%	78.8%
Alaska Native/American Indian	53.8%	47.3%	53.0%	55.5%	63.2%
Asian	82.2%	77.9%	84.5%	87.0%	88.7%
Native Hawaiian/Other Pacific Islander	63.5%	55.5%	81.0%	71.0%	78.3%
Caucasian	83.5%	81.7%	86.5%	85.2%	85.8%
Hispanic	73.4%	71.5%	74.9%	76.1%	81.2%
Two or more races	68.0%	68.1%	74.9%	80.1%	75.5%
Economically Disadvantaged Students	62.1%	59.9%	65.8%	70.2%	74.8%
Students with Disabilities	44.0%	41.7%	58.9%	50.8%	56.2%
Limited English Proficient	44.9%	34.2%	60.8%	61.4%	59.5%
Migrant	56.8%	64.0%	69.8%	75.3%	70.5%
Female	79.6%	77.7%	83.9%	83.5%	85.3%
Male	73.5%	69.5%	76.6%	76.1%	77.9%

*Preliminary as of 8/16/2017.

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