

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM # 64 (2011-2012)

August 31, 2011

TO: SCHOOL BOARD

FROM: GRETCHEN GUESS, PRESIDENT

SUBJECT: ADOPTION OF DISTRICT PERFORMANCE MEASURES AND GOALS

RECOMMENDATION:

The School Board approves the attached District Performance Measures and Goals, including aspirations and annual goals for 2011-2012, 2012-2013, and 2013-2014

PERTINENT FACTS:

Based on past board work, in the spring of 2011, the school board embarked on creating a vision to create a high performing district. This work started with specific district board training by the Center for Reform of School Systems, continued through board work sessions of rich and robust discussion, and is now finalized in a document reflecting the district's performance measures and goals. This document is part of whole picture including district visioning, strategic initiatives, and annual board projects.

High-performing organizations measure their progress towards fulfilling their mission by setting forth measurements and target outcomes or goals. To ensure the district is on-track to meet the board's commitment to the community, based on our core beliefs and commitment, the board will set goals each year for the following three year.

The board expects refinement of measures over time, and an annual look at the three-year goals with the addition of the third year and any other changes. It is the board's hope these measurements and their refinement will be consistent over time to focus the district and board towards high performance.

Year is the second, or ending, calendar year of the school year (e.g., 2010 is the 2009-2010 school year)

Attachment

Prepared and Approved by: Gretchen Guess, School Board President

Performance Measures

1. Performance Area: Academic Achievement

1.A – One year or greater growth – 2012-2013 measurement

Aspiration: 100% of students showing one year or greater growth in reading and mathematics (coming with the implementation of RTI¹)

	Actuals						Goals		
	2006	2007	2008	2009	2010	Current	2012	2013	2014

**Function of new system, district should be able to start capturing data in 2012*

Methodology: Percent of students making at least one year's progress in mathematics and reading using the district's universal screening measures. Starting in 2011-12 in reading, we will be able to report K-4, and in 2012-13 we will be able to report K-10. Math will follow with the implementation of Response to Instruction.

1.B – Increase Proficiency

Aspiration: 100 percent of students score proficient on the standard-based assessments (SBAs) in reading, writing, mathematics, and science

Percentage of Student Proficient on the SBAs

	Actuals						Goals		
	2006	2007	2008	2009	2010	Current	2012	2013	2014
Reading	81.7	85.3	84.3	81.0	83.2	79.8*	83	87	90
Writing	78.8	78.5	77.4	78.3	76.5	76.9*	80	82	85
Mathematics	70.6	75.8	73.3	70.6	73.0	70.4*	73	75	78
Science			55.0	57.0	59.4	59.4*	63	65	70

Methodology: Percentage of tested students proficient on the SBAs in reading, writing, mathematics, and science

* Preliminary results for 2010-11 (2011)

1.C – Decrease Any Drops in Proficiency Level

Aspiration: Zero percent of students will drop in their proficiency level. *Note: we cannot include science because SBA's do not test two consecutive years.*

Percentage of Students Dropping a Proficiency Level on SBAs

	Actuals						Goals		
	2006	2007	2008	2009	2010	Current	2012	2013	2014
Reading	13.28	10.27	16.31	20.18	13.13	21.28*	16	13	10
Writing	15.61	17.08	19.07	17.27	18.09	17.59*	15	13	10
Mathematics	17.52	14.11	22.38	23.62	16.03	23.10*	20	15	10

Methodology: Percentage of students who dropped one or more proficiency level(s) in reading, writing, or mathematics from the prior year.

2. Performance Area: Achievement Gap between ² Economically Disadvantaged (ED) and Non-Economically Disadvantaged (NED) Students.

2.A – No achievement gap between economically disadvantaged and non-economically disadvantaged students.

Aspiration: No achievement gap between economically disadvantaged and non-economically disadvantaged students in reading, writing, mathematics, and science

Percentage point gap between ED and NED students

District	Percentage Point Gaps						Goals		
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	20.86	16.76	18.96	21.65	18.72	21.83*	18	15	12
Writing	21.73	21.96	23.65	22.79	22.61	22.96*	18	15	12
Mathematics	21.84	20.84	22.04	23.21	21.73	23.92*	20	16	12
Science			32.22	35.08	33.60	36.77*	33	30	25

² Economically disadvantaged students are 185 percent poverty or below, receive temporary assistance, are in provision schools, are migrant students, and/or in enrolled in McLaughlin, AVAIL, child in transition program, Whaley (excluding ACE/ACT)

Methodology: The percentage point gap on the SBAs between economically disadvantaged students and non-economically disadvantaged students in grades 3-10.

2.B – All schools will have a five-percentage point or fewer gap between economically disadvantaged students and non-economically disadvantaged students.

Aspiration: No schools with an achievement gap between economically disadvantaged students and non-economically disadvantaged students in reading, writing, mathematics, and science

Percent of Schools with an Achievement Gap of less than 5 Percentage Points

Gap at or below 5 percentage points	Percent of Schools with =<5 percentage points gap	Percent of Schools with =<5 percentage points gap	Goals		
			2012	2013	2014
	2010	2011			
Reading	17.86	15.00	18	23	30
Writing	17.86	7.50	18	23	30
Mathematics	14.29	10.00	18	23	30
Science	14.29	12.50	18	23	30

Methodology: Percentage of schools with an achievement gap on the SBAs at or below five percentage points in reading, writing, mathematics, or science in combined grades 3-10 that are served in the school.

3. Performance Area: Graduation Rates

Aspiration: 100 percent of students graduate high school within four years

On-time and Five-year Graduation Rates

	Actuals						Goals		
	2006	2007	2008	2009	2010	Current	2012	2013	2014
4 Years	62.21	63.02	64.26	70.01	69.71 71.04*	72.35*	75	77	80
5 Years	Not calculated					75.59*	78	82	85

In 2011 the state methodology for calculating rates changed

Methodology: All students in the cohort (e.g., group) population who receive a regular diploma in four years or less divided by the starting cohort (four years prior) plus students who transfer in, minus students who transfer out, emigrate, or die during the four cohort years.

Previous to 2010, the methodology was the following: The numerator is the sum of graduates in the current school year receiving a regular diploma by June 30, including the number of graduates receiving a diploma in the summer of the previous year on or after July 1. The denominator is the sum of the number of graduates in the numerator, plus the number of unduplicated dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven one year prior, plus the number of unduplicated dropouts in grade twelve during the current school year, plus the number of certificate of achievements and continuing grade twelve students.

4. Annual Drop Out Rate

Aspiration: No student drops out of school

Annual Drop Out Rate, Grades 7-12

Actuals						Goals		
2006	2007	2008	2009	2010	Current	2012	2013	2014
6.30	5.10	3.93	3.40	3.59	4.67*	4.00	3.75	3.40

Methodology: Computed by taking the number of dropouts in the school year from July 1-June 30 and dividing it by the number of students enrolled in grades 7-12 on October 1. Drop outs include those students who leave the district for non diploma programs (e.g., home schools that is not associated with a district, Military Youth Academy if they do not return to a district.

5. Performance Area: Absenteeism

Aspiration: All students are in school 95 percent or greater of the time, which means only missing the equivalent of 8.6 days of school.

Percentage of Student in Attendance 95 percent or greater of the time

	Actuals		Goals		
	2010	Current	2012	2013	2014
K	50.33	49.17	65	70	75
Gr.1	56.33	53.74	65	70	75
Gr. 2	58.21	56.54	65	70	75
Gr. 3	62.35	59.30	65	70	75
Gr. 4	62.92	60.55	65	70	75
Gr. 5	61.25	59.91	65	70	75
Gr. 6	59.88	57.79	65	70	75
Gr. 7	46.28	53.83	60	70	75
Gr. 8	42.19	47.18	60	70	75
Gr. 9	43.22	51.12	60	70	75
Gr. 10	38.2	45.43	50	65	75
Gr.11	34.64	38.76	50	65	75
Gr.12	29.72	33.35	50	65	75

Methodology: Of the total number of students enrolled at each grade level, the percentage of students who attended school 95 percent or greater of the days enrolled. A student is considered present only if physically present at the school or engaged in a school activity on or off site. The attendance codes that count as present are: present, field trip, tardy, and tardy excused.

The board and district know this goal must a community effort. There are many reasons why students may be absent from school; that said, we must have students in school if we are going to be a high performing district.

6. Performance Area: Parent Recommendation – Coming in 2012

Aspiration: 100 percent of parent recommending child’s school

Actuals						Goals		
2006	2007	2008	2009	2010	Current	2012	2013	2014

**Will be a new parent survey question in 2011-12*

Methodology: Percentage of parents who turn in survey that score their child’s school a 4 or 5 on the following question: “I would recommend my child’s school to others.”

7. Performance Area: School Safety

7.A Student Safety

Aspiration: 100 percent of students feeling safe in school

Percentage of Students Surveyed Feeling Safe in Schools

Actuals						Goals		
2006	2007	2008	2009	2010	Current	2012	2013	2014
	57.10	57.40	61.61	62.66	70.32	73	77	80

7.B School Staff Safety

A. Aspiration: 100 percent of school employees feeling safe in schools

Percentage of School Staff Feeling Safe at Their School

Actuals						Goals		
2006	2007	2008	2009	2010	Current	2012	2013	2014
	87.75	87.50	90.51	89.79	91.60	93	94	95

Methodology: Percentage of students or staff who turn in survey that score a 4 or 5 or higher on the following statement: “I feel safe at school.” Students in grades 5-12 are currently surveyed on this statement. It will be added to the grade 3-4 survey in 2011-12.

8. Performance Area: Operational Efficiency

Aspiration: School district rates in the top 25 percent of urban schools (great city schools) in all Key Performance Indicators

Percent of indicators per quartile

	Actuals						Goals		
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Top Quartile	Data not available			17	15	TBA	18	20	23
Second Quartile	Data not available			34	28	TBA	31	34	36
Third Quartile	Data not available			21	24	TBA	21	19	17
Bottom Quartile	Data not available			28	33	TBA	30	27	24

Data lags two years.

Methodology: Data is based on performance indicators set by the Council of Great City Schools performance measurement project. The percentile ranking compares the district to other large districts in the areas of finance, human resources, information technology, and business operations specifically using the Power Indicators and Essential Few performance indicators. Survey results are listed by the year data is reported which is two years after district reporting period ends e.g., the 2010 report is based on information from the 2008-09 fiscal year. The board and the district know that the Council is refining their measurements, but we believe their work is in the right direction and we should use it as a performance measure.