

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #78 (2011-2012)

October 24, 2011

TO: SCHOOL BOARD  
FROM: OFFICE OF THE SUPERINTENDENT  
SUBJECT: PROFILE OF PERFORMANCE 2010-2011

*ASD Core Value: The District will be open, transparent and accountable to the public.*

PERTINENT FACTS:

The *Profile of Performance* is the Anchorage School District report to the School Board and the community on the District's progress toward meeting the board goals. The report is divided into two parts. Each part is described briefly below:

Part I provides an overview of ASD and the progress of the District in meeting the Board goals for the 2010-2011 school year. It includes a summary of district performance on achievement and enrollment indicators related to board goals.

Part II provides a summary profile for each of ASD's schools. The profile for each school contains information on staff, student demographics and student academic achievement.

ASD Goals for 2010-2011

The ASD goals for the 2010-2011 school year were:

1. All students will graduate from high school prepared for post secondary academic/vocation/career opportunities.
2. The achievement gap between racial, ethnic and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students, and safe.
3. ASD will partner with parents and the community for greater educational success for our students.
4. ASD will manage effectively and efficiently all financial and human resources.

5. All ASD departments will support the mission of the District with good customer service, both internally and externally.

### Summary of District Performance

Goal 1 – All students will graduate from high school prepared for post secondary academic/vocation/career opportunities.

- Overall SBA reading scores decreased at all grades except grade 3.
- Overall SBA writing scores increased at grades 3, 5, 7, 8, 9 and 10.
- Overall SBA math scores decreased at all grades except 4, 7 and 10.
- Overall SBA science scores decreased at grades 4 and 8 but increased at grade 10.
- There was a decrease in the percentage of proficient students maintaining or improving their proficiency in reading, writing and mathematics.
- There was a decrease in the percentage of not proficient students moving to proficient in reading and mathematics. There was an increase in writing.
- There was an increase the dropout rate.
- There was an increase in the four-year cohort graduation rate and the five-year rate was calculated for a comparison in future years.
- There was a decrease in the percentage of grade 9 students on-track to graduate.
- The percentage of students attending school at levels less than 80 percent of the days enrolled decreased from 8.65 percent to 7.58 percent.
- The percentage of students attending school less than 90 percent of the days enrolled decreased from 26.06 percent to 23.91 percent.
- There was an increase in the percentage of graduates who earned credit in Algebra II.
- There was a decrease in the percentage of graduates taking a Career and Technical Education course and earning credit through the University of Alaska system through a tech prep agreement.

Goal 2 – The achievement gap between racial, ethnic, and economic groups in the highly diverse ASD will be eliminated through education that is accessible, culturally responsive, supportive of students and safe.

- The achievement gap in reading increased for all designated race/ethnicity student groups except for Asian.
- The achievement gap in writing increased for all designated race/ethnicity student groups except for Alaska Native/American Indian and Asian.

- The achievement gap in mathematics increased for all designated race/ethnicity student groups except for Alaska Native/American Indian and Asian.
- The achievement gap in science increased for all designated race/ethnicity groups.
- The achievement gap between economically disadvantaged students and non-economically disadvantaged students increased in all content areas—reading, writing, mathematics, and science.
- The Overall Climate factor score for students in grades 5 through 12 increased at the District and each division level.
- The School Safety factor score for students in grades 5 through 12 increased at the District and all divisions except alternative stayed the same and charter schools decreased.
- The Overall Climate factor score for staff increased at the District and all divisions except alternative schools.
- The School Safety factor score for staff increased at the District and each division level except alternative schools.

Goal 3 – ASD will partner with parents and the community for greater educational success for our students.

- There was an increase in the Respectful Climate factor score reported in the parent climate survey at the District and all division levels except charter schools.

Goal 4 – ASD will manage effectively and efficiently all human resources.

- There was a decrease in the certificated and classified staff turnover rate.
- The District did not achieve the goal of a 3:1 student/computer ratio at the elementary level.
- The District did achieve the goal of a 2:1 student/computer ratio at the secondary level.
- The data for the efficiency measures for the non-instructional departments will not be available until the end of October 2011.

Goal 5 – All ASD departments will support the mission of the District with good customer service, both internally and externally.

- The overall administrative offices’ customer service rating for “getting your issues addressed satisfactorily” decreased.
- The overall schools’ customer service rating for “getting your issues addressed satisfactorily” decreased.

- The customer service ratings for “staff being welcoming” had the baseline established in 2010-2011 for both administrative offices and schools.

A *Profile* overview of the performance on the indicators at the designated student groups is provided in the attachment.

Profile of Performance Availability

The complete *Profile of Performance* will be posted on October 17, 2011 on the ASD Assessment and Evaluation website at

[www.asdk12.org/depts/assess\\_eval/popCurrent.asp](http://www.asdk12.org/depts/assess_eval/popCurrent.asp)

Specific questions regarding the content of the document should be referred to the ASD Assessment and Evaluation Department, (907) 742-4420, 5530 E. Northern Lights Blvd., Anchorage, AK 99504.

Attachment

CC/EG/LV

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