

Anchorage School District – Gretchen Guess, School Board President

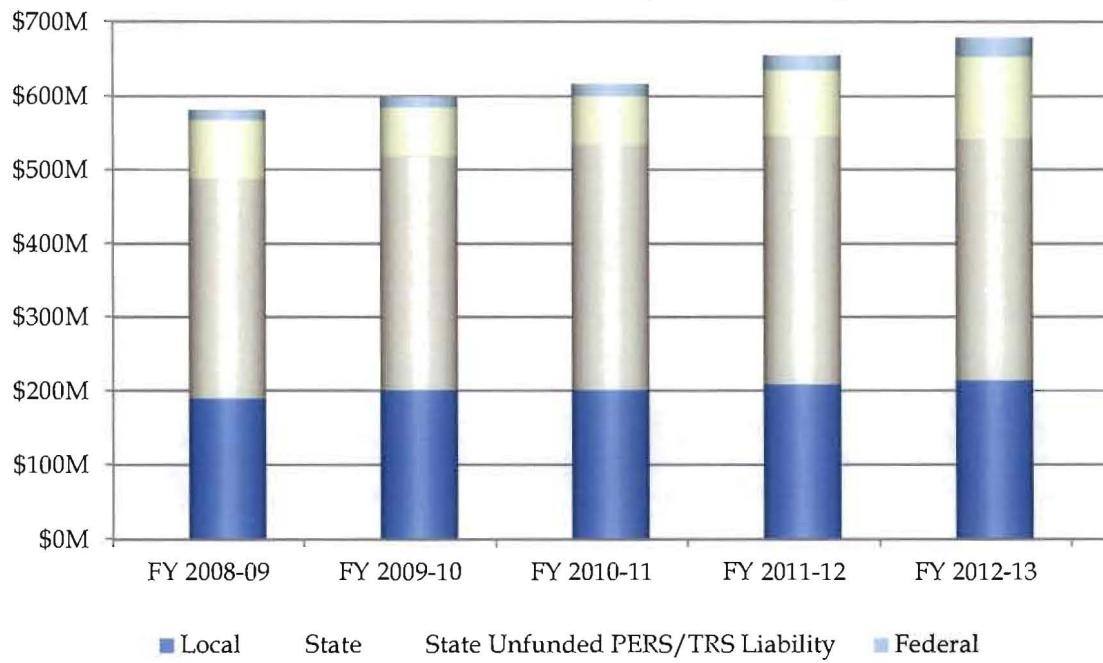
Questions:

• What is your FY13 total school district budget?	General Operating Fund - \$569 million
○ What percentage goes to personnel?	87 percent
• Provide a graph that shows your total school district budget from FY09-FY13 (5 years), broken down by funding source (state/local/fed/mix)	See attached file “ASD 5-year revenue by funding source graph”  ASD 5-year Revenue by Funding Source Gr
• Did you fund to the <u>total allowable local contribution</u> in FY 12? In FY13?	FY12 - 99 percent FY13 – 100 percent
○ If not, how much below were you? Why?	
• How much has the state contributed to the Pers/TRS unfunded liability on behalf of your school district in FY12?	General Operating Fund - \$88 million
○ How much is the state scheduled to contribute for Pers/TRS unfunded liability costs on behalf of your district in FY13?	General Operating Fund - \$110 million
• When was your most recently ratified teacher contract put into place?	July 1, 2010
○ What were the terms? (salary and benefits increases/decreases per year, in percentages {or dollars, if appropriate})	<ul style="list-style-type: none"> • Salary increases of \$1,800 per full-time teacher in 2010-2011, 2% in 2011-2012, and 3% in 2012-2013. Eligible teachers also received step movement (~\$1,200) and educational attainment. • Health insurance contributions are \$1,180 per eligible member per month for 2010-2011, \$1,180 per eligible member per month for 2011-2012 and \$1,385 per eligible member per month for 2012-2013.
○ What is your average teacher salary?	FY13 - \$66,600
○ What is your starting teacher salary?	FY13 - \$46,979
○ Did you negotiate significant salary increases in your labor contracts for FY2013? If yes, why did you do that given the current funding	<ul style="list-style-type: none"> • Bus - (not yet negotiated current contract expires 6/30/2012) • Student Nutrition - (not yet negotiated current contract expires 6/30/2012) • Maintenance 2.5% (Contract was effective July 1, 2011) – Ratified by SB on 1/24/12 • ACE 1.0% (Contract becomes effective July 1, 2012) – Ratified by SB on 12/12/11

Anchorage School District – Gretchen Guess, School Board President

situation/debate?	<ul style="list-style-type: none"> • TOTEM 2.0% (Contract becomes effective July 1, 2012) – Ratified by SB on 11/14/11 • APA 2.5% (Contract was put into place July 1, 2011) – Ratified by SB on 5/14/11 • AEA 3% (Contract was put into place July 1, 2010) – Ratified by SB on 5/24/10 • Custodians 2.5% (Contract was put in place July 1, 2011) – Ratified by SB on 11/18/10
<ul style="list-style-type: none"> • What are the cost drivers in your budget? 	Inflation, wages/salary, health insurance, employee benefits, transportation, professional development, technology/infrastructure maintenance, special programs and student supports that support student transiency, wide range of educational readiness of students, costly hands-on learning opportunities.
<ul style="list-style-type: none"> • How much were your energy costs in FY11? 	\$14.6 million
<ul style="list-style-type: none"> • How much do you project them to be in FY13? 	\$15.4 million
<ul style="list-style-type: none"> • Do you have a system in place to make budget adjustments when enrollment drops—how do you approach this? 	Yes – ASD holds back budgeted teaching positions and supply allocations until enrollment has stabilized and confirmed. If enrollment is less than budgeted, positions are not filled and supply allocations are cut. If enrollment is greater, positions and supplies are increased as necessary per staff and supply allocations. Both adjustments are linked to funding adjustment through foundation formula for student counts.
<ul style="list-style-type: none"> • What are your biggest instructional challenges? 	<ul style="list-style-type: none"> • Ensuring differentiation in each classroom • English Language Learners at 12 percent • High transiency rate within district, intra, and interstate • Curriculum alignment districtwide • Low attendance, behavioral issues • Teacher preparation – each university differs • Increasing curricular pressures with no additional time in calendar
<ul style="list-style-type: none"> • How much ARRA funding did you receive over the past few years? 	\$59 million
<ul style="list-style-type: none"> ○ How did you invest any ARRA funds you received? 	Large scale network refurbishment – over \$17 million Invested in software and training for key district initiatives – Response to Instruction Online learning IEP system Curriculum refresh – general ed, title I, Sped. Library system Leadership cadre Preschool trial at Title I schools Enhanced summer school program Full details available at http://www.asdk12.org/recovery/index.asp

Anchorage School District General Fund Revenue by Funding Source



Preamble

The Anchorage School Board is a municipal-wide elected body with governance responsibility for the Anchorage School District. As a governance board, it is our responsibility to do the following: (1) set a clear direction for the district; (2) empower and hold accountable the superintendent for implementing our direction and managing district operations; (3) develop and adopt policies and budgets that support and implement the board's direction; and (4) model the professionalism and degree of effort they expect from students, families and staff.

The board expects a high-performing district that achieves exceptional results. We believe a process of continuous improvement and reform for results can be consistent over time, transcending board membership and superintendents.

Board Commitments

Based on our core beliefs and values, the board is committed to the following:

- A collaborative and respectful governance relationship with the superintendent;
- A rigorous core curriculum of language arts, mathematics, science and social studies;
- A well-rounded educational program that integrates career and technical education, arts and athletics;
- Instruction and early interventions that meet the needs of each student and moves them forward at least one year's academic growth annually;
- Effective public school choice options;
- Parents and the community as informed partners; and
- Cost-effective and efficient operations.

2011-12 Board Projects

As a course of action, the superintendent and board have operational and policy matters to address each year. These projects are in addition to strategic initiatives. The following are known board projects for 2011-12.

The superintendent and the board will discuss each year those programs being implemented, and any programs where the board would desire an update.

Special board projects

- Conduct a superintendent search
- Implement measures for the board's work to be more electronic

Annual projects

- Finalize a balanced 2012-13 budget
- Determine 2012 bond requests

Audit schedule

- Management Audit (discussion in strategic initiatives)
- Procurement policy review/audit
- Food Service/Nutrition Audit

2011-12 new or review of policies

- Review and update high school graduation requirements
- Create a public process for construction projects which will impact neighborhoods
- Review and update the wellness policy
- Review and update the Multicultural Education Concerns Advisory Committee purpose and structure for improved outreach and communication to our minority communities
- Finalize the education specifications for schools



Creating a High Performing District

The Anchorage School Board's Vision

Mission

To educate all students for success in life

Vision

All students will graduate prepared for post-secondary educational and employment opportunities



www.asdk12.org/school_board
742-1101



Core Values & Beliefs

POTENTIAL: Every student deserves the opportunity to achieve his or her potential

To best serve all students, the board believes schools, families and the community should provide every student the opportunity to reach his or her potential. We believe students learn differently, and as such, each classroom and/or school must teach the curriculum in a way that meets the needs of each child. Our district must provide opportunities including a highly effective educator in each classroom, differentiated instruction and high-performing neighborhood and alternative schools. We believe we must close the achievement gap while moving all students forward.

HIGH EXPECTATIONS: The district will foster a culture of high expectations

To achieve high performance, the board believes the district must foster a culture of high expectations for everyone: students, parents, educators, staff and the board. High expectations require adopting an attitude that does not make excuses for a child's academic performance. High expectations also require high performance standards for each employee, including an expectation of collaboration.

ACCOUNTABILITY: The district will be open, transparent and accountable to the public

The board believes the district should be open, transparent, and accountable to the public, ensuring a high-quality education while remaining fiscally responsible. Our budget, policies, guidelines, curriculum and district performance data will be easily accessible (unless protected by law) and understandable. Parents will always have access to what their child is learning and how they are progressing. The district will promote strong community partnerships and public involvement.

SAFETY: All schools and departments will be safe and supportive

The board believes all schools and departments will have safe and supportive environments by providing safe facilities, being intolerant of bullying and discrimination, and ensuring respect for all. This belief also includes promoting skills necessary to create positive relationships, and to handle confrontational and challenging situations constructively and ethically.

RESPONSIVENESS: Public education should be responsive to an ever-changing world

The board believes the district must be responsive to the changing educational requirements of students for meeting the challenges of an ever-changing world.

Every graduate should be ready for his or her next step in life and be a productive member of a democratic republic.

Operating Principles for Instruction

To implement our vision, the board sets forth the following operating principles, or the active actions, the district will take to move us towards high performance.

Managed instruction – The district will use a Managed Instruction System approach, which includes consistent content, grade-level expectations, and performance standards and curriculum across grade levels and schools. The main driver for this principle is the mobility of our district: almost one-third of students do not end the year in the school in which they start.

School innovation – The district will encourage creativity, innovation and reform including allowing schools to request flexibility (e.g., waiver, pilot programs) so the school can best meet the needs of its students.

Principal priorities – Principals will implement board policies and vision, focusing on three priorities: (1) a safe and secure environment, (2) serving as the instructional leader and ensuring quality education, and (3) serving as the liaison with the neighborhood and school community.

Instructional differentiation – As a best practice, the district will ensure instruction and early interventions to meet the needs of each student, moving every child forward at least one year's academic growth annually.

Educator accountability – Teachers, principals and all educators will be held accountable for complying with district policy and direction to meet the district's mission, vision, core beliefs, commitments and performance measures.

Effective communication – The district will establish effective communications (including feedback loops) with parents, students, educators and the community.

Research-based curriculum and best-practice instruction – The district's curricula will be research-based with the expectation of and accountability for best practice with instruction.

Technology integration – The district will integrate technology into all classrooms and curricula to provide each child the opportunity to fully engage in a twenty-first century learning environment.

Implementation

To implement our vision, the board will work with management each year to determine strategic initiatives, annual board projects, and performance measures.

Strategic Initiatives

Each spring, after board elections and reorganization and before the start of the fiscal year, the board and superintendent will work together to confirm and set strategic objectives, major tactics, and board liaison based on resources and priorities. These objectives will be rolling, recognizing that strategic objectives often take more than one year to complete. As such, each year some objectives will be initiated, in process, discontinued or completed. Additionally, once a project is to implementation, it will move from board governance to superintendent management. The board may request at this time implementation updates.

1. Develop a district long-range fiscal plan
2. Develop a value-based budgeting system
3. Review of math curriculum
4. Career/Technical and Vocational Comprehensive Plan
5. Develop a comprehensive model for staff evaluation based on classroom effectiveness
6. Develop improvements in bond and capital improvement plans
7. Response to Instruction system
8. Management Review
9. Review and prioritize Native education services
10. Enhanced effectiveness of board communications
11. Partnership and merging of services with MOA

7. 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
51.42	57.10	57.40	61.61	62.66	70.32	73	77	80

7.B School staff safety

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
87.51	87.75	87.50	90.51	89.79	91.60	93	94	95

8. 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.

Anchorage School District Performance Measures

In the spring of 2011, the Anchorage School Board began creating a vision to create a high performing school district. 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 years.

The board expects refinement of measures over time. It will look at the three-year goals annually, adding a new third year and making other changes and updates. 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.

In each table, the year indicates the calendar year in which the school year ends. For example, 2010 is the 2009-10 school year. The methodology for each performance measure can be found at www.asdk12.org/school_board/Performance_measures.asp.

1. Academic Achievement

1.A – One year or greater growth – 2012-13 measurement

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

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

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 students 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



Anchorage School District
Educating All Students for Success in Life

www.asdk12.org/school_board
742-1101

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 SBAs 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	21.29	16	13	10
Writing	15.61	17.08	19.07	17.27	18.09	17.60	15	13	10
Mathematics	17.52	14.11	22.38	23.62	16.03	23.10	20	15	10

2. Achievement Gap between ²Economically Disadvantaged Status (EDS) and Non-Economically Disadvantaged Status (non-EDS) Students

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

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

Percentage point gap between EDS and non-EDS students

	Actuals						Goals		
	2006	2007	2008	2009	2010	Current	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	23.91	20	16	12
Science		32.22	35.08	33.60	36.78*	33	30	25	

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

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

Aspiration: No schools with an achievement gap between EDS students and non-EDS 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		
			2010	2011	2012
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	12.5	18	23	30

3. Graduation Rates

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

One-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	72.14*	75	77	80		
5 Years					71.04		18.09	75.50*	78	82	85

*In 2011 the state methodology for calculating rates changed.

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	4.27	4.00	3.75	3.40

5. Absenteeism

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

Percentage of students in attendance 95 percent or greater of the time

	Actuals			Goals		
	2010	Current	2012	2013	2014	
K	45.62	45.77	65	70	75	
Gr. 1	51.76	50.39	65	70	75	
Gr. 2	54.53	53.24	65	70	75	
Gr. 3	58.28	56.21	65	70	75	
Gr. 4	58.91	58.48	65	70	75	
Gr. 5	57.39	57.71	65	70	75	
Gr. 6	56.15	55.49	65	70	75	
Gr. 7	42.32	50.08	60	70	75	
Gr. 8	38.34	43.64	60	70	75	
Gr. 9	40.89	48.89	60	70	75	
Gr. 10	34.69	42.00	50	65	75	
Gr. 11	30.75	35.80	50	65	75	
Gr. 12	26.53	30.64	50	65	75	

6. Parent Recommendation – 2012-13 measurement

Aspiration: 100 percent of parent recommending child's school.

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