Work Session

Tuesday, October 22, 2019 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Opportunity for Public Comments on Agenda/Non-agenda Items (3 minutes per speaker, 30 minutes aggregate)**
C. **Items for Discussion**
1. Strategic Equity Framework Priorities
2. Fall MAP Results
3. State Accountability System Results
D. **Second Public Comment Opportunity (Individuals are limited to three minutes each.)**
E. **Upcoming Events:**
F. **Adjournment**

Nome Public Schools
Strategic Equity Framework



Nome Public Schools
Strategic Equity Framework

The Strategic Equity Framework is framed around five initiatives, around which Nome Public Schools equity work is structured. Equity in this strategy plan is defined as, "Our commitment to raise the achievement of all learners, and eliminate the racial and socio-economic predictability and disproportionality of the highest and lowest achieving groups". The following will outline the Equity Framework, goal, shared leadership roles, and initiatives across our District intended to meet the goals set within our core values.

These initiatives are:

- **Equity/Anti-Racism Leadership:** We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

- **Cultural Competence:** We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

- **Student-Centered Learning and Teaching:** We will identify, develop, and systemically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.

- **Family and Community Engagement:** We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

- **Community Collaboration and Integration:** We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic background feel welcomed, supported, and experience academic success.

Equity Strategy Framework

Initiative 1: Equity/Anti-Racism Leadership

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-1	Develop and support strong equity leadership at the school and district levels.	Superintendent Equity Committee Principals	Ongoing
1-2	Establish, support, and sustain equity leadership teams at each school and at the district level.	Superintendent Equity Committee Principals	Ongoing
1-3	Embrace and embed the agreements and conditions of courageous racial discourse throughout the Nome Public Schools.	School Board Superintendent Principals	Ongoing
1-4	Initiate and sustain site, district, and regional dialogue on issues of race and achievement.	School Board Superintendent Equity Committee Principals Regional and Village Native Associations	Ongoing
1-5	Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.	School Board Superintendent Principals	Annually
1-6	Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.	School Board Superintendent Principals	Ongoing

1-7	Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.	School Board Superintendent Principals Regional and Village Native Corporations	Ongoing

Equity Strategy Framework

Initiative 2: Cultural Competence

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all cultural groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-1	a) Expand cultural competence performance standards for NPS. Identify ways to provide training for teachers and support staff. b) Identify and affirm staff that are especially effective at working with and increasing the achievement of all students, and provide opportunities for other staff to learn from them.	Superintendent Principals Representatives from employee groups	Plan during the 2017-2018 school year for 2018-2019 implementation Complete planning 2018-2019; full implementation 2019-2020
2-2	Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for all students.	Equity Committee Superintendent Principals	Ongoing
2-3	a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data. b) Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning.	Equity Committee Superintendent Principals Tribal Representatives	Currently in place and ongoing.

2-4	Continue to use Alaska Cultural Standards for Educators to measure progress for setting and reporting individual and systemic goals for cultural competence staff development.	Equity Committee Superintendent Principals	Currently in place. Annual review.
2-5	Strengthen and align staff recruitment, selection, and retention practices with the District's cultural competence performance standards.	HR Manager Superintendent Principals	Ongoing
2-6	Establish, support, and sustain equity-focused participatory action-research initiatives at each school.	Equity Committee Superintendent Principals	Currently in place and ongoing. Annual Review.
2-7	Design and implement additional programs for developing cultural competence in students.	Director Instruction Principals	Planning 2017-18. Implementation 2018-19.

Equity Strategy Framework

Initiative 3: Student-centered Learning and Teaching

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of all children as demonstrated by research and best practice.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-1	Establish literacy as a primary focus for eliminating the achievement gaps. Continue initiatives through Early Childhood programming and parent training.	Director Instruction Principal Literacy Team	Ongoing with annual review.
3-2	Explore current and critical research and best practice on creating equitable/anti-racist learning environments. Continue District and site initiatives/teams.	Equity Committee Director Instruction Superintendent	Ongoing.
3-3	Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.	Equity Committee Director Instruction Superintendent	Ongoing.
3-4	Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices.	Director Instruction Principals	Ongoing with annual review.
3-5	Implement, monitor, and evaluate changes in what we do that results in improved achievement for all students.	Director Instruction Principals	Ongoing with annual review.
3-6	Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models.	Director Instruction Principals	Planning 2017-18 Implementation 2018-19.

3-7	Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. Continue as priority effort. □ Improve monitoring of effectiveness of interventions, along with student participation pathways.	Director Instruction Superintendent Literacy Team	Ongoing. Planning 2017-18 Implementation 2018-19.
3-8	Hold high expectations for every student and actively assist each one to reach high academic standards.	Director Instruction Principals	Ongoing.
3-9	Develop and implement an academic support plan (K-12) that prepares all students for college and career eligibility and success.	Director Instruction Superintendent	2017-18 - Ongoing planning for additional grade levels; 2018-19 - implementation of current programs.
3-10	Implement and support academic programs that accelerate all students into more rigorous curriculum and courses, including honors, advanced placement, and challenge opportunities.	Director Instruction Principals	Planning 2017-18, Implementation beginning 2018-19.
3-11	Continue to promote a learning culture where every student's achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.	School Board Superintendent Principals	Ongoing.

Equity Strategy Framework

Initiative 4: Family and Community Engagement

We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-1	Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.	School Board Superintendent Principals	Implement Community Engagement plan – 2017-18
4-2	Continue to engage all families in dialogue and the creation of strategies to bridge between schools, families, and community.	Superintendent Principals	Ongoing
4-3	Identify community resources to support and be co-responsible for students' academic success.	Principals	Planning 2017-18 Implementation 2018-2019
4-4	Mediate educational barriers through improved integration of school and community resources to better serve children and families.	Superintendent Principals Tribal Associations	Ongoing with continued planning for new program development.
4-5	Expect, encourage, and provide opportunities for family involvement in their children's education.	Principals	Ongoing implementation
4-6	Adopt and promote a district-wide culture that engages all families as essential partners in district and school planning and decision-making.	School Board Superintendent Principals	Continued implementation 2017-18
4-7	Engage the business, social service, tribal associations, and government communities as partners in supporting and promoting academic achievement and the equity goals.	School Board Superintendent Principals	Ongoing implementation

Equity Strategy Framework

Initiative 5: Community Collaboration and Integration

We will work collaboratively with partner organizations to promote and achieve equity in our schools where students and families from all racial and economic backgrounds feel welcomed, supported, and experience academic success.

#	Sub-Initiative	Responsible Leader(s)	Implementation Timeline
5-1	Provide resources and services to promote and support the social and academic success of Nome students.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-2	Provide resources and services to promote and support the full participation of Nome families.	Superintendent Principals	Ongoing. Implement program enhancements 2017-2018.
5-3	Strengthen communication strategies to inform Nome families about enrollment opportunities in district schools.	Superintendent	Ongoing
5-4	Promote, support, and increase participation by NPS staff members in professional development opportunities provided through the community partners.	Superintendent	Ongoing
5-5	Promote, support, and increase participation by Nome students in cross-cultural learning experiences.	Superintendent	Ongoing

Appendix A

Equity Committee

Nome Public Schools Equity Committee is formed to provide direction and support to the District as we explore and seek to better understand and create the conditions for equitable schools.

This committee will be instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

The Equity Committee is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies.
- Share ideas and practices for quality professional development aimed at closing the achievement gap.
- Examine the implications of racism on student learning through the lens of leadership.
- Analyze data, policies, and practices through the lens of race and recommend changes.
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

Appendix B

Glossary of Equity Terms Used in the Equity Strategy Framework

Collaborative Action Research: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for all students. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:

- Recognizing the educational impact of race and culture.
- Addressing demographic inequities in achievement.
- Building relationships across racial and cultural differences.
- Adapting curriculum to reflect racial and cultural diversity.
- Ongoing self-reflection about one's cultural competence.

Diversity: Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socioeconomic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial and socioeconomic predictability and disproportionality of which students are in the highest and lowest achieving groups. Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability.

Inclusion: The intentional acts of inviting the participation of others and/or removing barriers so that all high school stakeholders have the opportunity to be successfully involved in school life.

FALL ASSESSMENT NOME PUBLIC SCHOOLS

NWEA MAP RESULTS

OCTOBER 2019 NPS BOARD WORK SESSION

ASSESSMENT TYPES

Summative
System-wide evaluation
Ranking, comparing

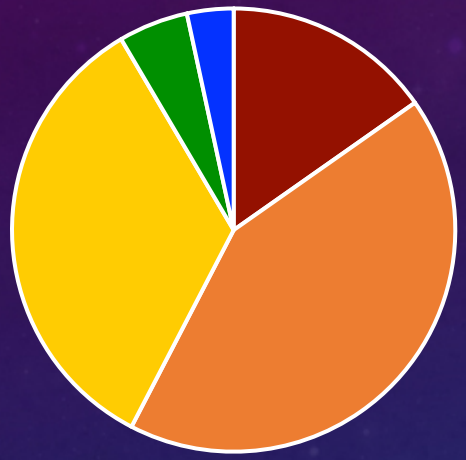
Interim
Periodically
“Are they on track?”

Formative
Frequent
“In the moment”
Educator and student feedback

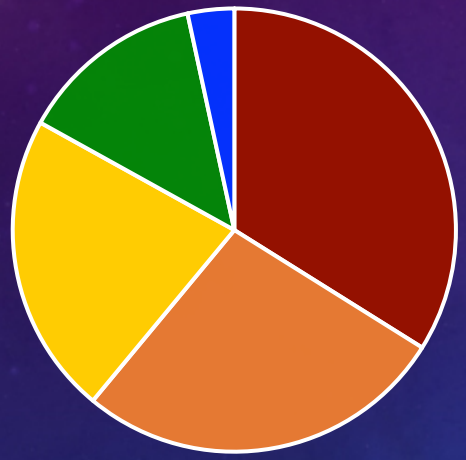


DISTRICT MAP RESULTS BY GRADE

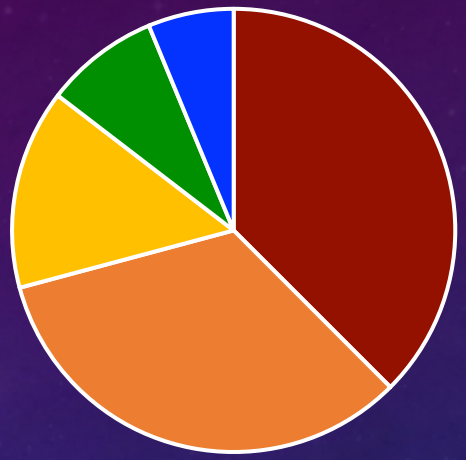
Kindergarten Reading



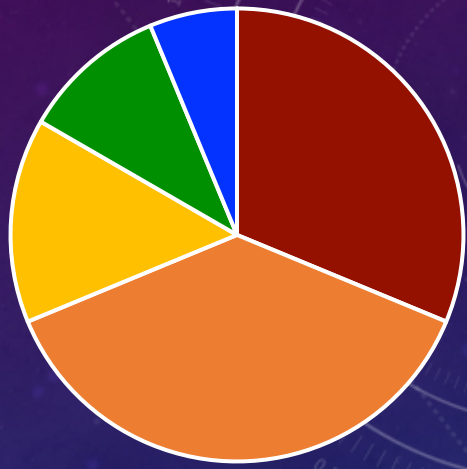
Kindergarten Math



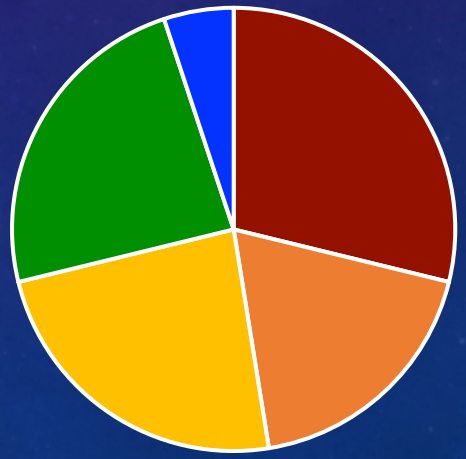
1st Grade Reading



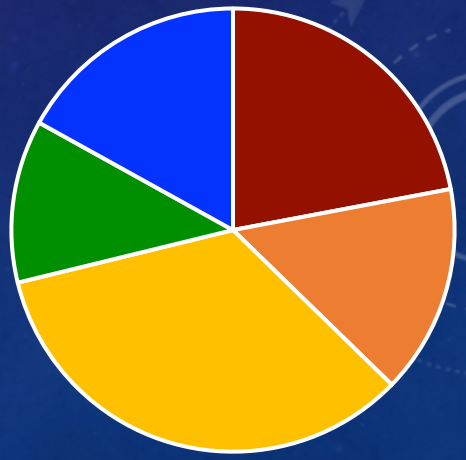
1st Grade Math



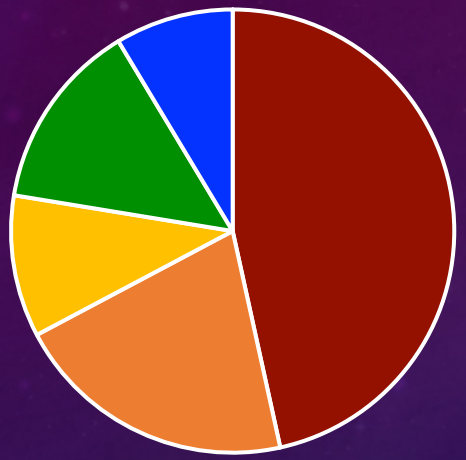
2nd Grade Reading



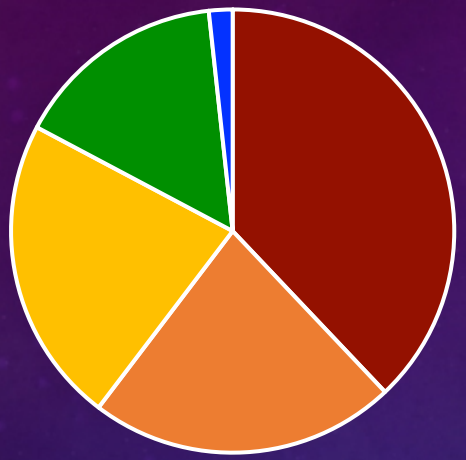
2nd Grade Math



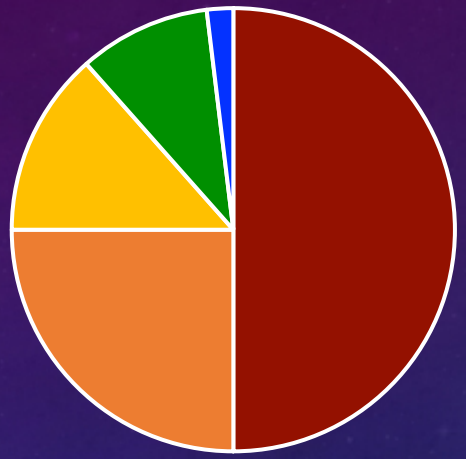
3rd Reading



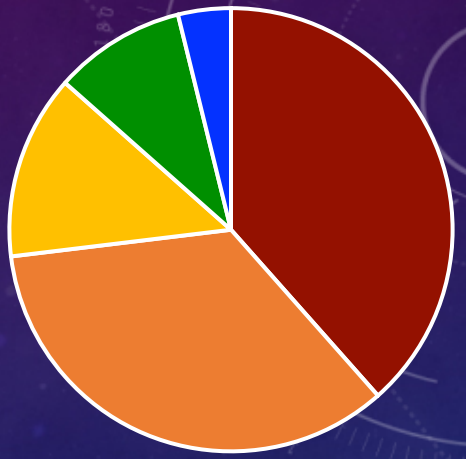
3rd Math



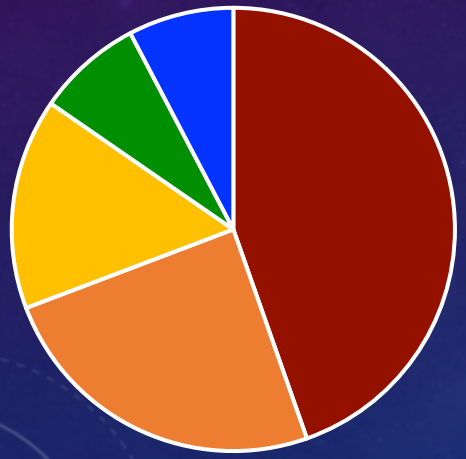
5th Reading



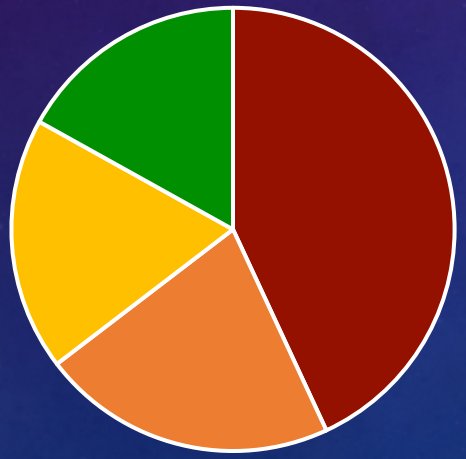
5th Math



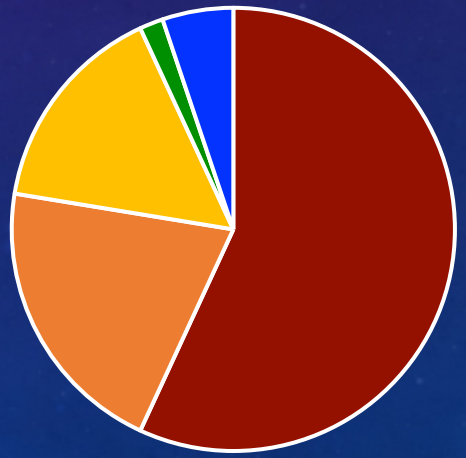
4th Reading



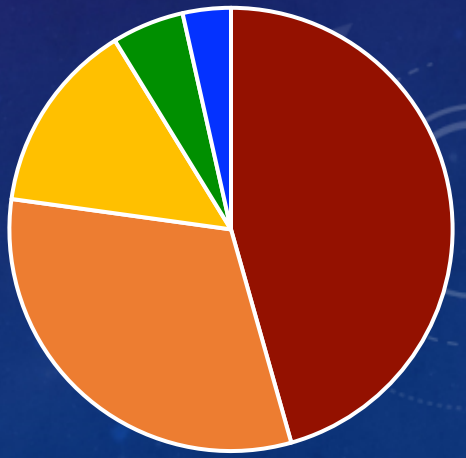
4th Math



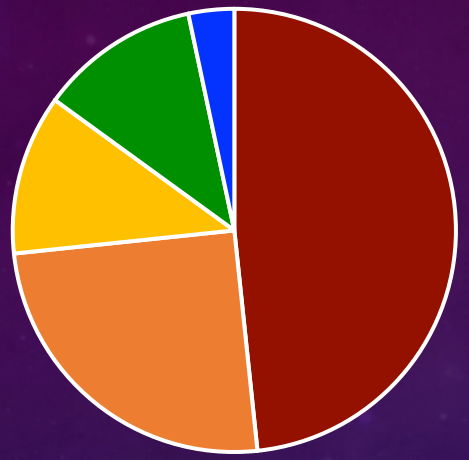
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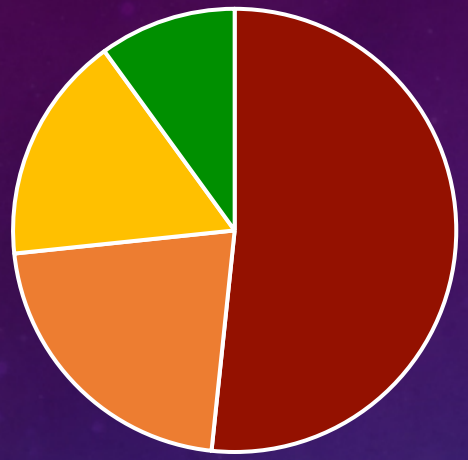
6th Math



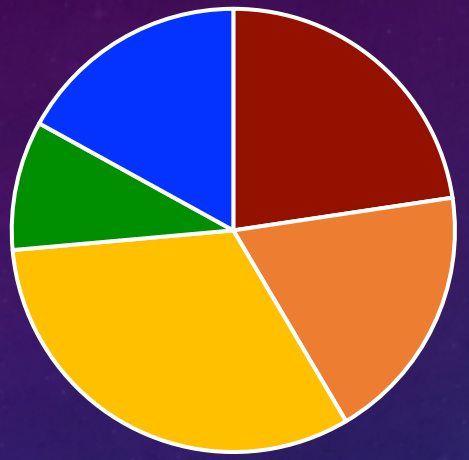
7th Reading



7th Math



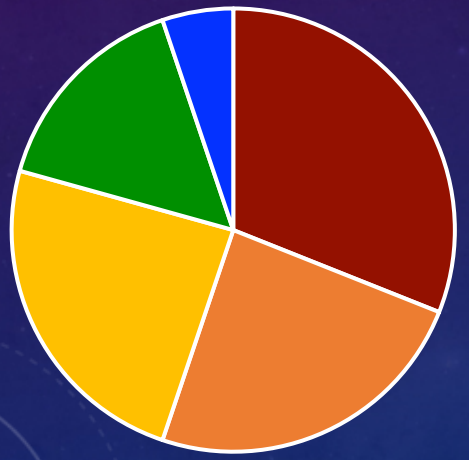
9th Reading



9th Math



8th Reading



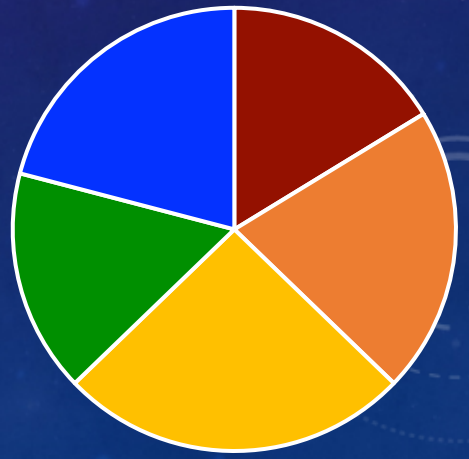
8th Math



10th Reading



10th Math

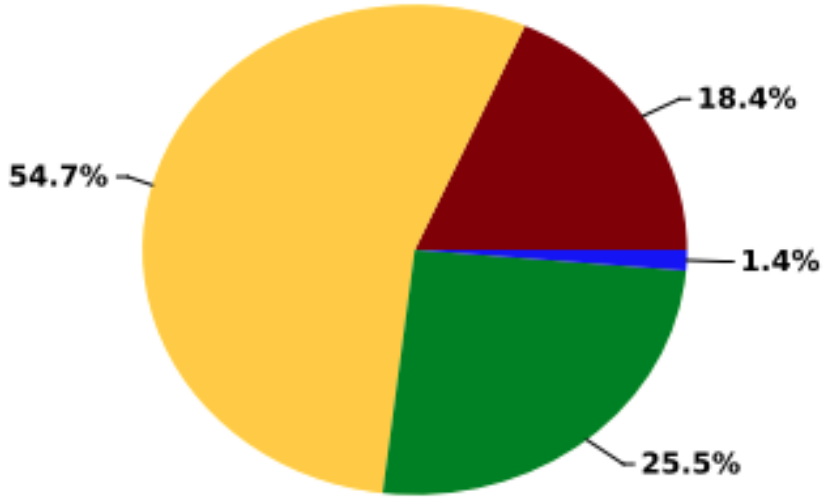


Projected Spring 2020 PEAKS Mathematics

Projected to: **Performance Evaluation for Alaska's Schools** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/alaska-linking-study/

Grade	Student Count	Far Below Proficient		Below Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
K	59	0	0.0%	36	61.0%	22	37.3%	1	1.7%
1	48	5	10.4%	28	58.3%	14	29.2%	1	2.1%
2	59	4	6.8%	18	30.5%	33	55.9%	4	6.8%
3	58	7	12.1%	33	56.9%	18	31.0%	0	0.0%
4	65	15	23.1%	32	49.2%	18	27.7%	0	0.0%
5	52	8	15.4%	35	67.3%	9	17.3%	0	0.0%
6	57	19	33.3%	30	52.6%	8	14.0%	0	0.0%
7	60	23	38.3%	32	53.3%	5	8.3%	0	0.0%
8	59	14	23.7%	39	66.1%	5	8.5%	1	1.7%
Total	517	95	18.4%	283	54.7%	132	25.5%	7	1.4%

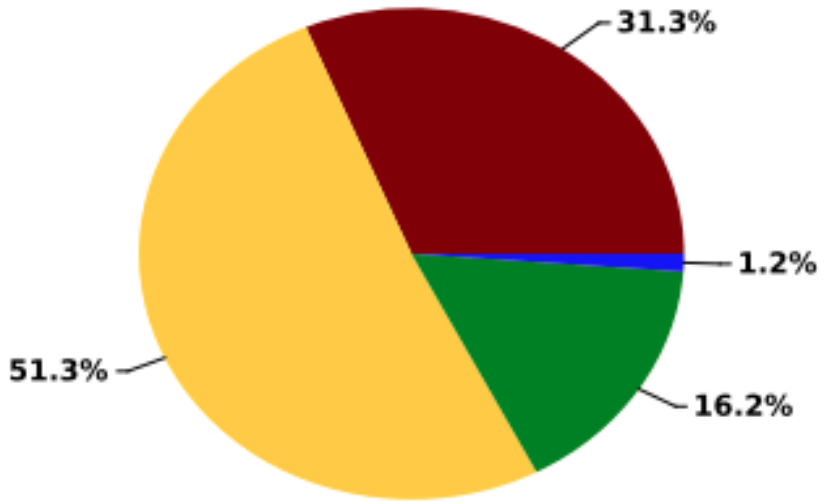


Projected Spring 2020 PEAKS ELA

Projected to: **Performance Evaluation for Alaska's Schools** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/alaska-linking-study/

Grade	Student Count	Far Below Proficient		Below Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
K	59	1	1.7%	54	91.5%	3	5.1%	1	1.7%
1	48	17	35.4%	24	50.0%	6	12.5%	1	2.1%
2	59	10	16.9%	34	57.6%	15	25.4%	0	0.0%
3	58	20	34.5%	25	43.1%	13	22.4%	0	0.0%
4	65	20	30.8%	31	47.7%	12	18.5%	2	3.1%
5	52	16	30.8%	26	50.0%	10	19.2%	0	0.0%
6	58	26	44.8%	22	37.9%	10	17.2%	0	0.0%
7	60	29	48.3%	21	35.0%	9	15.0%	1	1.7%
8	58	23	39.7%	28	48.3%	6	10.3%	1	1.7%
Total	517	162	31.3%	265	51.3%	84	16.2%	6	1.2%



2019-2020 SCHOOL ACCOUNTABILITY SYSTEM RESULTS & SUBGROUP ANALYSIS

JAMIE BURGESS, SUPERINTENDENT

ACCOUNTABILITY REPORT

- EACH SCHOOL HAS SPECIFIC CATEGORIES OF DATA ANALYZED DEPENDING ON THE GRADE LEVELS PRESENT IN THE SCHOOL
- IF THERE ARE LESS THAN 10 STUDENTS IN ANY PARTICULAR CATEGORY OF DATA, THAT DATA SET IS EXCLUDED FROM THE ALGORITHM USED TO CALCULATE A FINAL "SCORE" (TERMED A PERFORMANCE INDEX) FOR EACH SCHOOL – ALL OTHER DATA SETS PROPORTIONATELY HAVE A HIGHER WEIGHTED VALUE
- IF THE TOTAL PERCENTAGE IN ANY CATEGORY IS 20% OR LESS, A ZERO % VALUE TOWARDS THE PERFORMANCE INDEX IS ENTERED
- IF THE TOTAL PERCENTAGE IN ANY CATEGORY IS 80% OR HIGHER, A 100% VALUE TOWARDS THE PERFORMANCE INDEX IS ENTERED

ACCOUNTABILITY REPORT

- ALL TITLE I SCHOOLS IN THE STATE ARE RANKED BY SCORE, AND THE LOWEST 5% IDENTIFIED – THE TOP SCORE OF THESE 5% IS CONSIDERED A "CUT SCORE" (TERMED THE TSI PERFORMANCE THRESHOLD) – ANY SCHOOL BELOW THIS CUT SCORE IS LABELED "COMPREHENSIVE IMPROVEMENT"
- COMPREHENSIVE SUPPORT SCHOOLS MUST KEEP THIS LABEL FOR A MINIMUM OF THREE YEARS
- SCHOOL IMPROVEMENT GRANTS ARE MADE AVAILABLE FOR THESE SCHOOLS EACH YEAR
- IF A COMPREHENSIVE SUPPORT SCHOOL SCORES ABOVE THE TSI PERFORMANCE THRESHOLD FOR THREE YEARS AFTER ITS INITIAL DESIGNATION, IT WILL "EXIT" COMPREHENSIVE SCHOOL IMPROVEMENT

SUBGROUP ANALYSIS

- USED IN PREVIOUS YEAR'S ACCOUNTABILITY ALGORITHM, BUT THIS YEAR SUBGROUP DATA WAS PROVIDED TO DISTRICTS
- EACH SUBGROUP'S DATA IS RUN THROUGH THE SAME ALGORITHM USED TO DETERMINE THE OVERALL PERFORMANCE INDEX FOR A SCHOOL
- ANY SUBGROUP WHO SCORES LOWER THAN THE CURRENT YEAR'S TSI PERFORMANCE THRESHOLD IS CONSIDERED "TARGETED FOR IMPROVEMENT"
- THESE SUBGROUPS ARE SHOWN ON THE ACCOUNTABILITY REPORT
- SCHOOLS WHO WOULD OTHERWISE NOT BE LABELED FOR COMPREHENSIVE SUPPORT BUT HAVE ONE OR MORE SUBGROUPS "TARGETED FOR IMPROVEMENT" ARE LABELED AS SUCH

SUBGROUP ANALYSIS

- TARGETED SUPPORT SCHOOLS MUST KEEP THIS LABEL FOR A MINIMUM OF THREE YEARS
- SCHOOL IMPROVEMENT GRANTS ARE MADE AVAILABLE FOR THESE SCHOOLS EACH YEAR
- IF THE TARGETED SUPPORT SUBGROUP SCORES ABOVE THE TSI PERFORMANCE THRESHOLD FOR THREE YEARS AFTER ITS INITIAL DESIGNATION, IT WILL “EXIT” SCHOOL IMPROVEMENT

SUBGROUP ANALYSIS

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, that school receives a designation of Comprehensive Support (Graduation Rate).
- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Universal Support** - All other schools are considered Universal Support schools.

Which student groups are measured?

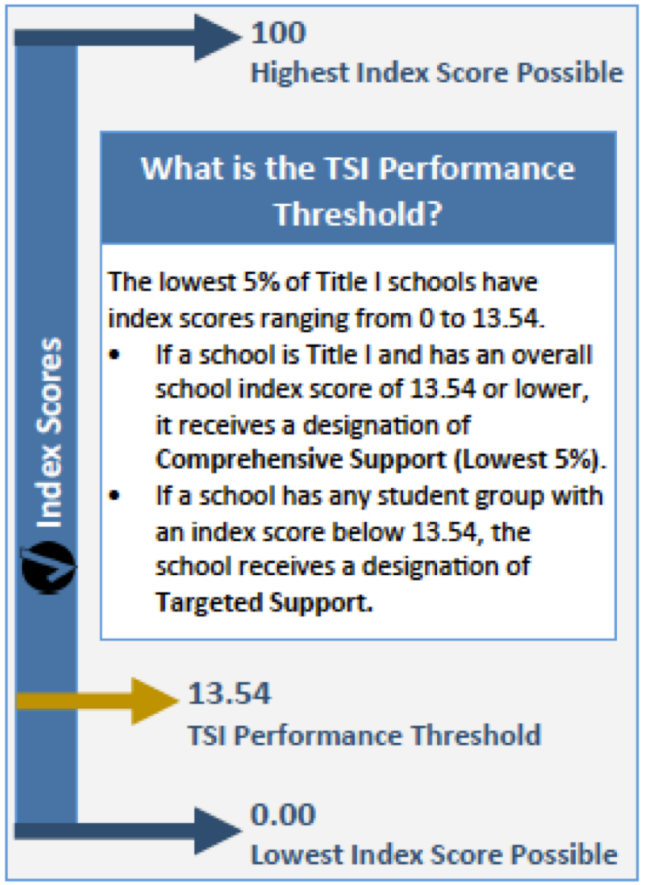
- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?



NOME ELEMENTARY SCHOOL

- ACADEMIC ACHIEVEMENT - % OF STUDENTS WHO WERE PROFICIENT ON SPRING PEAKS ASSESSMENTS IN ELA AND MATH GRADES 3-6
- ACADEMIC GROWTH - % OF STUDENTS WHO MET A STATE-SET ACADEMIC GROWTH TARGET FROM ONE YEAR TO THE NEXT ON THE PEAKS ELA AND MATH ASSESSMENTS GRADES 4-6
- CHRONIC ABSENTEEISM - % OF STUDENTS WHO DID NOT MISS MORE THAN 10 DAYS GRADES K-6
- GRADE 3 ELA ACHIEVEMENT - % OF STUDENTS IN GRADE 3 WHO WERE PROFICIENT ON SPRING PEAKS ASSESSMENT IN ELA
- EL LEARNERS - % OF ENGLISH LEARNERS WHO MET A STATE-SET GROWTH TARGET FROM ONE YEAR TO THE NEXT ON THE ACCESS ASSESSMENT GRADES K-6

System for School Success

2018-2019 School Report

An excellent education for every student every day.

Nome Elementary, Nome Public Schools

Grades Served: PK-6 | October 1, 2018 Enrollment: 371 | Title I School: Yes

School Designation: Comprehensive Support (Lowest 5%) - 2018

Overall School Index Value: 18.21

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

A Guide to Alaska's Public Schools

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education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	0%	0%
Grades 7-9	n/a	n/a

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	0%
Grades 7-12	n/a

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	29.91%	35.9%
Grades 7-9	n/a	n/a

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	50.53%	0%
Grades 7-12	n/a	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	English Learners

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

NOME-BELTZ JR/SR HIGH SCHOOL

- ACADEMIC ACHIEVEMENT - % OF STUDENTS WHO WERE PROFICIENT ON SPRING PEAKS ASSESSMENTS IN ELA AND MATH GRADES 7-9
- ACADEMIC GROWTH - % OF STUDENTS WHO MET A STATE-SET ACADEMIC GROWTH TARGET FROM ONE YEAR TO THE NEXT ON THE PEAKS ELA AND MATH ASSESSMENTS GRADES 7-9
- CHRONIC ABSENTEEISM - % OF STUDENTS WHO DID NOT MISS MORE THAN 10 DAYS GRADES 7-12
- GRADUATION RATES – BOTH FOUR YEAR AND FIVE YEAR GRADUATION RATES
- EL LEARNERS - % OF ENGLISH LEARNERS WHO MET A STATE-SET GROWTH TARGET FROM ONE YEAR TO THE NEXT ON THE ACCESS ASSESSMENT GRADES 7-12

System for School Success

2018-2019 School Report

An excellent education for every student every day.

Nome-Beltz Jr/Sr High, Nome Public Schools

Grades Served: 7-12 | October 1, 2018 Enrollment: 244 | Title I School: No

School Designation: Universal Support

Overall School Index Value: 41.92

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

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education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	n/a	n/a
Grades 7-9	24.76%	0%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	54.55%

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	n/a	n/a
Grades 7-9	36%	26.26%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	78.57%
Five-Year	78.95%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	n/a	n/a
Grades 7-12	57.92%	n/a

Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

* - in order to calculate, up to three years of data was aggregated (combined).
n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

ANVIL CITY SCIENCE ACADEMY

- ACADEMIC ACHIEVEMENT - % OF STUDENTS WHO WERE PROFICIENT ON SPRING PEAKS ASSESSMENTS IN ELA AND MATH GRADES 5/6 AND 7/8 CALCULATED SEPARATELY
- ACADEMIC GROWTH - % OF STUDENTS WHO MET A STATE-SET ACADEMIC GROWTH TARGET FROM ONE YEAR TO THE NEXT ON THE PEAKS ELA AND MATH ASSESSMENTS GRADES 5/6 AND 7/8 CALCULATED SEPARATELY
- CHRONIC ABSENTEEISM - % OF STUDENTS WHO DID NOT MISS MORE THAN 10 DAYS GRADES 5/6 AND 7/8 CALCULATED SEPARATELY

System for School Success

2018-2019 School Report

An excellent education for every student every day.

Anvil City Science Academy, Nome Public Schools

Grades Served: 5-8 | October 1, 2018 Enrollment: 60 | Title I School: No

School Designation: Universal Support

Overall School Index Value: 63.28

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

A Guide to Alaska's Public Schools

Alaska recently launched The Compass, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
Grades 3-6	33.33%	53.33%
Grades 7-9	63.33%	60%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
Grades K-6	n/a
Grades 7-12	n/a

Academic Growth

	English Language Arts Percentage of students who improved from one year to the next on the state summative assessment.	Mathematics Percentage of students who improved from one year to the next on the state summative assessment.
Grades 4-6	50%	70%
Grades 7-9	68.97%	68.97%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
Grades K-6	83.33%	n/a
Grades 7-12	90%	n/a

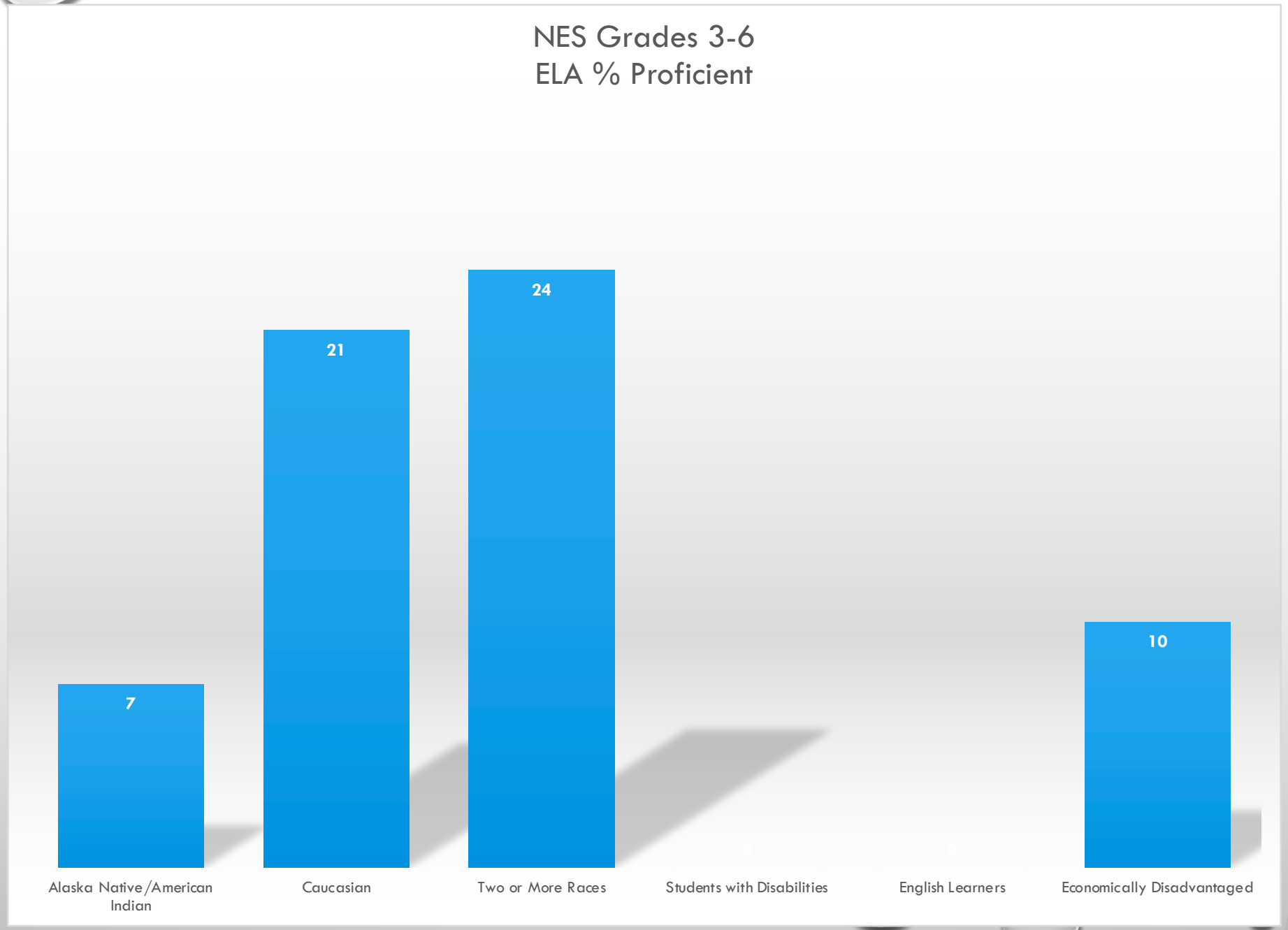
Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
Student Groups	

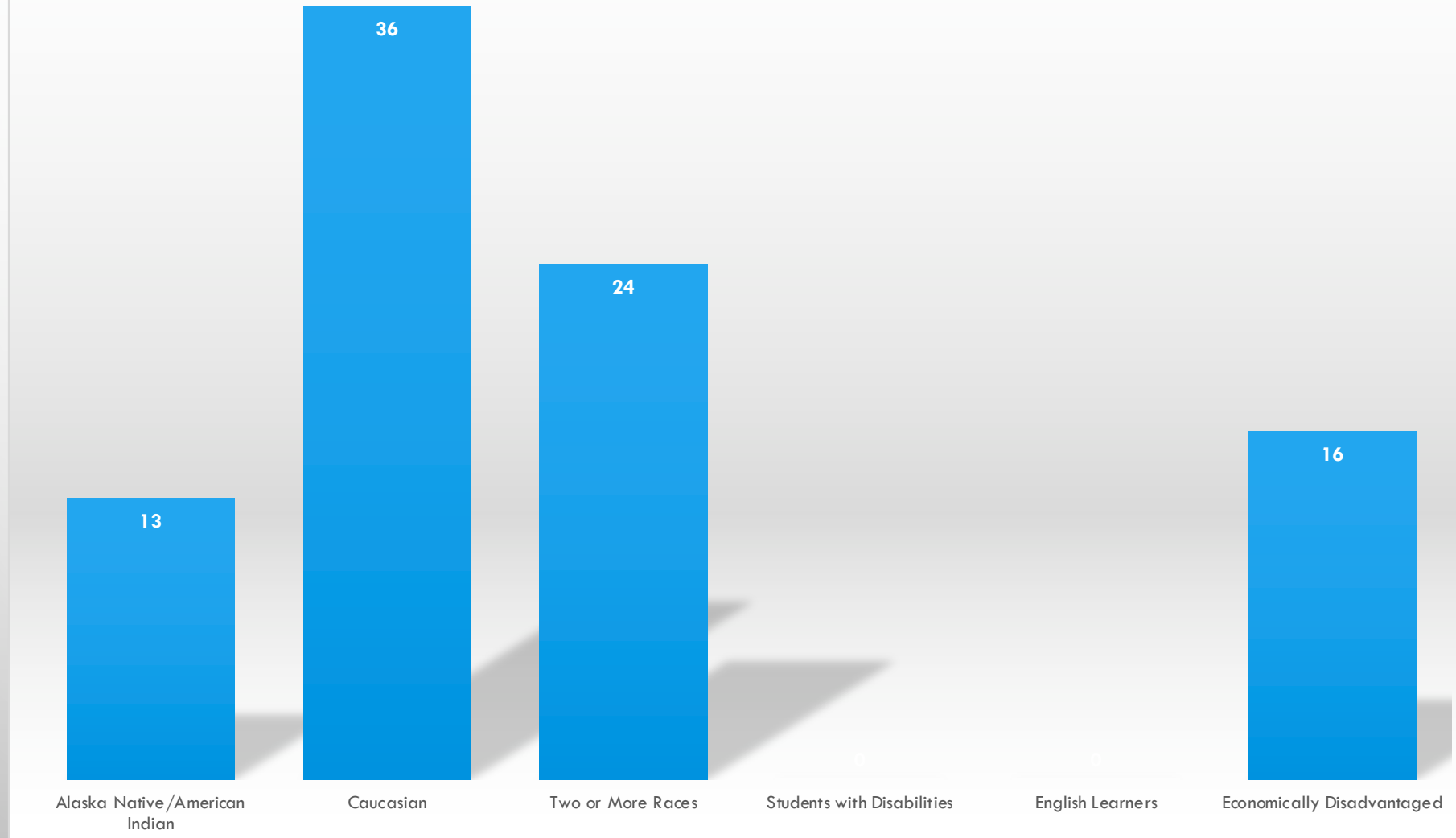
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SUBGROUP RESULTS

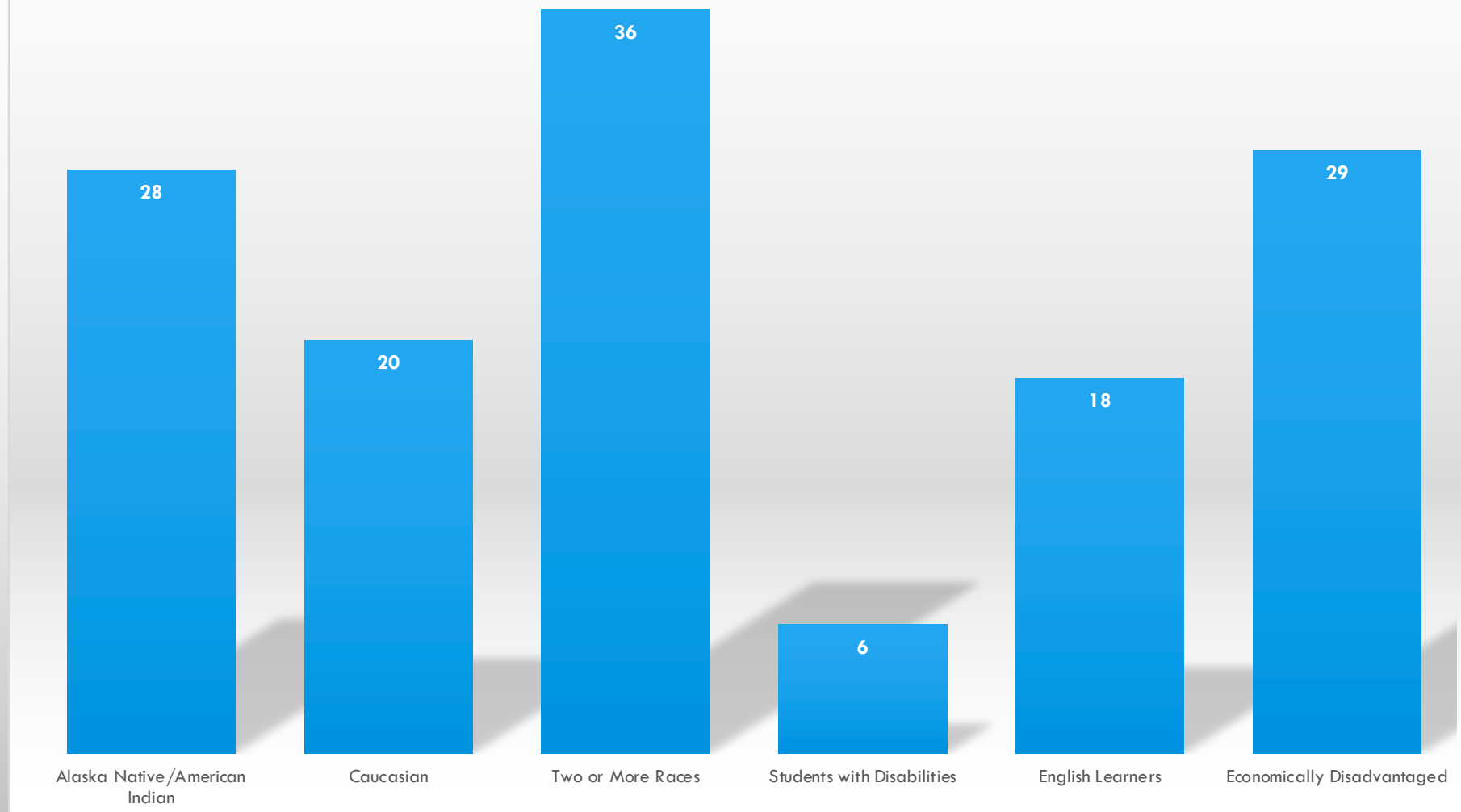
NES Grades 3-6
ELA % Proficient



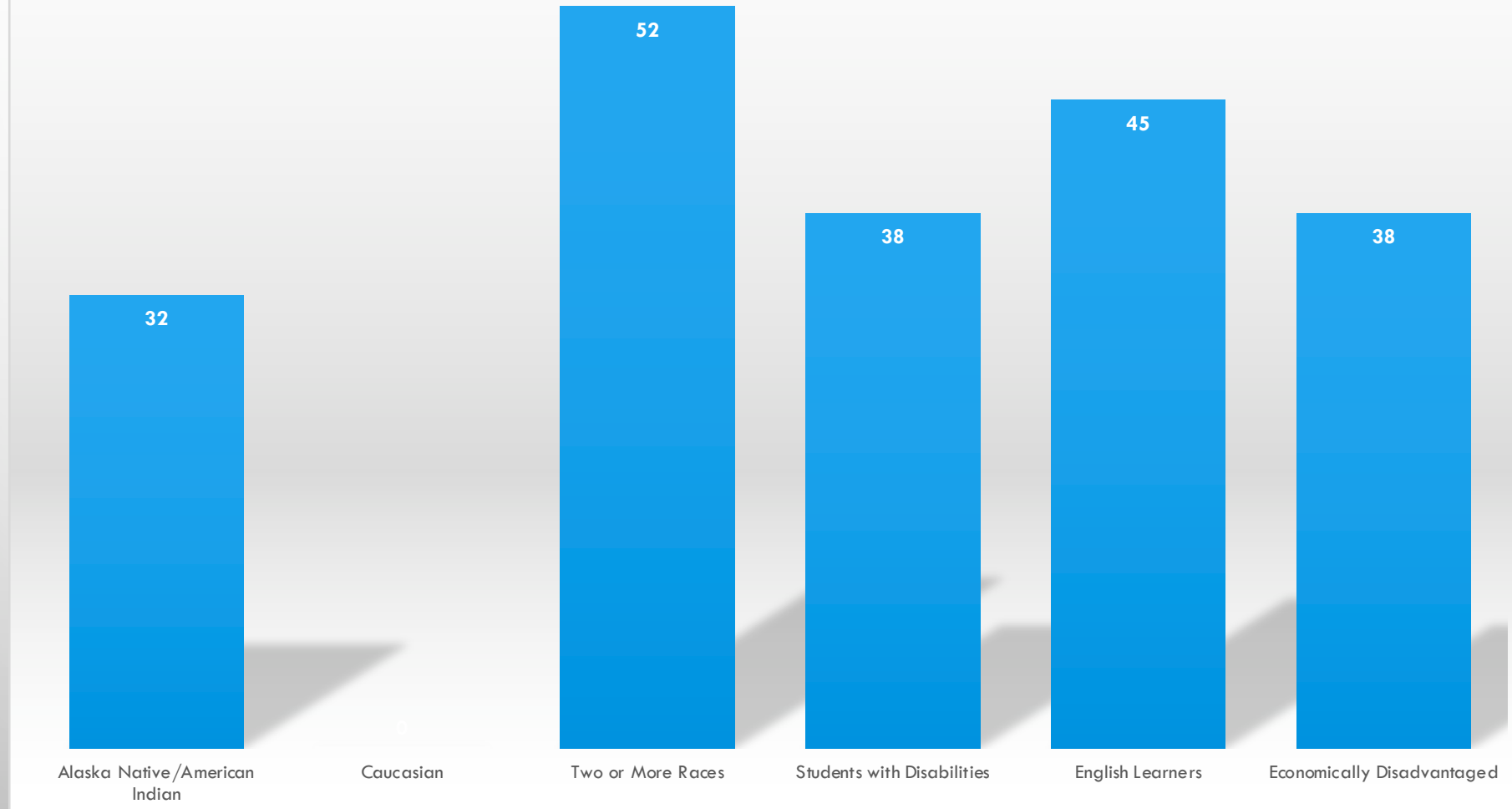
NES Grades 3-6
Math % Proficient



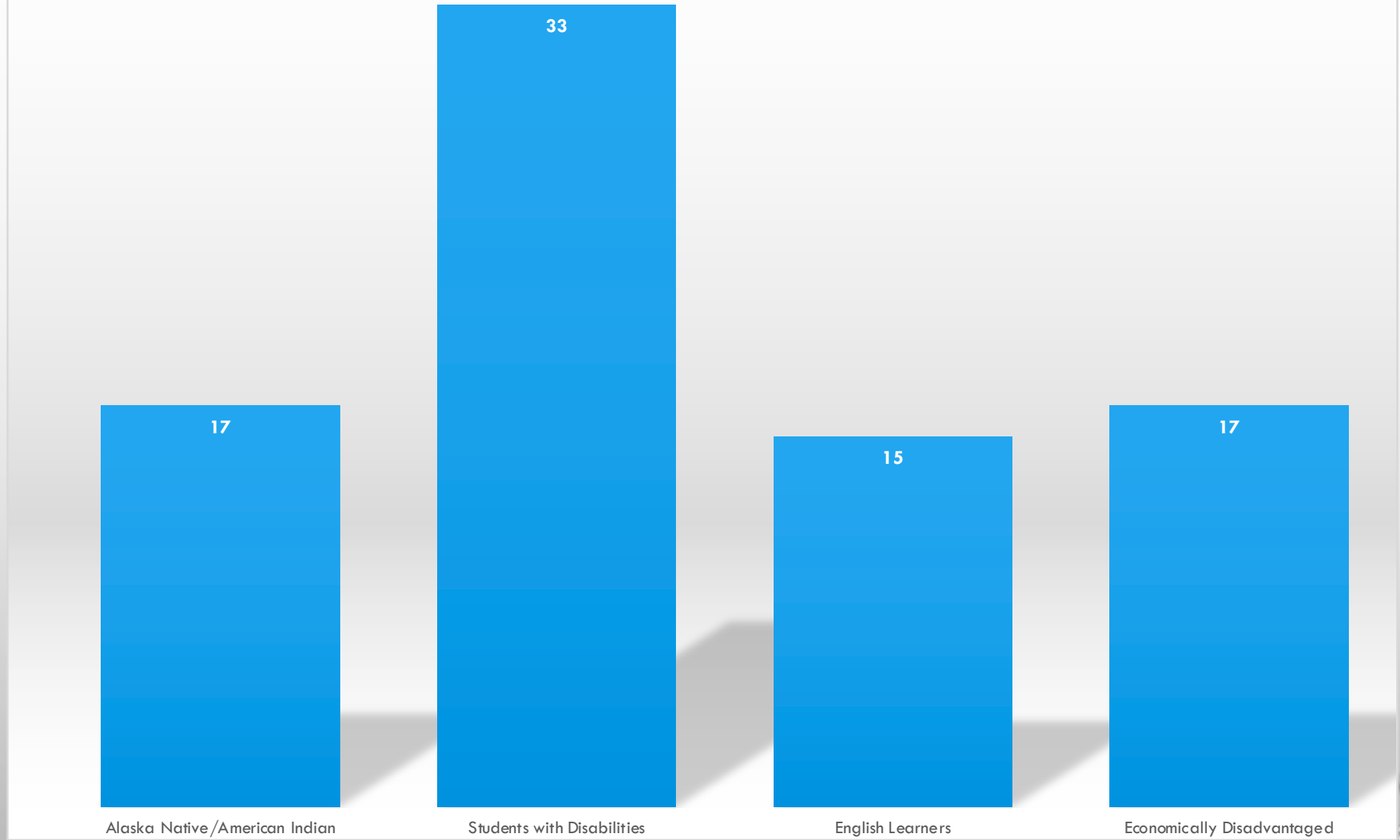
NES Grades 3-6
Making ELA
Academic Growth Target



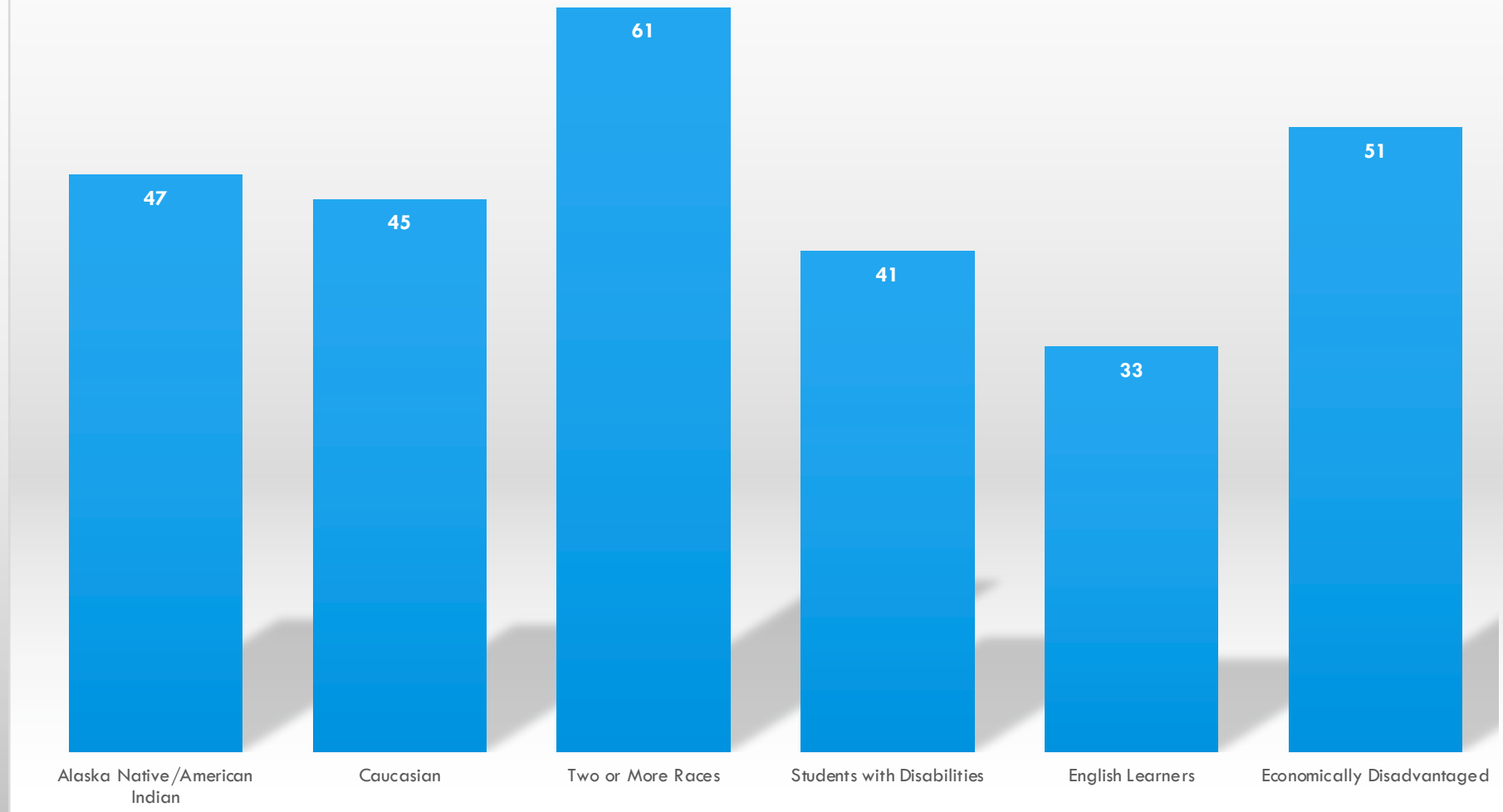
NES Grades 3-6
Making Math
Academic Growth Target



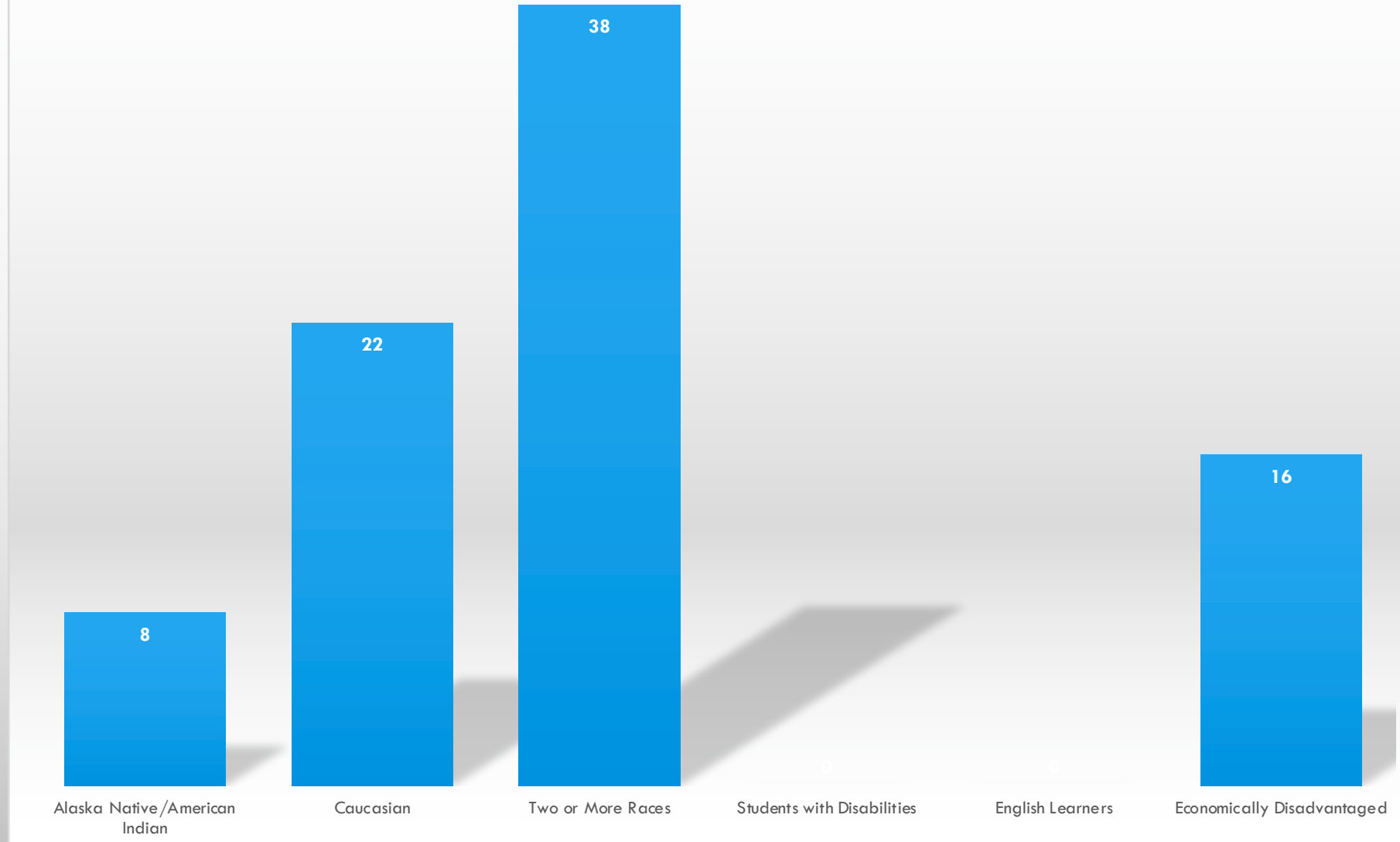
NES Grades K-6 English Learners
% Meeting EL Growth Target



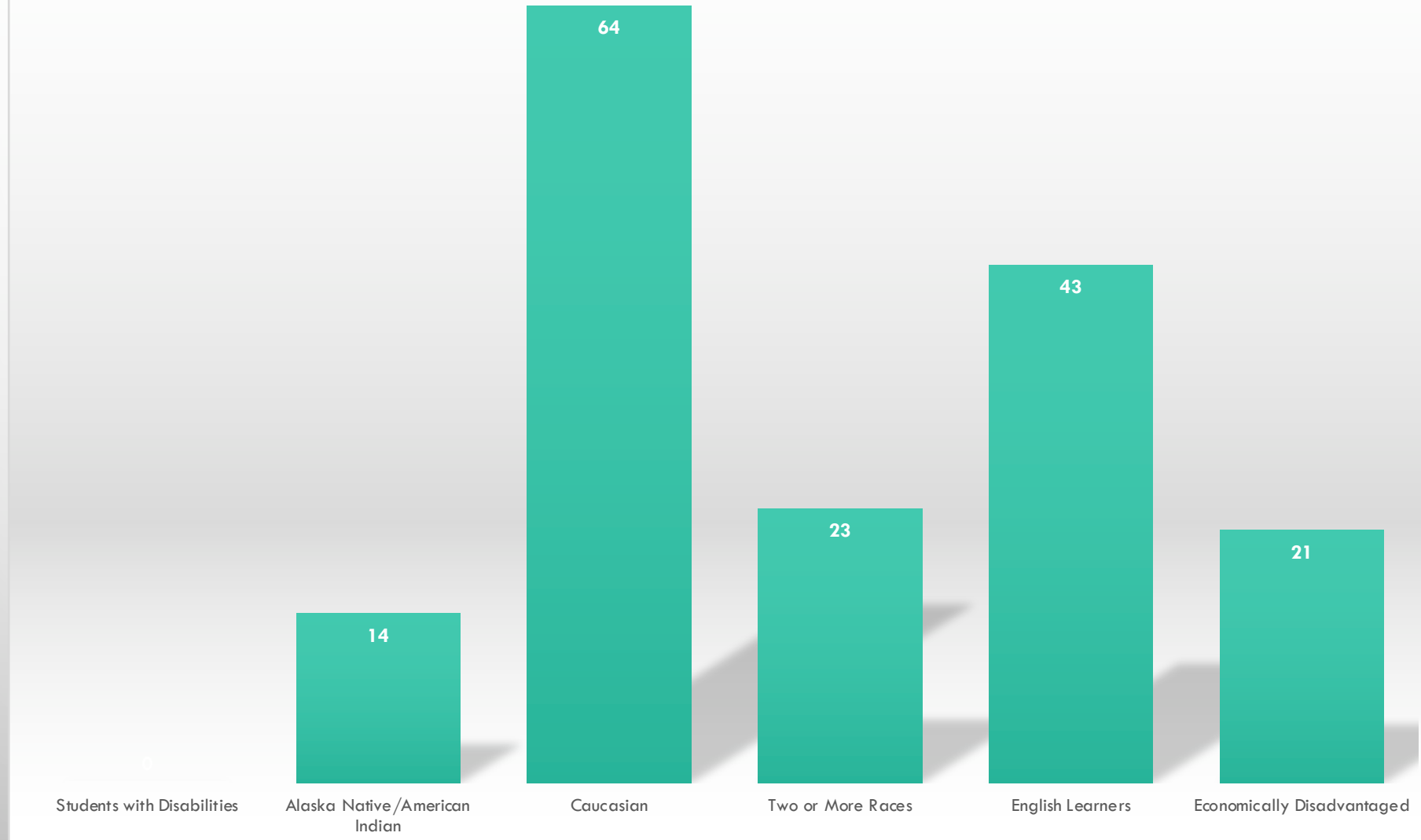
NES Grades 3-6
% NOT
Chronically Absent



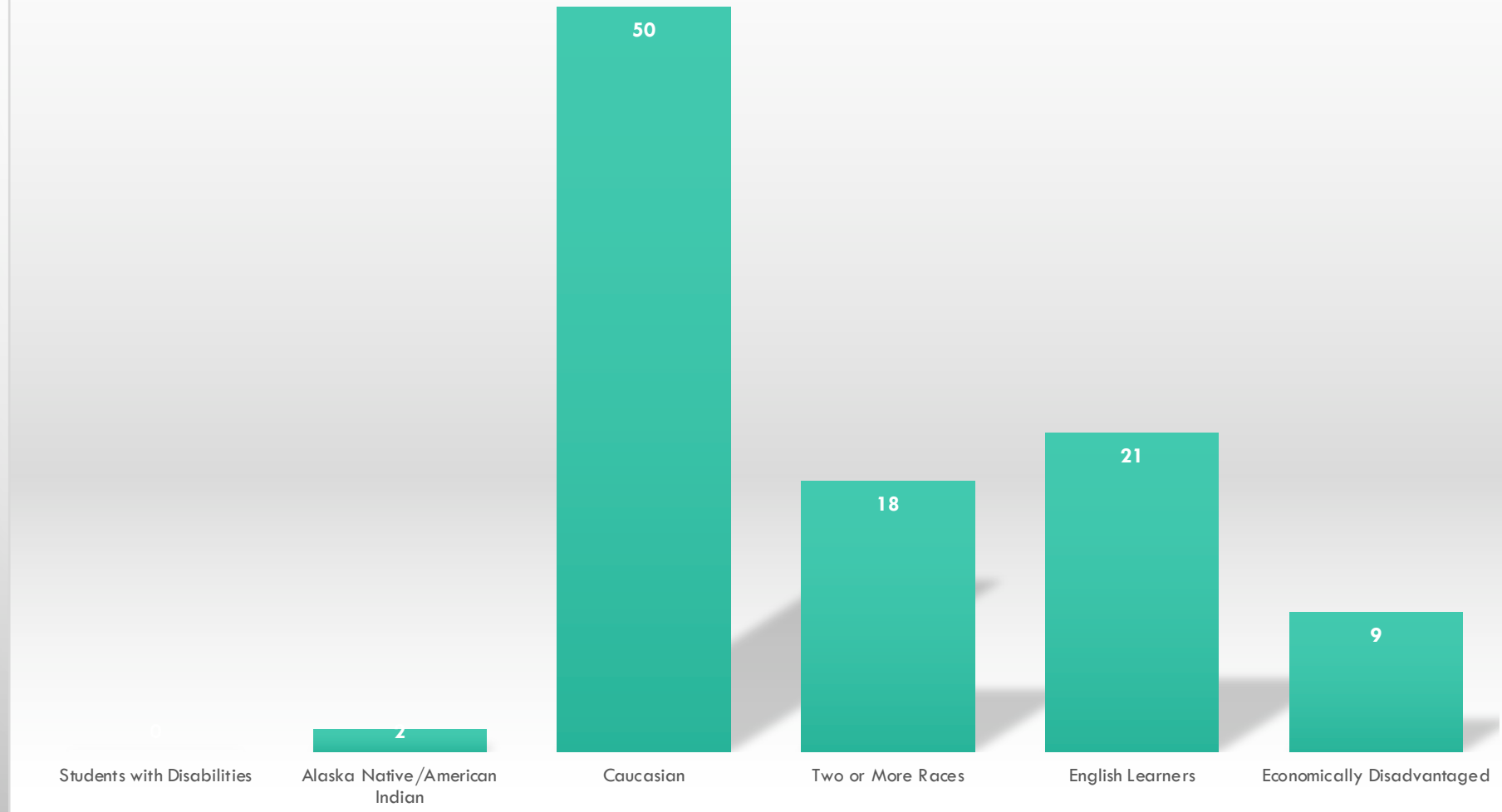
NES Grade 3 ELA
% Proficient



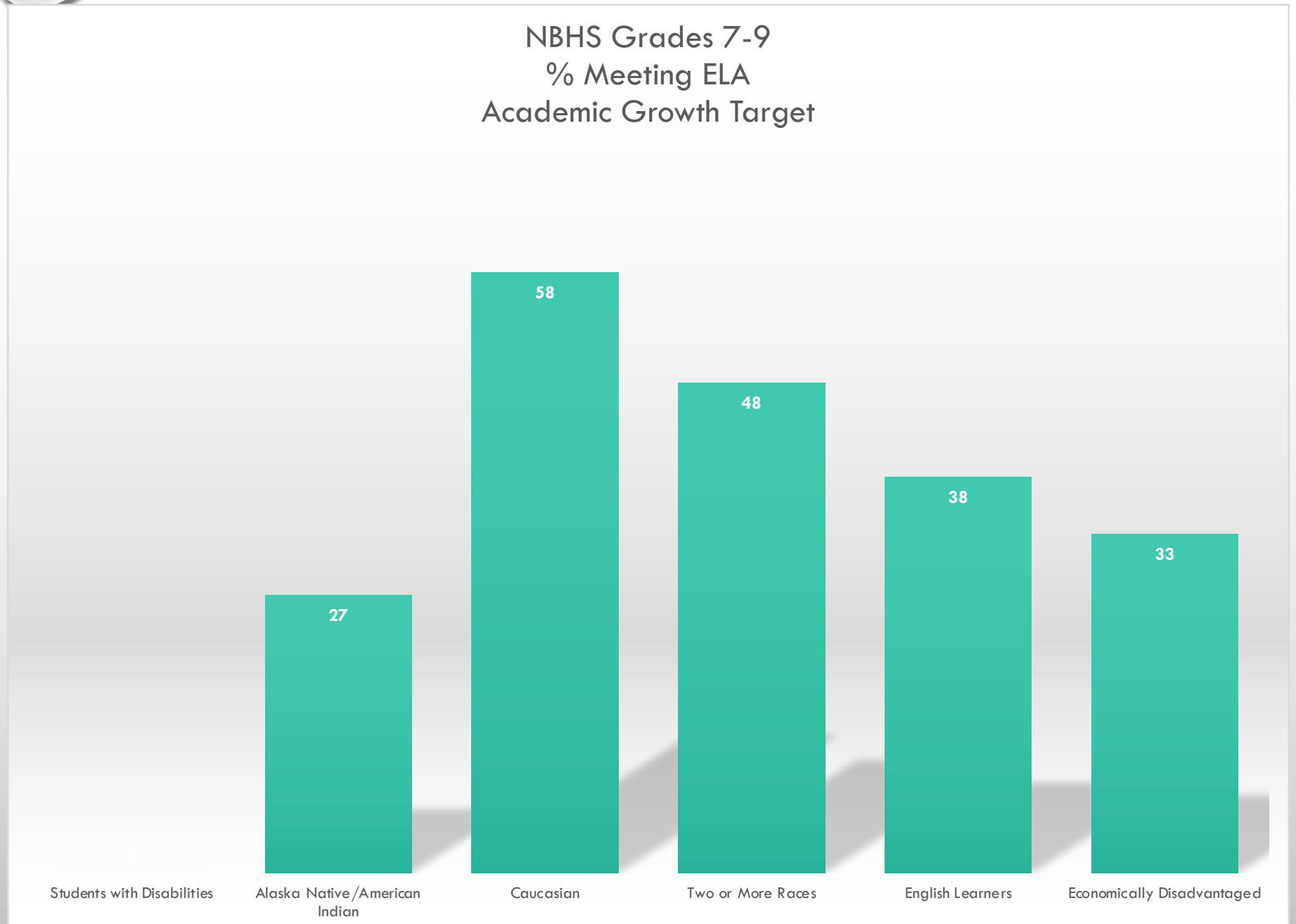
NBHS Grades 7-9
ELA % Proficient



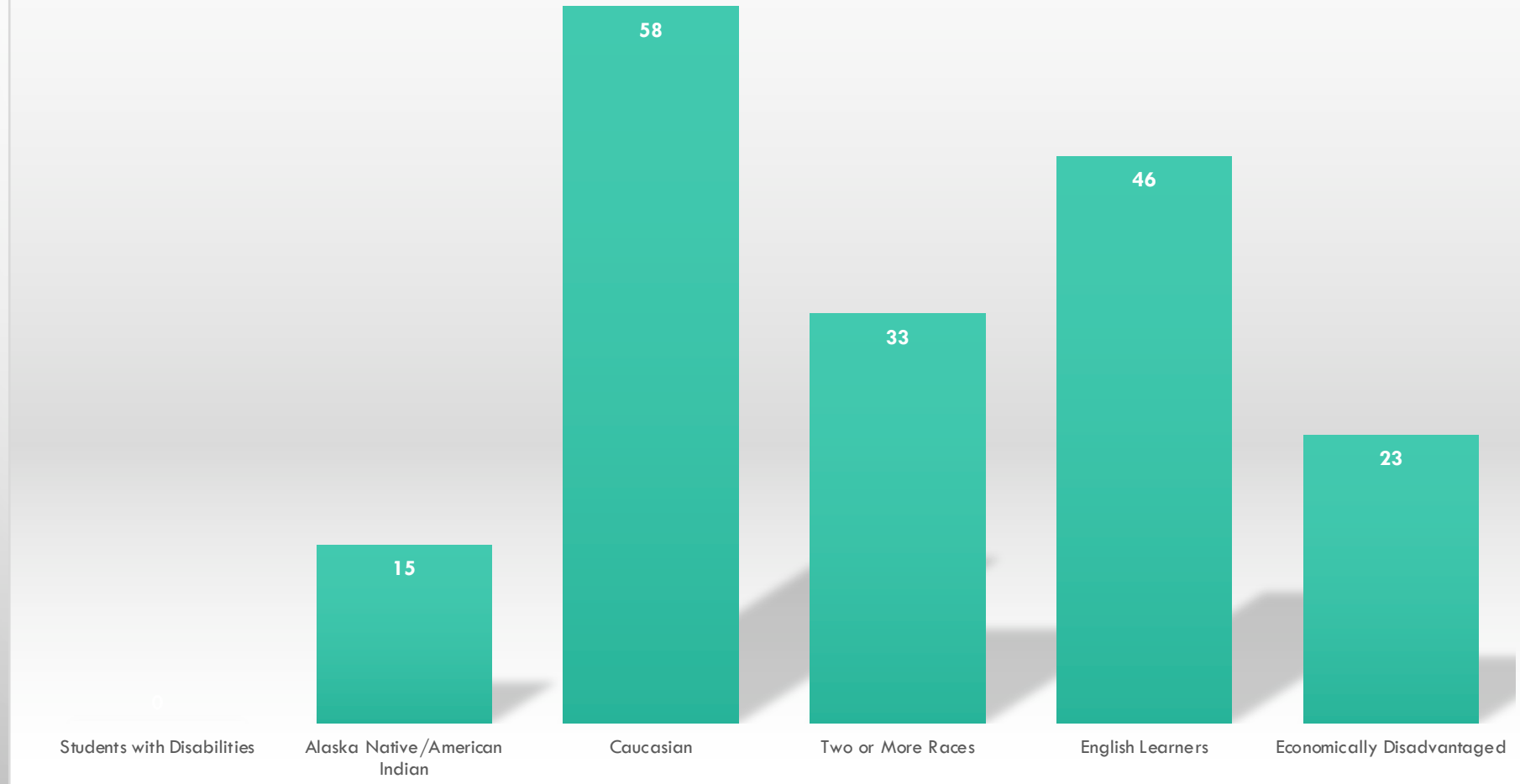
NBHS Grades 7-9
Math % Proficient



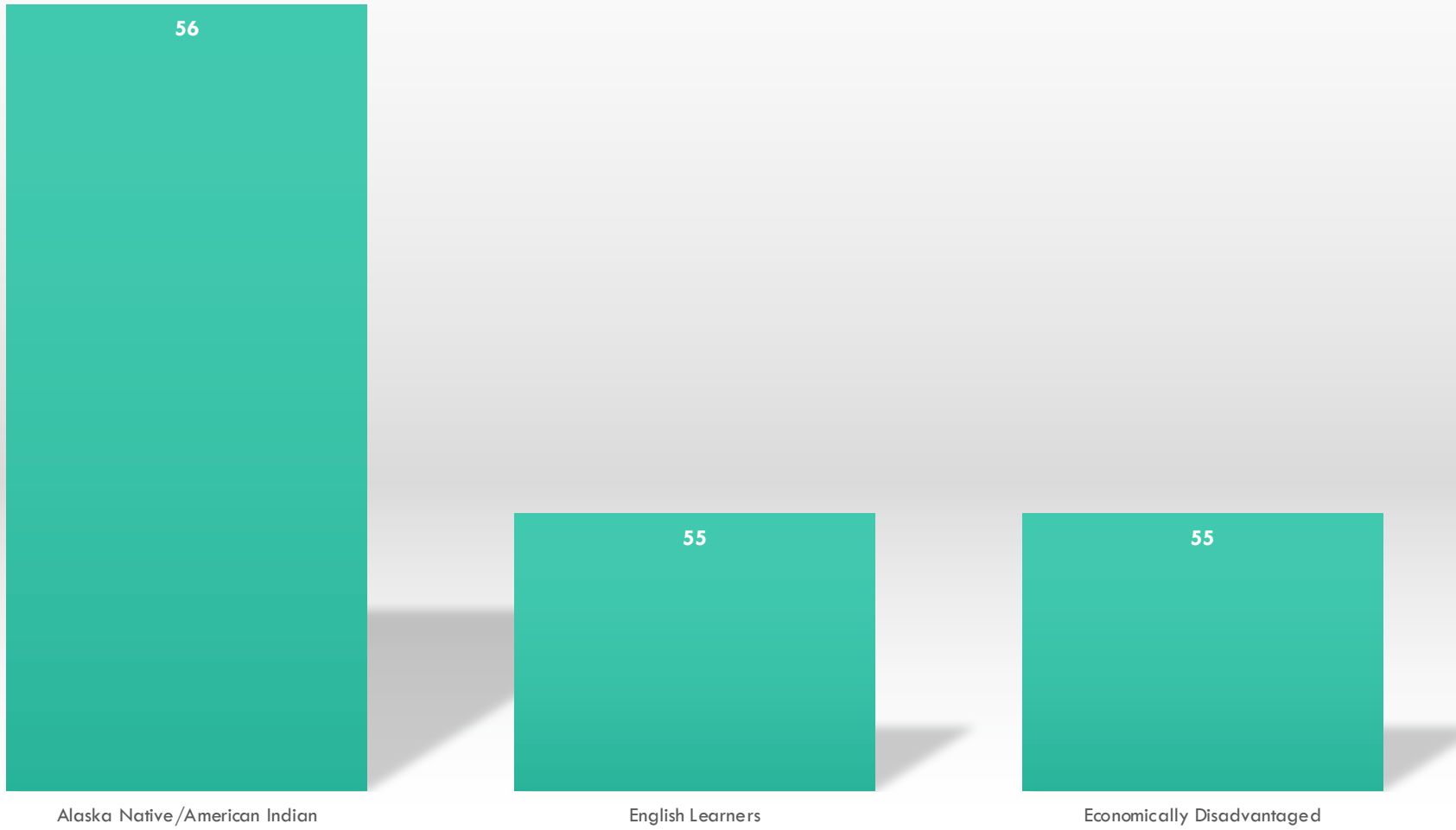
NBHS Grades 7-9
% Meeting ELA
Academic Growth Target



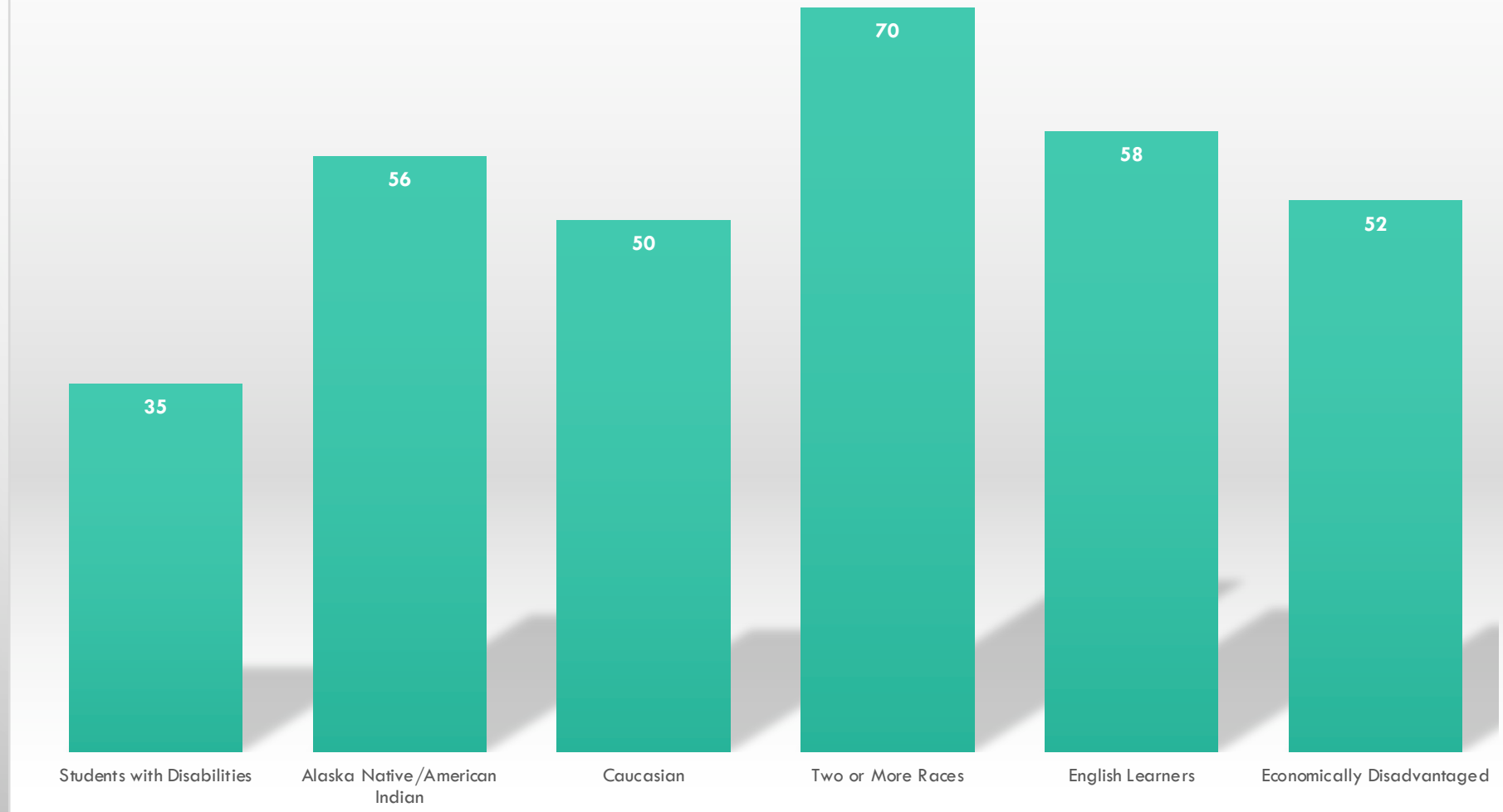
NBHS Grades 7-9
% Meeting Math
Academic Growth Target



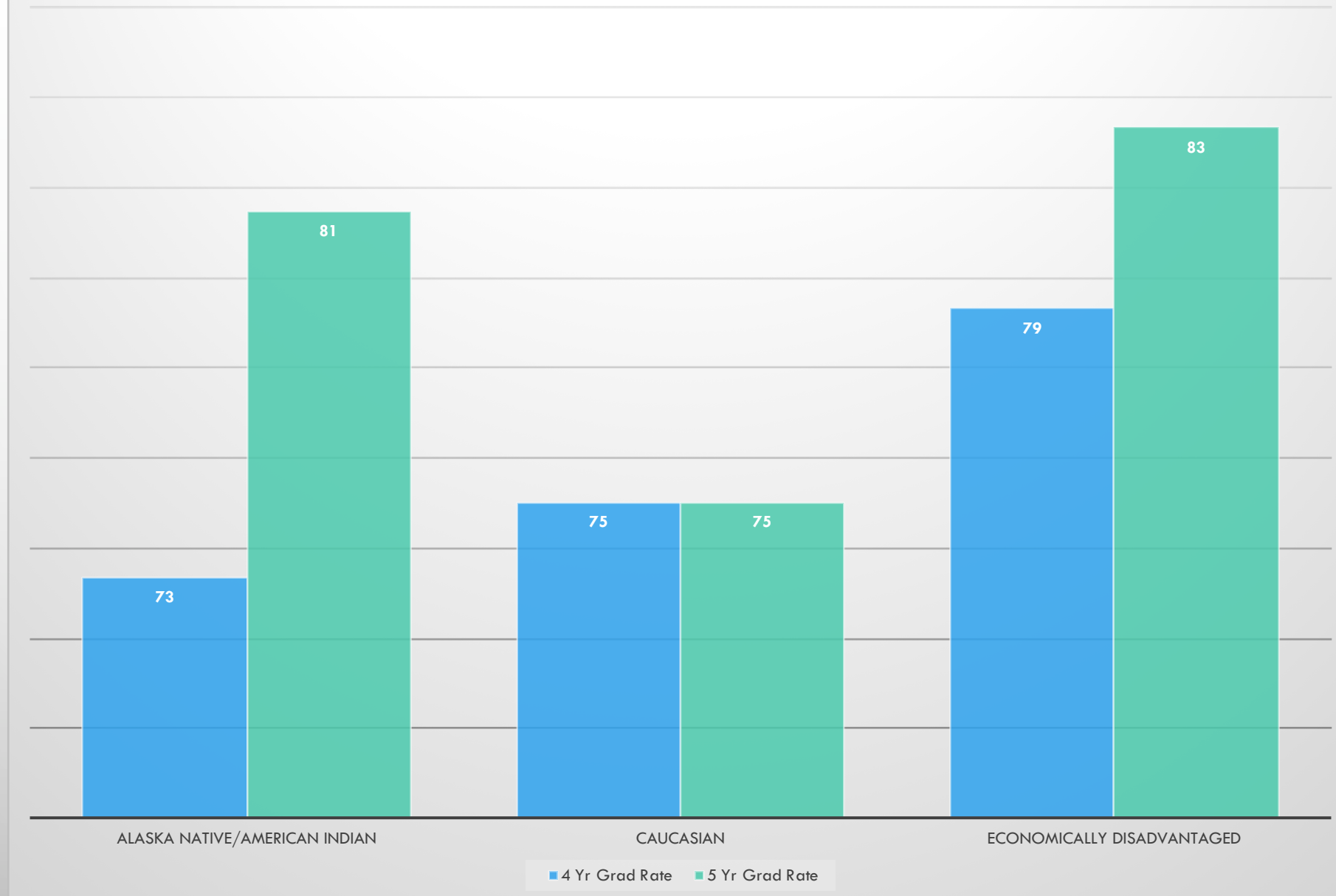
NBHS Grades 7-12
English Learners
% Meeting EL Growth Target



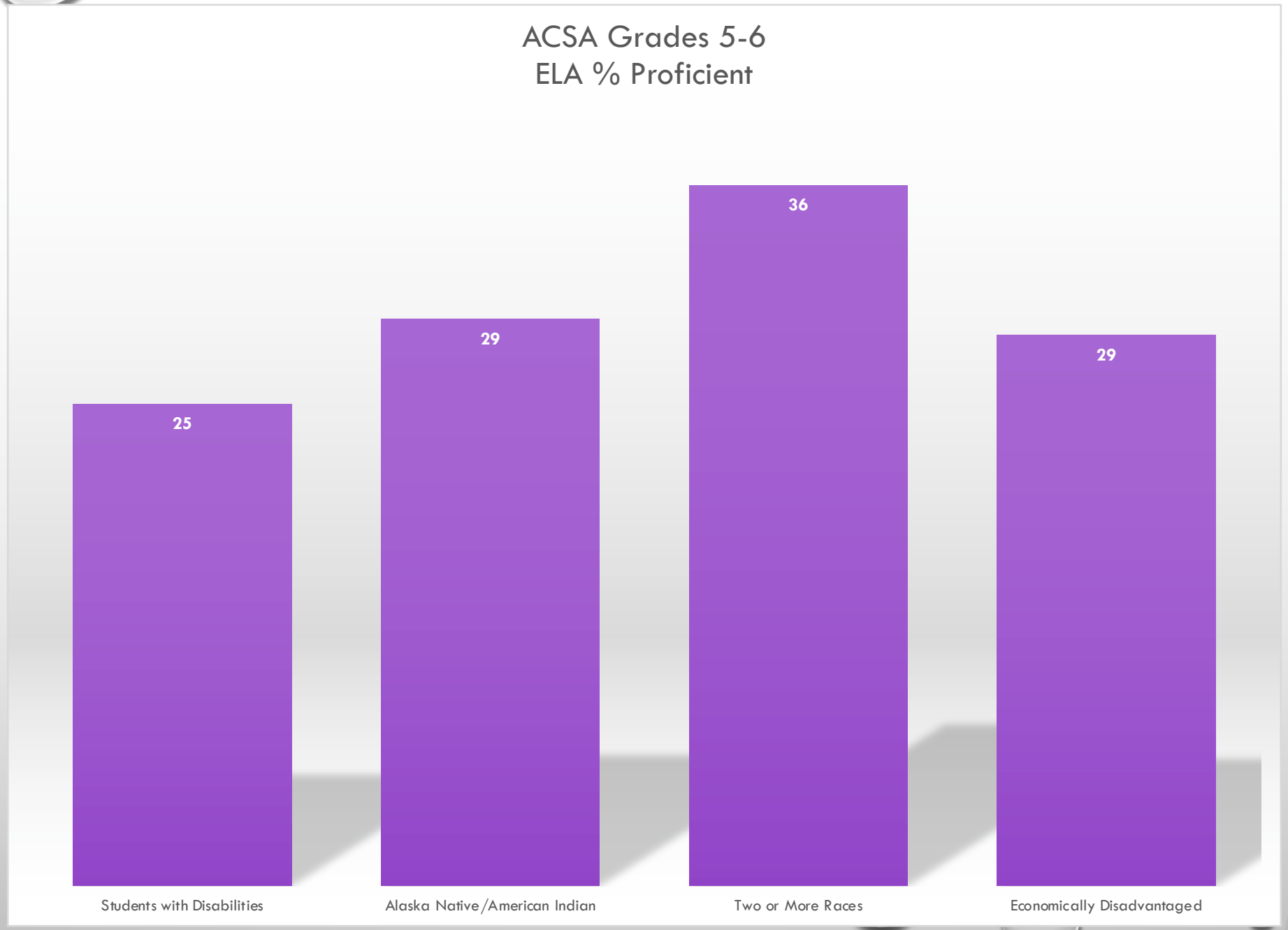
NBHS Grades 7-12
% NOT
Chronically Absent



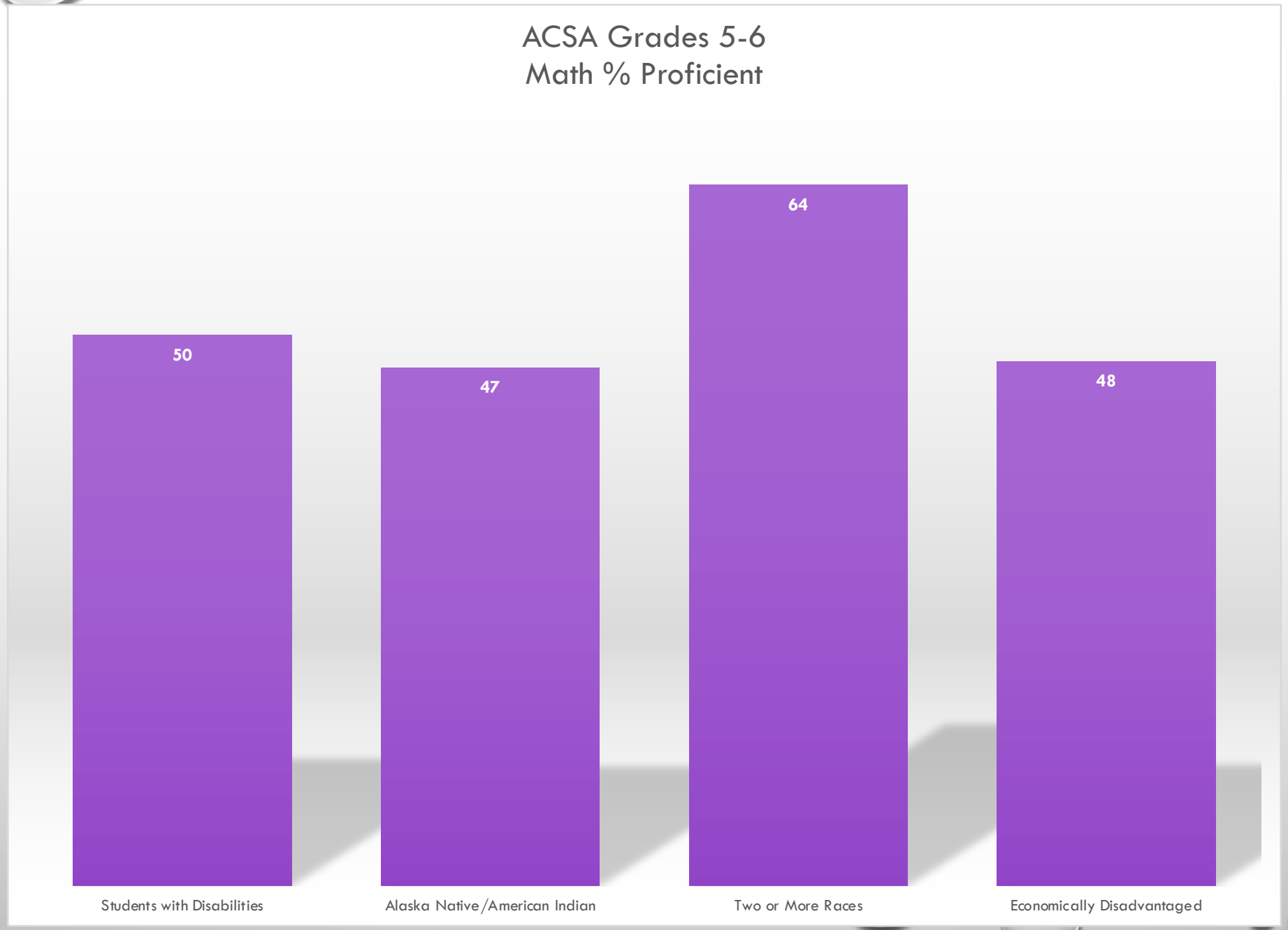
NBHS Graduation Rates



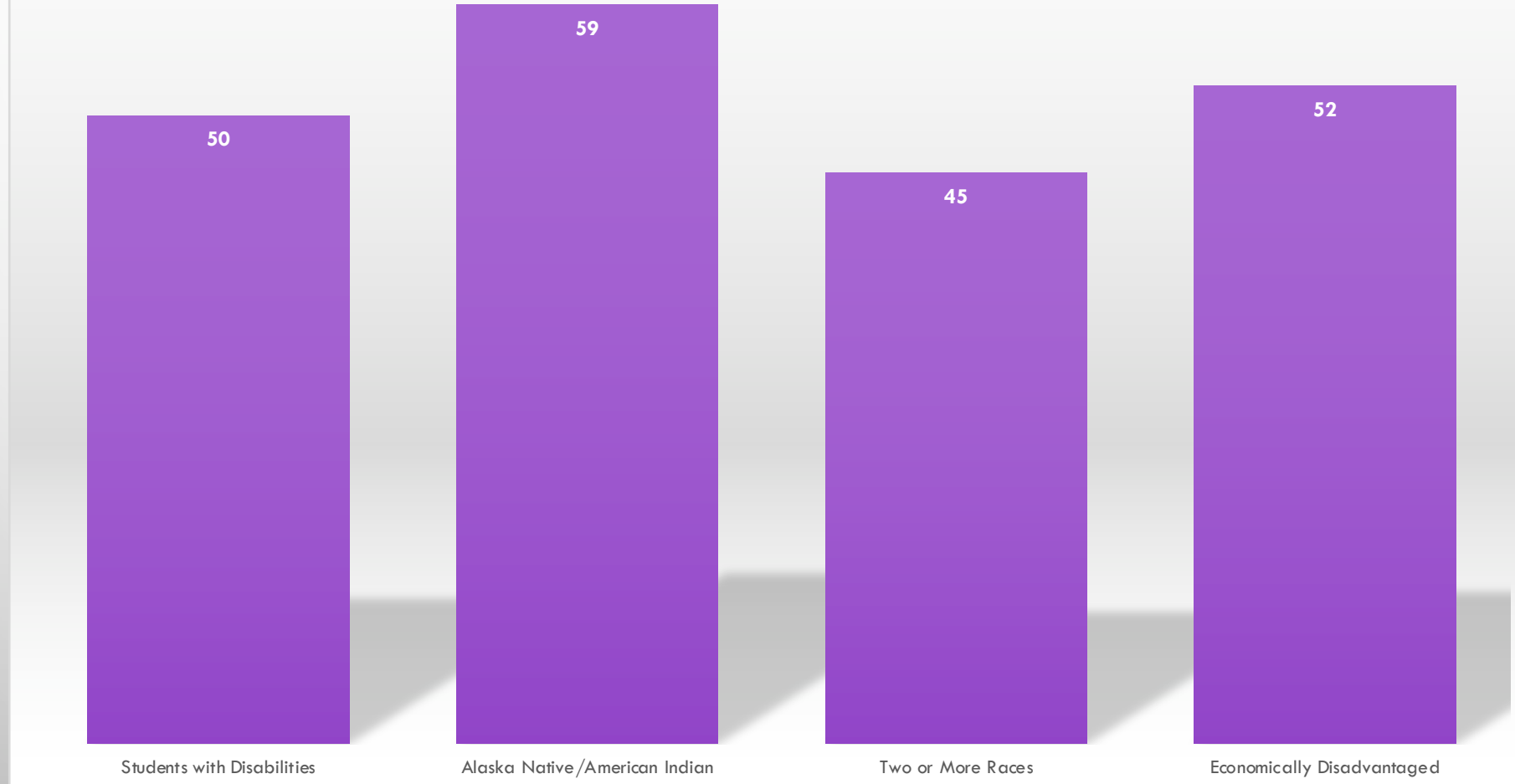
ACSA Grades 5-6
ELA % Proficient



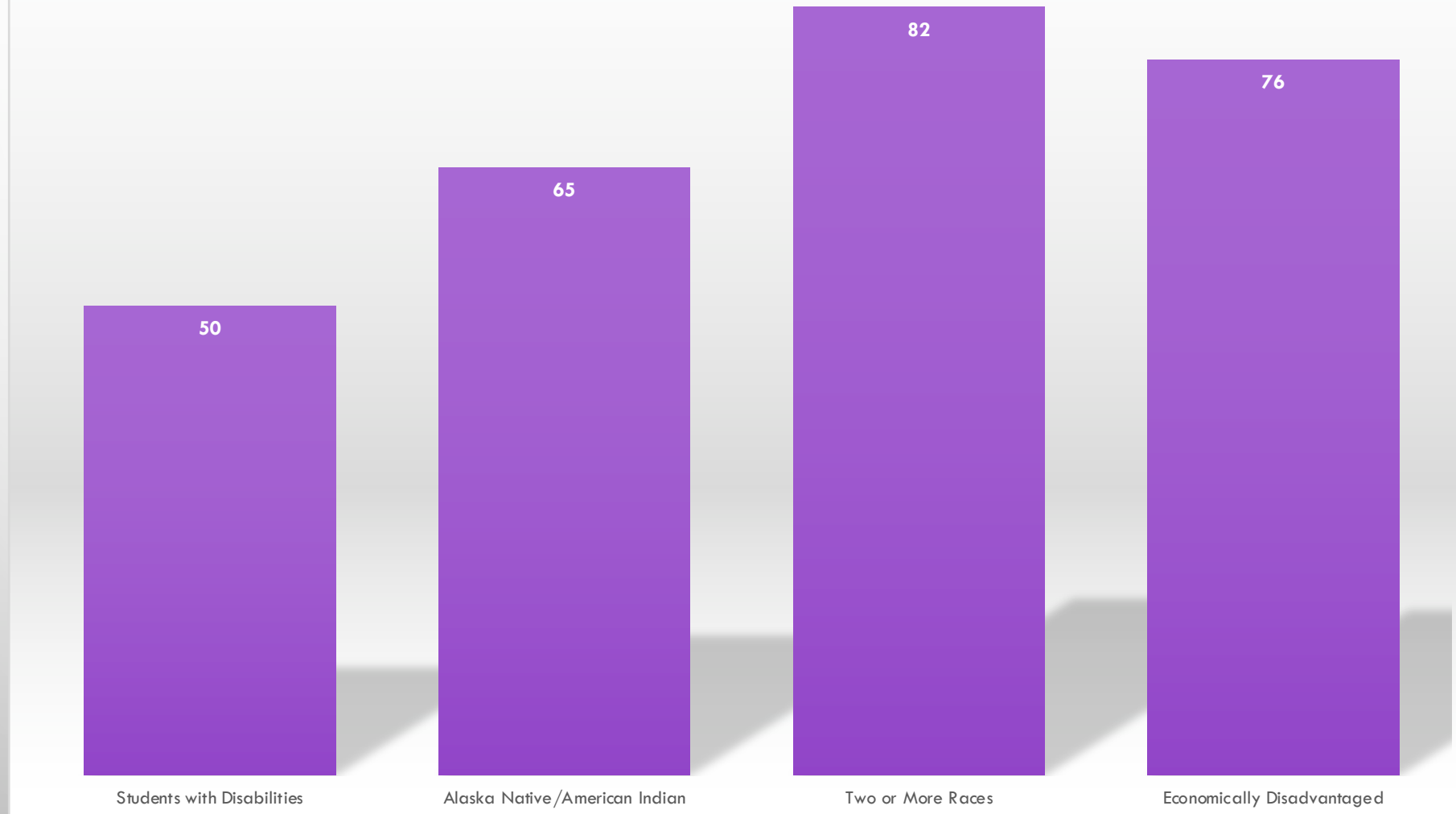
ACSA Grades 5-6
Math % Proficient



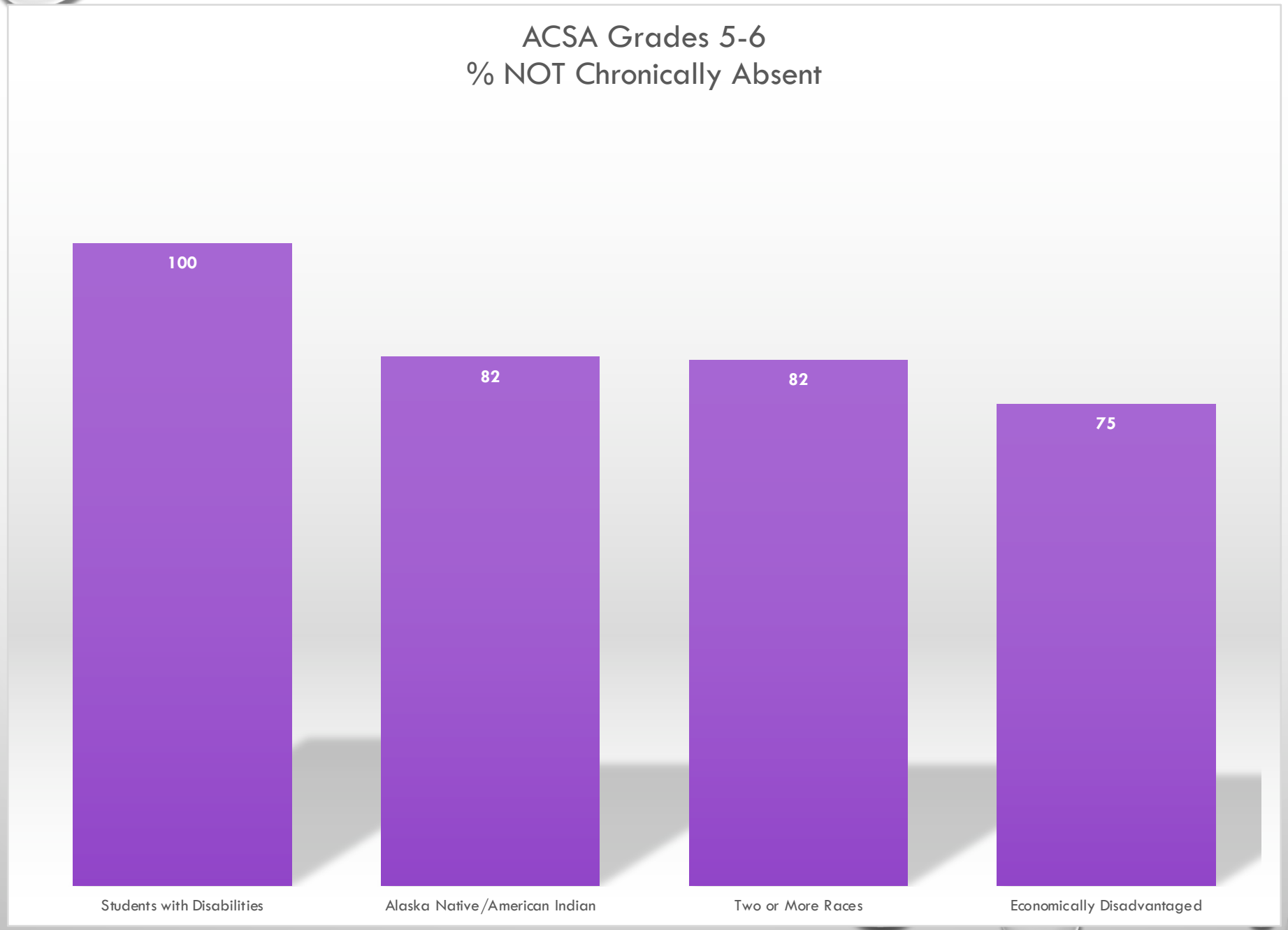
ACSA Grades 5-6
% Meeting ELA
Academic Growth Target



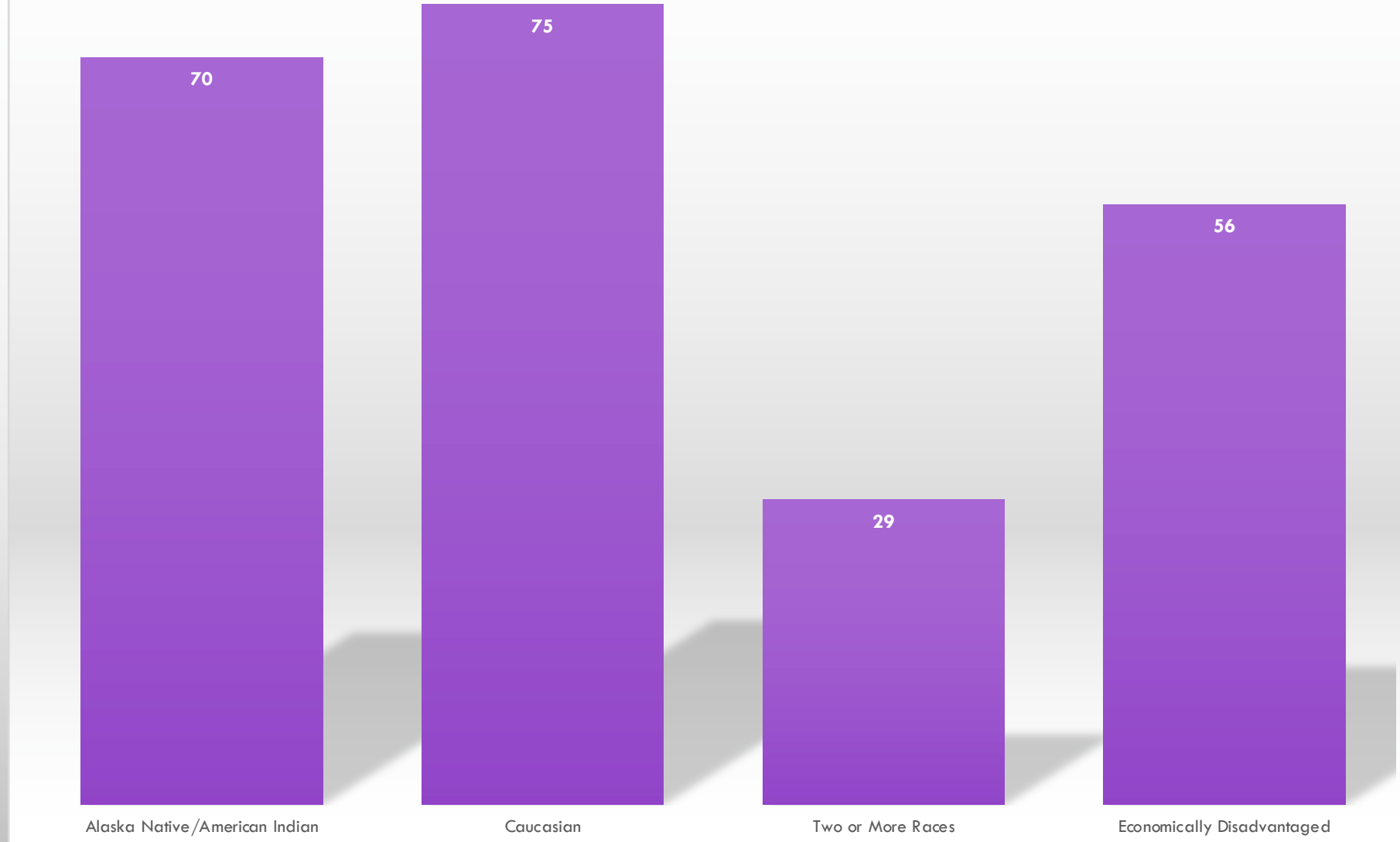
ACSA Grades 5-6
% Meeting Math
Academic Growth Target



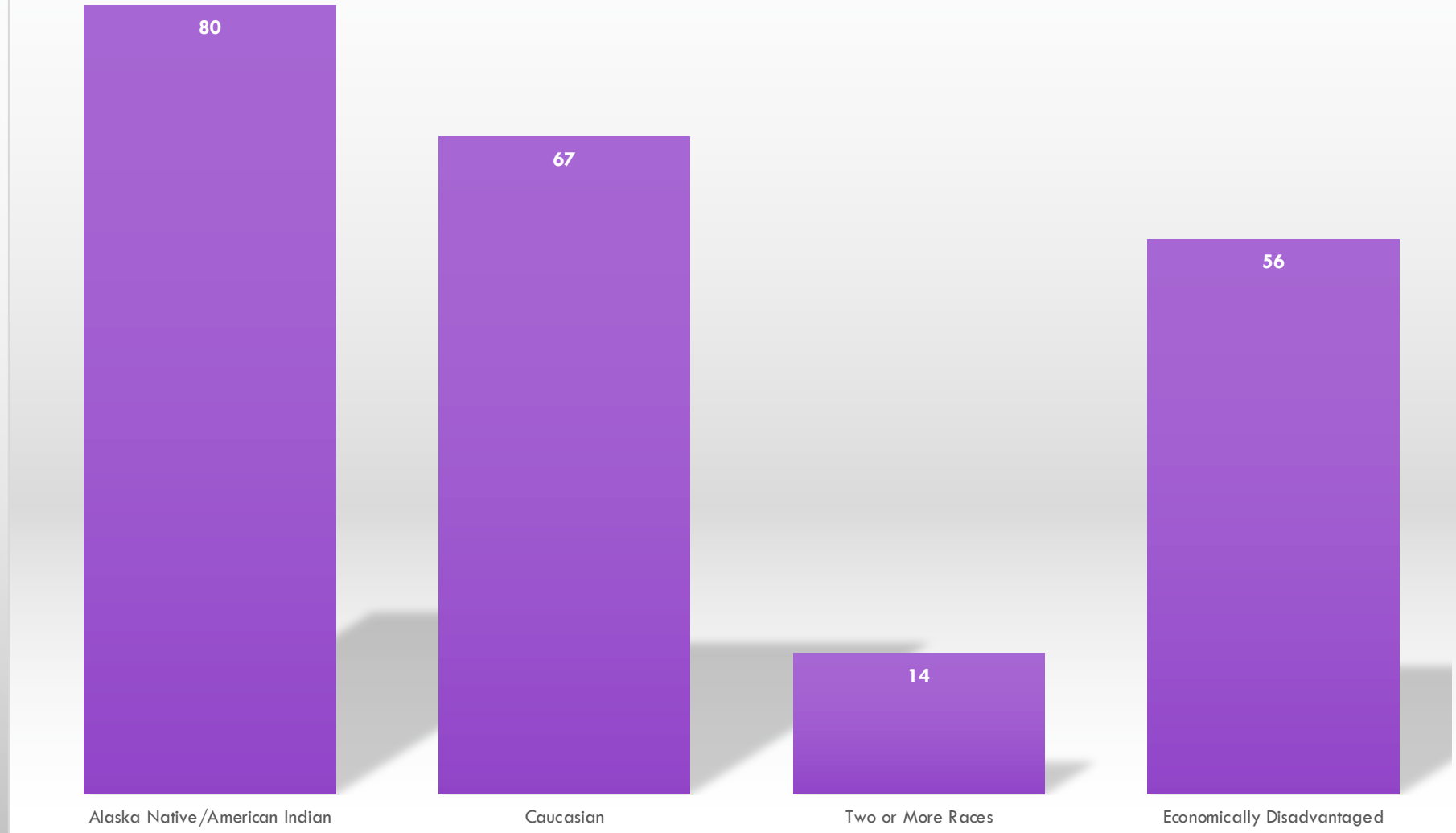
ACSA Grades 5-6
% NOT Chronically Absent



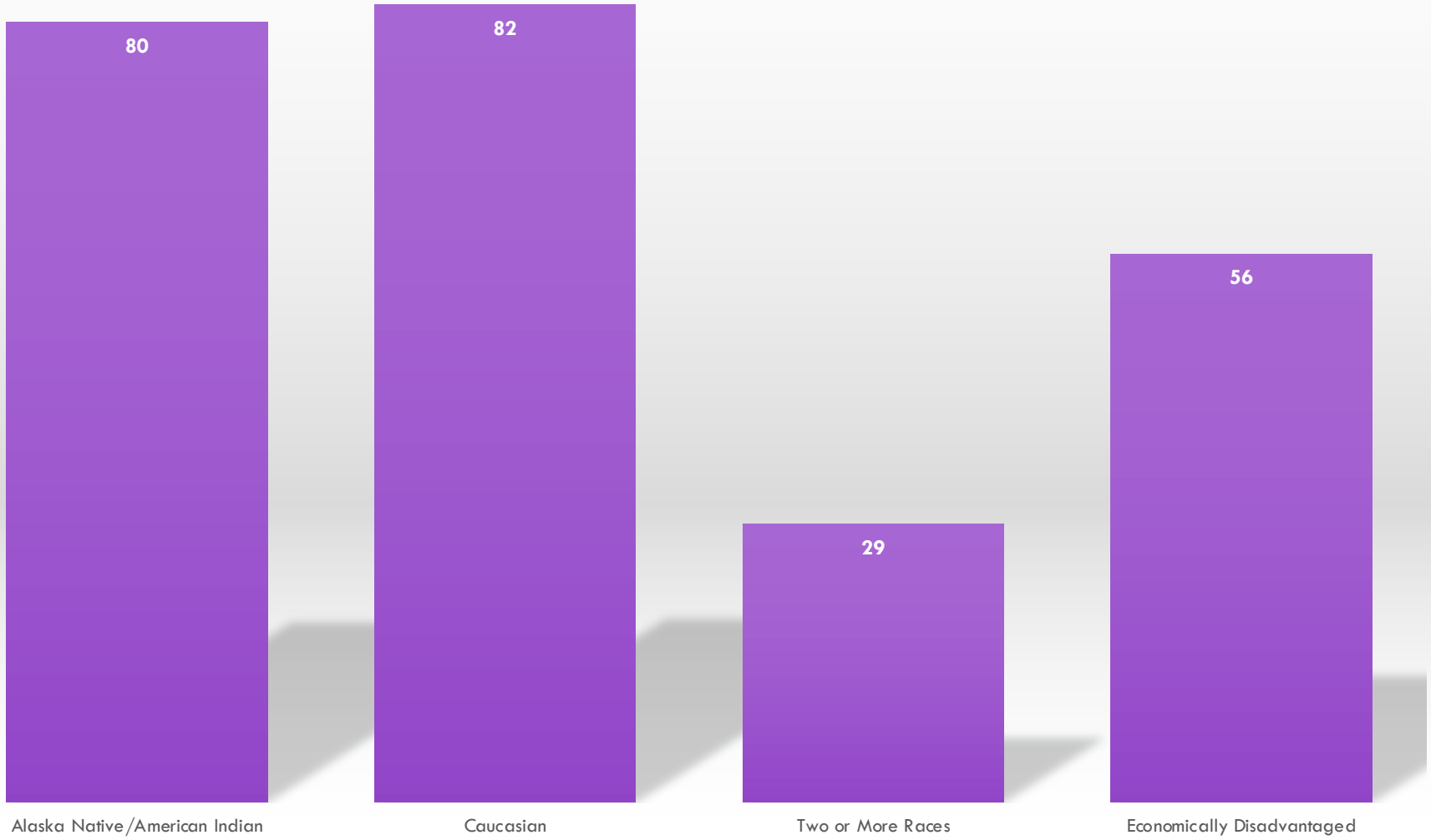
ACSA Grades 7-8
% ELA Proficient



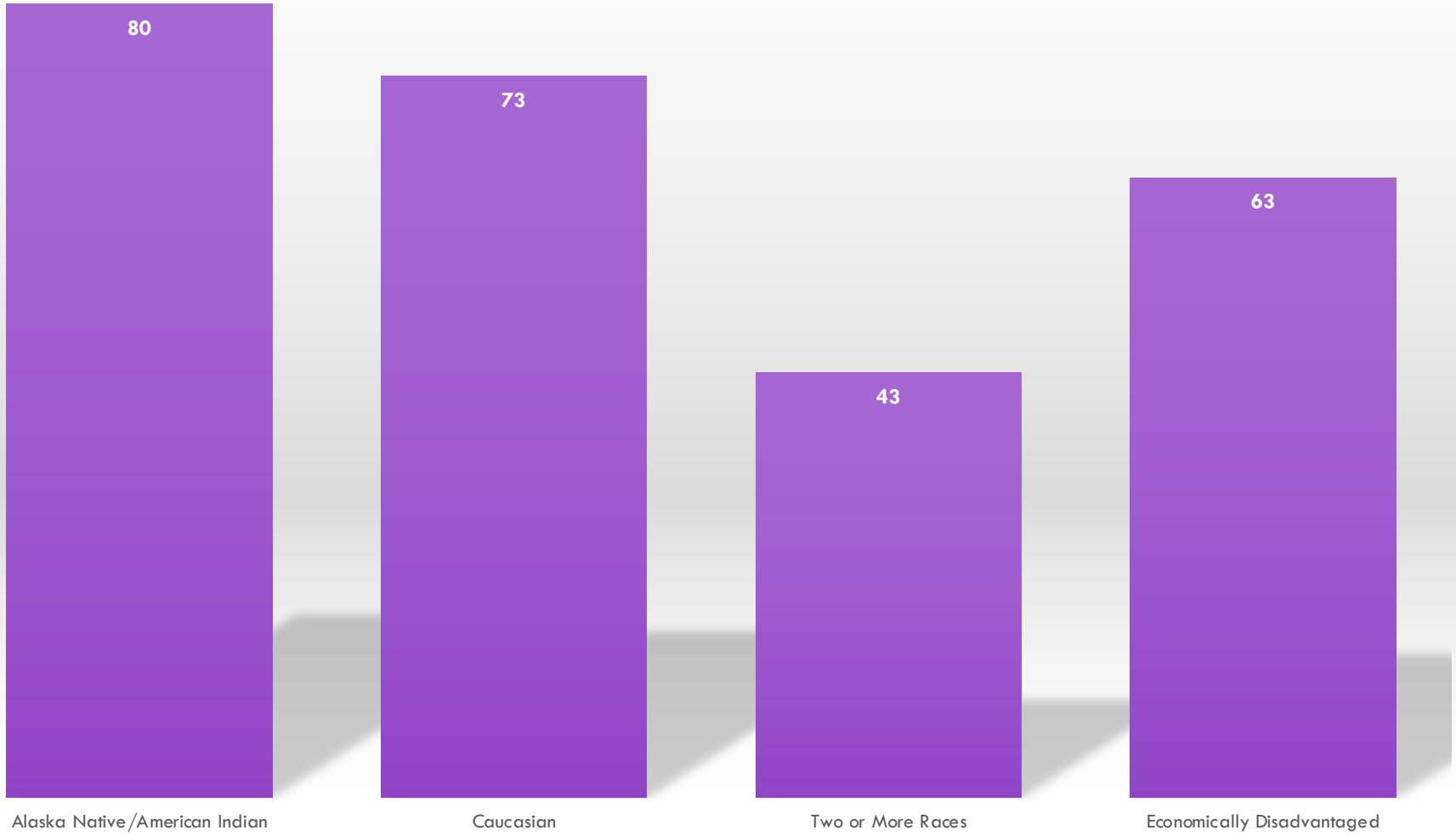
ACSA Grades 7-8
% Math Proficient



ACSA Grades 7-8
% Meeting ELA
Academic Growth Target



ACSA Grades 7-8
% Meeting Math
Academic Growth Target



ACSA Grades 7-8
% NOT Chronically Absent

