



Board of Education Meeting  
October 9, 2019  
Superintendent Report



# Superintendent Message

**Vision:** Educating and empowering students to be leaders, critical thinkers, and problem solvers.

**Mission:** Together we foster an educational culture of academic excellence, meaningful connections, and nurturing environments to maximize every student's unique potential.

Dear School Board Members,

On September 30, 2019 DEED released State School Report (System for School Success Reports). There are three types of school designations: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Universal Support. The primary purpose of these school designations is to provide information for families, tribes, communities, educators, and policy makers to plan and support an equitable education for each student in Alaska's public school system.

For the second year in a row KGBSD Schools received UNIVERSAL DESIGNATION status and Fast Track Home School Program received COMPREHENSIVE SUPPORT status (Graduation Rate). Each report card is attached for you to view.

As a district and schools it is important to understand that this information in addition to our PEAKS scores, AIMSWEBPLUS data and other forms of assessment are what provide information needed to address our strengths and areas of concerns. Each school is working on or beginning to work on their STEPP plans and the district is also continuing to work on setting goals as we review data individually and in teams. This work takes time.

I want to congratulate our new school board members and welcome them to a rewarding role in our school district. I look forward to working together to review information, answering questions and being in a partnership with assuring success for all students.

Beth Lougee, Interim Superintendent

# New Since the September 25, 2019

## AASB School Climate & Connectedness Survey Dates

- KGBSD will be conducting the AASB School Climate & Connectedness Survey **February 3rd-14th**. There are some changes this year. We will be including grades 3-5th as part of the student survey.
- The staff/student & family surveys will be given during the same two week testing
- window. The exception to this is the family survey which can be given until **March 20th. Parent/Teacher Conferences** would be a good time to have parents take this.

## Todd White: Principal/Teacher Trainer-Evaluations and Observations

- On site October 7-11, 2019
- Here's what his schedule will look like next week:
- Monday AM - All Admin in room 132
- Monday PM - KHS
- Tuesday AM - KHS
- Tuesday PM - SMS
- Wednesday AM - HTE
- Wednesday PM - PHE
- Thursday AM - KCS
- Thursday PM - FME

## Conferences and Workshops

- \*5 Principals attending the State Principals Conference in Anchorage-October (General Travel Fund)
- \*4 CTE Staff attending State CTE Conference in Anchorage-October (Perkins Grant)
- \*1 Teacher (Rebecca Bowlen) Scholarship to attend the Alaska Health and Wellness Conference in Anchorage- October (Scholarship from DEED)

# Instruction (Strategic Goal #1)

- **Goal 1: All stakeholders will be included and involved with implementation of multi-tiered student support systems.**

- **Objective 1.1; KGBSD will align monetary resources commensurate to student needs.**

- 1.1.1 Distribute appropriate analysis of student budgetary needs respective to each school building.

- **Objective 1.2; All district staff will be trained with Multi Tiered Systems of Support (MTSS) curricula.**

- 1.2.1 The KGBSD will support all schools in the district with sequential Multi Tiered Systems of Support (MTSS) training.

- 1.2.2 Implement individualized assessment and training for respective building needs.

- 1.2.3 Increase and monitor communications among/and between respective buildings and district office.

- **Objective 1.3; KGBSD staff will review, analyze, assess, and evaluate data.**

- 1.3.1 Hold all staff accountable to ensure successful implementation of MTSS for all students.

- 1.3.2 All schools will implement the School Climate and Connectedness Survey (SCCS) to gauge and measure levels of student and staff connectedness.

- 1.3.3 Compile and record SCCS outcomes to be included in the district's Report Card to the Public

- **Objective 1.4; KGBSD will ensure community partners have a clear understanding and working knowledge of district data.**

- 1.4.1 Inform the community of MTSS process and implementation.

- **Analysis of PEAKS Scores in Math, ELA**

- **Multi Tiered Systems of Support Training**

- **Review of current RTI and PBIS Plans at schools**

- **Improving on transition plans from school to school**

- **Use new state report card to address strengths and areas of concern**

- **Early Release Wednesday- review data**

- **Gifted and Talented Plan**

- **Analyzing survey results and training**

- **Reporting to school board and borough assembly**

- **FY 20 Budget focus on Instruction, Safety and Trust**





# Safety (Strategic Goal #2)

- **GOAL 2: All stakeholders will feel safe at KGBSD**

- **Objective 2.1 KGBSD will provide all stakeholders a physically, socially and emotionally supported school environment. (Environment is any area of the school district monitored by district staff: certified, classified, volunteers and guest speakers)**
  - 2.1.1 Implement comprehensive district and school safety plans that include outside agencies with a continuous review of policies and procedures.
  - 2.1.2 Begin transformation to a trauma-engaged district.
- **Objective 2.2 Collaborate with outside agencies to provide prevention programs in the health curriculum.**
  - 2.2.1 Guest presenters will be properly trained and outside professionals will train appropriate district staff.
  - 2.2.2 Continue to participate in the Youth Risk Behavior survey and the School Climate and Connectedness Survey.
  - 2.2.3 Train presenters in District safety plan features.
- **Objective 2.3 create a safe, secure, confidential system for reporting safety concerns.**
  - 2.3.1 Identify a 'go to' person who will serve as a resource for reporting.

## Meeting Goals- one step at a time.....

**2.1.1-** Comprehensive Safety Committee Meeting: September 5, 2019

**2.1.2** -Trauma-Engaged Student Training @ Kayhi: September 20, 2019

Trauma –Engaged 2<sup>nd</sup> Professional Development Day: September 23, 2019

**2.1.2-** State of Alaska Safety & Well Being Summit – September 18-19, 2019

### Team Representing Ketchikan

Daryl Nichols  
Cole Maxwell  
Todd Henke  
Dan Olson  
Marian Gonzalez  
Linnaea Troina

**2.2.1-** Public Health, WISH, State Troopers, Ketchikan Police Department, Etc. offer trainings and continued support throughout the school year.

**2.2.2-** Will take place in 2019-2020 as announced.

**2.2.3-**Comprehensive Safety Committee Meeting: September 5, 2019

**2.3.1-**Approved Board Policies and Student and Citizen Complaint Forms/ School Counselors, Principals, Teachers, Compliance Officer, Paraprofessionals

# Trust (Strategic Goal #3)

- **GOAL 3: Incorporate transparency, accountability and integrity to rebuild trust with the many constituents of KGBSD.**

- **Objective 3.1 develop a district-wide communication team that operates with delegated responsibility and authority.**

- 3.1.1 Identify key members of the communications team.

- 3.1.2 Based on Administrative direction, create a flowchart for information dissemination in community.

- **Objective 3.2 develop an information system to disseminate and educate with appropriate information and tracking of measurable goals.**

- 3.2.1 Develop a written District Communication Plan.

- 3.2.2 Establish a web-based and physical Public Dashboard for measurable District Goals.

- **Objective 3.3 Establish a clear brand identity for the district to build the district's image and reputation.**

- 3.3.1 Provide ongoing training and technical assistance to staff members in public relations, social media, and other communication skills.

- 3.3.2 Create key messages and talking points about KGBSD to establish unity throughout all communication channels.

- 3.3.3 Supply district administrators with fact sheets and other easy-to-use communications tools as needed when issues arise.

- 3.3.4 Establish a district tagline.

\*3.2.2-Schoolzilla

# Continued Reports to the KGBSD School Board

- AK STEPP District and School Report-October 23, 2019
- Career Technology Reports-October 2019
- November –January-School Level STEPP Reports-2019
- AimsWeb Plus- October, January, May
- PEAKS- August 2020
- ACT, SAT and Workkeys-TBA



# Thanks to:

- Chasina Worman, KGBSD Information Specialist





An excellent education for every student every day.

# System for School Success

## 2018-2019 School Report



### Houghtaling Elementary, Ketchikan Gateway Borough School District

Grades Served: PK-6 | October 1, 2018 Enrollment: 358 | Title I School: Yes

**School Designation:** Universal Support

**Overall School Index Value:** 41.95

#### 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](http://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.
<b>Grades 3-6</b>	<b>36.84%</b>	<b>32.63%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

#### 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.
<b>Grades 4-6</b>	<b>50.75%</b>	<b>33.58%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

#### 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.
<b>Grades K-6</b>	<b>78.49%</b>	<b>41.46%</b>
<b>Grades 7-12</b>	<b>n/a</b>	<b>n/a</b>

#### English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
<b>Grades K-6</b>	<b>31.58%</b>
<b>Grades 7-12</b>	<b>n/a</b>

#### Graduation Rates

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

#### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

\* - 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.

# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.



## 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?

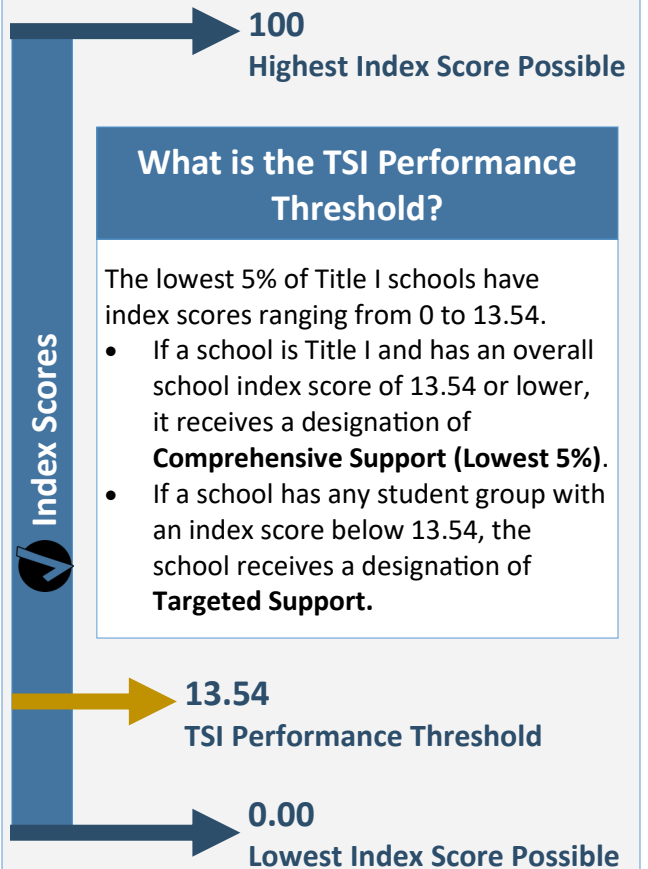
- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

## 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?





An excellent education for every student every day.

# System for School Success

## 2018-2019 School Report



### Fawn Mountain Elementary, Ketchikan Gateway Borough School District

Grades Served: PK-6 | October 1, 2018 Enrollment: 251 | Title I School: Yes

**School Designation:** Universal Support

**Overall School Index Value:** 52.1

#### System for School Success Overview

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#### The Compass

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[education.alaska.gov/compass](http://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.
<b>Grades 3-6</b>	<b>46.83%</b>	<b>46.03%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

#### 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.
<b>Grades 4-6</b>	<b>53.49%</b>	<b>48.84%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

#### 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.
<b>Grades K-6</b>	<b>72.54%</b>	<b>52.78%</b>
<b>Grades 7-12</b>	<b>n/a</b>	<b>n/a</b>

#### English Learner Progress

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

#### Graduation Rates

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

#### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

\* - 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.

# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.



## 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:

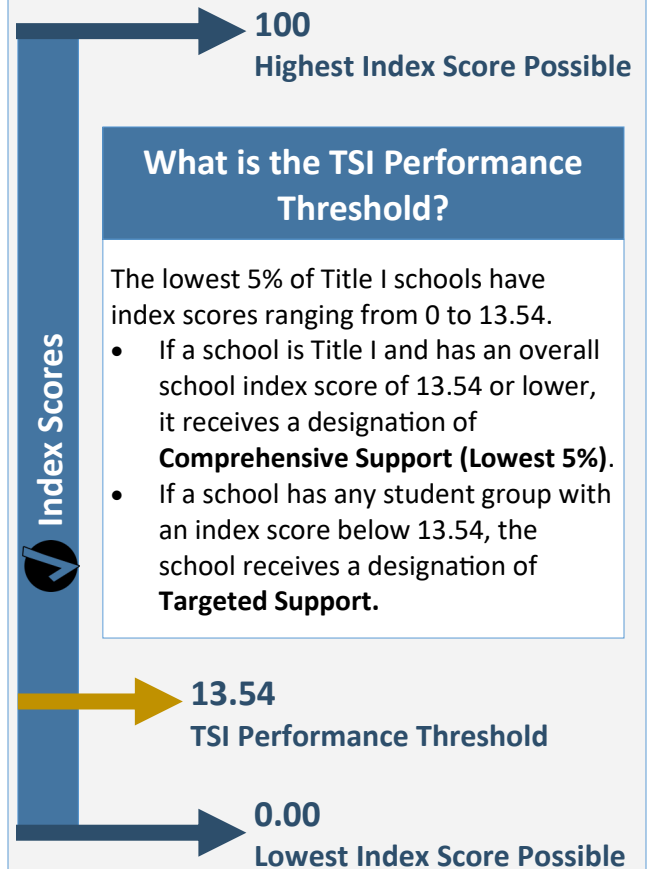
- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, 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?





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# System for School Success

## 2018-2019 School Report



### Point Higgins School, Ketchikan Gateway Borough School District

Grades Served: PK-6 | October 1, 2018 Enrollment: 270 | Title I School: No

**School Designation:** Universal Support

**Overall School Index Value:** 60.34

#### System for School Success Overview

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#### The Compass

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#### 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	52.7%	56.08%
Grades 7-9	n/a	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	66.02%	58.25%
Grades 7-9	n/a	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	83.15%	36.11%
Grades 7-12	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	n/a
Grades 7-12	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

#### Student Group Performance

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

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n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.



# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

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## How is my school designated for support?

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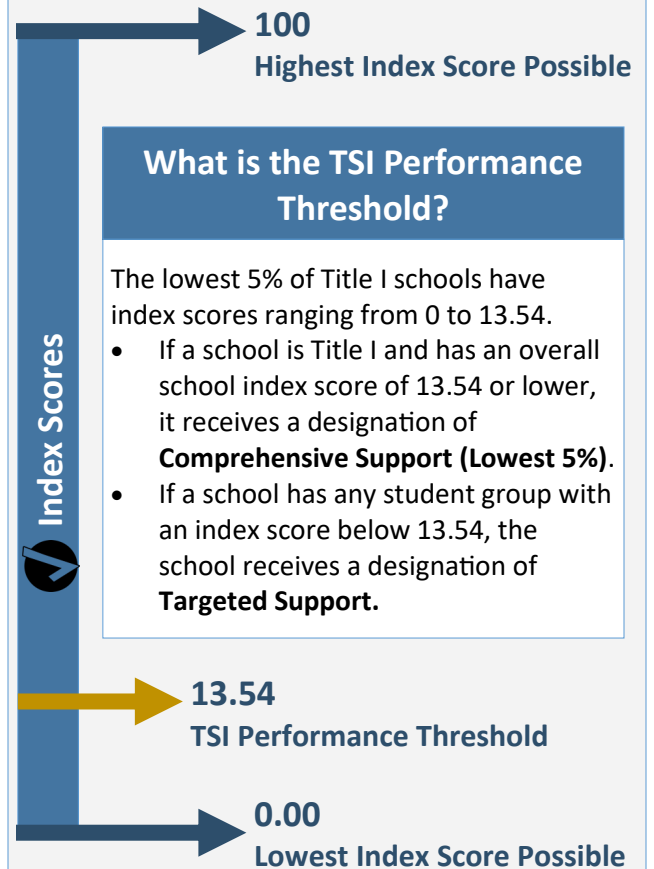
- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than 66.66%, 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?
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# System for School Success

## 2018-2019 School Report



### Ketchikan Charter School, Ketchikan Gateway Borough School District

Grades Served: KG-8 | October 1, 2018 Enrollment: 194 | Title I School: Yes

**School Designation:** Universal Support

**Overall School Index Value:** 51.74

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#### 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.
<b>Grades 3-6</b>	<b>52.44%</b>	<b>59.76%</b>
<b>Grades 7-9</b>	<b>52.38%</b>	<b>28.57%</b>

#### 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.
<b>Grades 4-6</b>	<b>42.11%</b>	<b>64.91%</b>
<b>Grades 7-9</b>	<b>47.37%</b>	<b>0%</b>

#### 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.
<b>Grades K-6</b>	<b>83.21%</b>	<b>63.64%</b>
<b>Grades 7-12</b>	<b>69.57%</b>	<b>n/a</b>

#### English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
<b>Grades K-6</b>	<b>50%*</b>
<b>Grades 7-12</b>	<b>n/a</b>

#### Graduation Rates

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

#### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

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n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

# System for School Success Overview



## How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



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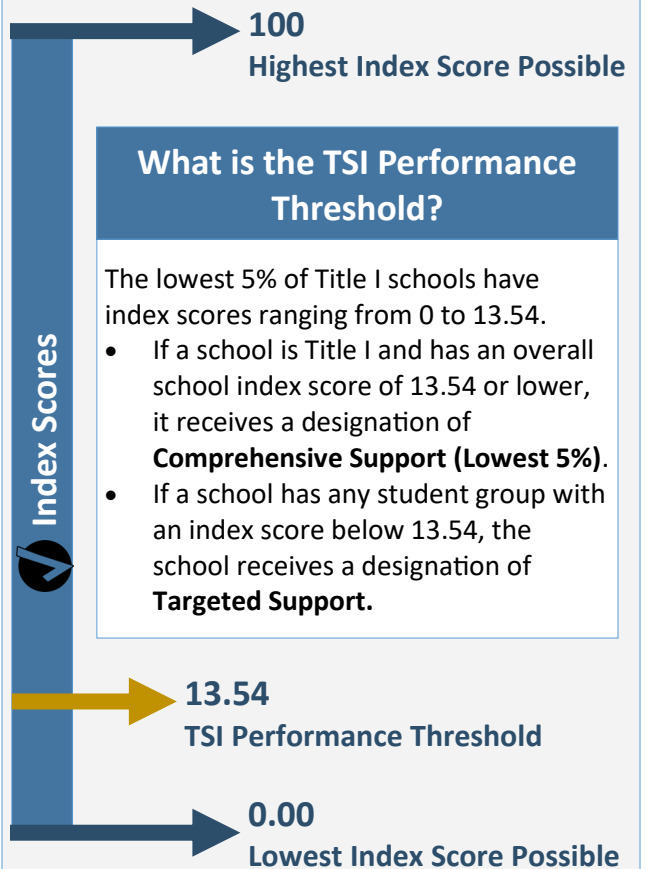
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- **Universal Support** - All other schools are considered Universal Support schools.

## 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?

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# System for School Success

## 2018-2019 School Report



Tongass School of Arts and Sciences Charter School, Ketchikan Gateway Borough School District

Grades Served: PK-6 | October 1, 2018 Enrollment: 159 | Title I School: Yes

**School Designation:** Universal Support

**Overall School Index Value:** 59.08

### 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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### 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.
<b>Grades 3-6</b>	<b>36.47%</b>	<b>66.67%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

### 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.
<b>Grades 4-6</b>	<b>60.66%</b>	<b>70.49%</b>
<b>Grades 7-9</b>	<b>n/a</b>	<b>n/a</b>

### 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.
<b>Grades K-6</b>	<b>85.09%</b>	<b>0%</b>
<b>Grades 7-12</b>	<b>n/a</b>	<b>n/a</b>

### English Learner Progress

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

### Graduation Rates

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

### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

\* - 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.

# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.



## 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?

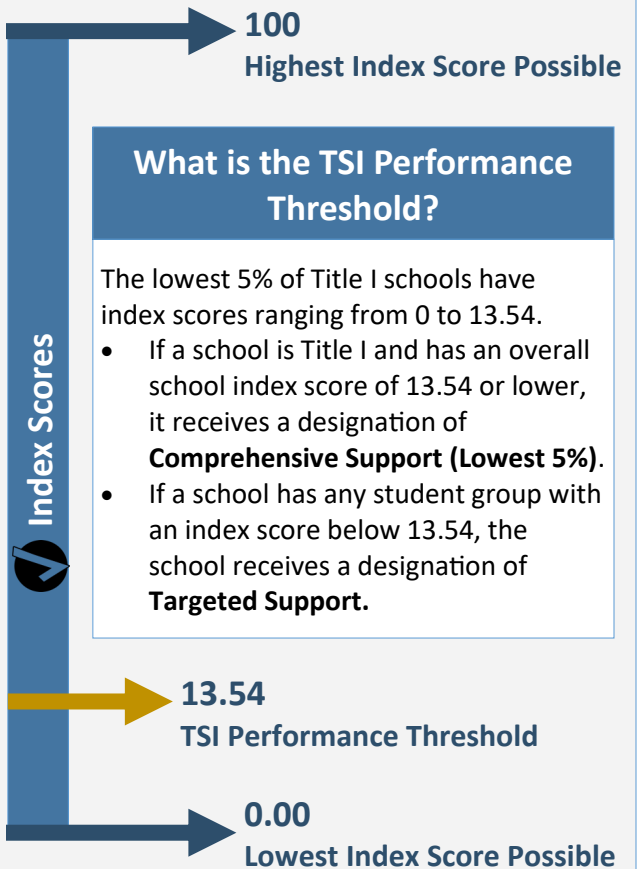
- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

## 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?





An excellent education for every student every day.

# System for School Success

## 2018-2019 School Report



### Schoenbar Middle School, Ketchikan Gateway Borough School District

Grades Served: 7-8 | October 1, 2018 Enrollment: 241 | Title I School: No

**School Designation:** Universal Support

**Overall School Index Value:** 50.99

#### System for School Success Overview

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#### The Compass

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#### 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	49.78%	41.78%

#### 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	50.46%	47.22%

#### 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	82.5%	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	n/a
Grades 7-12	38.46%*

#### 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

#### 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.

# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. These scores are combined based on the grade span of the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.



## How is my school designated for support?

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- **Comprehensive Support**
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  - **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?

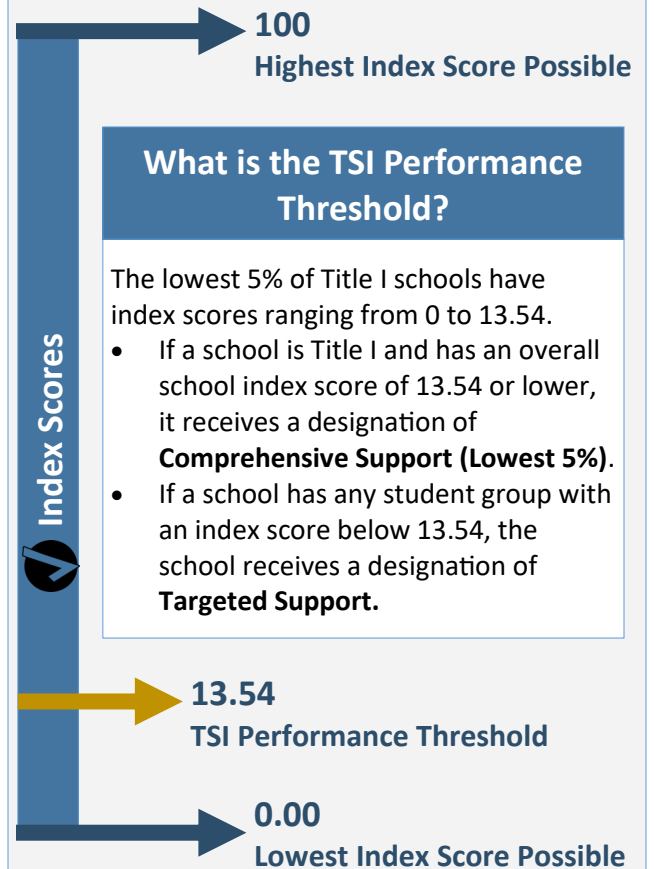
- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

## 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?





An excellent education for every student every day.

# System for School Success

## 2018-2019 School Report



### Ketchikan High School, Ketchikan Gateway Borough School District

Grades Served: 9-12 | October 1, 2018 Enrollment: 589 | Title I School: No

**School Designation:** Universal Support

**Overall School Index Value:** 60.64

#### System for School Success Overview

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#### The Compass

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#### 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.
<b>Grades 3-6</b>	n/a	n/a
<b>Grades 7-9</b>	54.04%	42.5%

#### 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.
<b>Grades 4-6</b>	n/a	n/a
<b>Grades 7-9</b>	51.37%	46.9%

#### 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.
<b>Grades K-6</b>	n/a	n/a
<b>Grades 7-12</b>	75.59%	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.
<b>Grades K-6</b>	n/a
<b>Grades 7-12</b>	53.33%

#### Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
<b>Four-Year</b>	90.78%
<b>Five-Year</b>	96.69%

#### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

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n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.



# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



## Measures Combine into Index Score

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## How is my school designated for support?

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## Which student groups are measured?

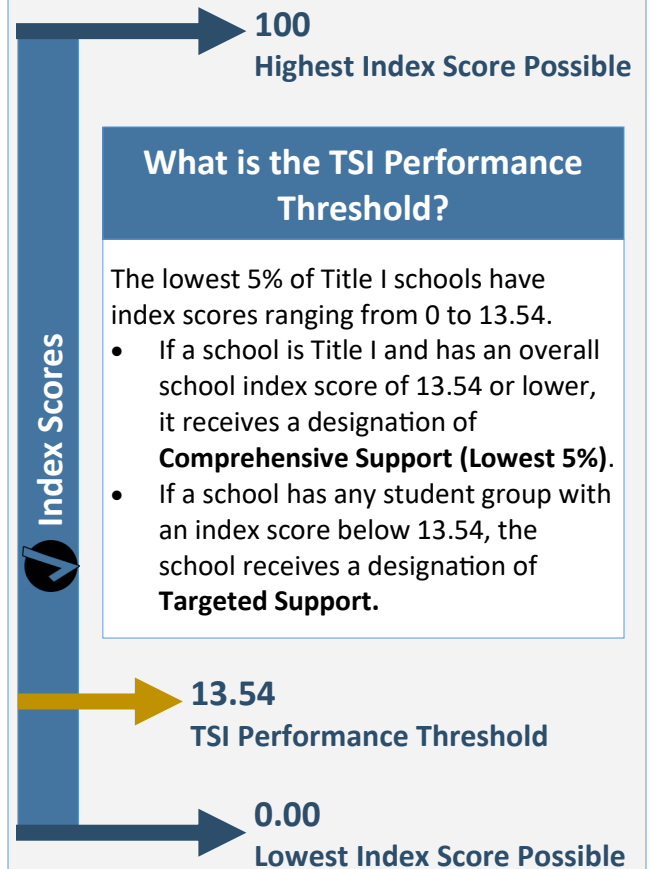
- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

## What are some questions I could ask my school?

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

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# System for School Success

## 2018-2019 School Report



### Revilla Jr/Sr High School, Ketchikan Gateway Borough School District

Grades Served: 7-12 | October 1, 2018 Enrollment: 110 | Title I School: Yes

**School Designation:** Universal Support

**Overall School Index Value:** 38.69

#### System for School Success Overview

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#### 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.
<b>Grades 3-6</b>	n/a	n/a
<b>Grades 7-9</b>	31.03%	0%

#### 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.
<b>Grades 4-6</b>	n/a	n/a
<b>Grades 7-9</b>	39.29%	29.63%

#### 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.
<b>Grades K-6</b>	n/a	n/a
<b>Grades 7-12</b>	45.83%	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.
<b>Grades K-6</b>	n/a
<b>Grades 7-12</b>	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.
<b>Four-Year</b>	70.27%
<b>Five-Year</b>	56.25%

#### Student Group Performance

	Student Group Performance Subgroups of students with index values that fall below 13.54.
<b>Student Groups</b>	

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# System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



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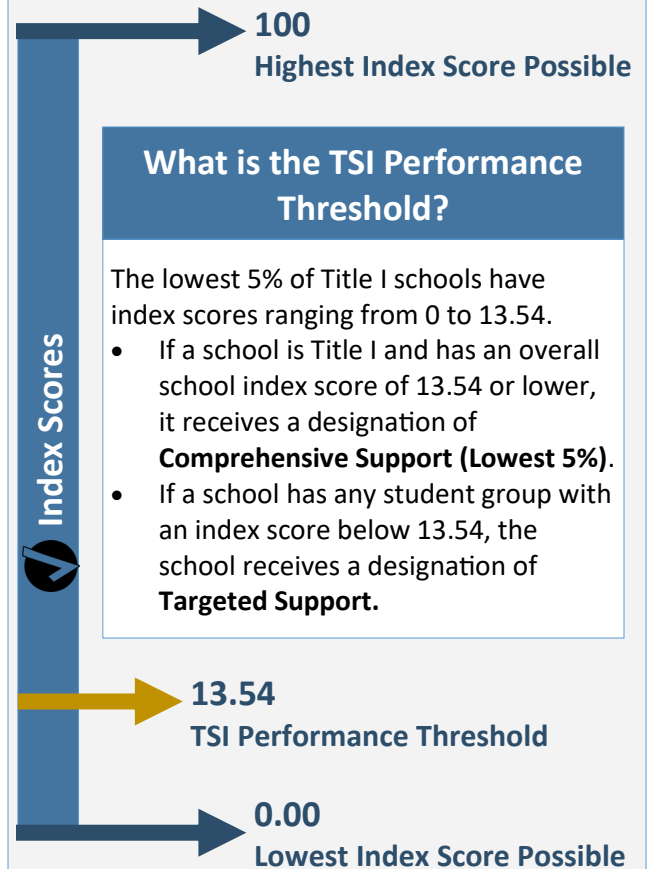
- **Comprehensive Support**
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- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Universal Support** - All other 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?
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# System for School Success

## 2018-2019 School Report



### Fast Track, Ketchikan Gateway Borough School District

Grades Served: KG-12 | October 1, 2018 Enrollment: 61 | Title I School: No

**School Designation:** Comprehensive Support (Graduation Rate) - 2019

**Overall School Index Value:** 47.12

#### System for School Success Overview

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#### 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	52.94%	35.29%
Grades 7-9	50%*	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	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	100%*	53.33%*
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	17.65%*
Five-Year	19.05%*

#### 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	45.45%*
Grades 7-12	n/a	n/a

#### Student Group Performance

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Student Groups	

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n/a - there were less than 10 students represented (even with aggregation); therefore, it is not applicable.

# System for School Success Overview



## How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									



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## 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

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