Board of Education Meeting
September 25, 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,

As the end of September approaches the amount of educational opportunities being provided in each school throughout the district are amazing. During the September 18, 2019 school board meeting we heard a presentation showcasing the amazing work taking place at Kayhi. Tonight you will listen to our new Cultural Coordinator, Teresa Varnell and Cultural Youth Advisor, Torah Harding-Laman, explain how their work is impacting our district from school to school.

Included in the superintendent's report this school board meeting is a deeper look into the Ketchikan Gateway Borough School District's Comprehensive Assessment System and how we (educators) use the information from the different assessments and classroom lessons to make informed decisions about student success.

In addition to the academic areas addressed in the assessment areas, our district provides a top-notch Career and Technical Education (CTE) program that provides our students the opportunity to have experience that will prepare them for life after high school. Our CTE program aims to provide students with the skills today's employers demand of our graduates. Our school district is offering students 9 different industries to explore. Within these career clusters, students can take ongoing course work to experience different career pathways within the assorted areas of study.

Lastly, in the report you will see our enrollment is up by 102 students as we approach the October student count and work continues throughout the district and schools to meet the 5 Year Strategic Plan plans of: Instruction, Safety and Trust.

Beth Lougee, Interim Superintendent
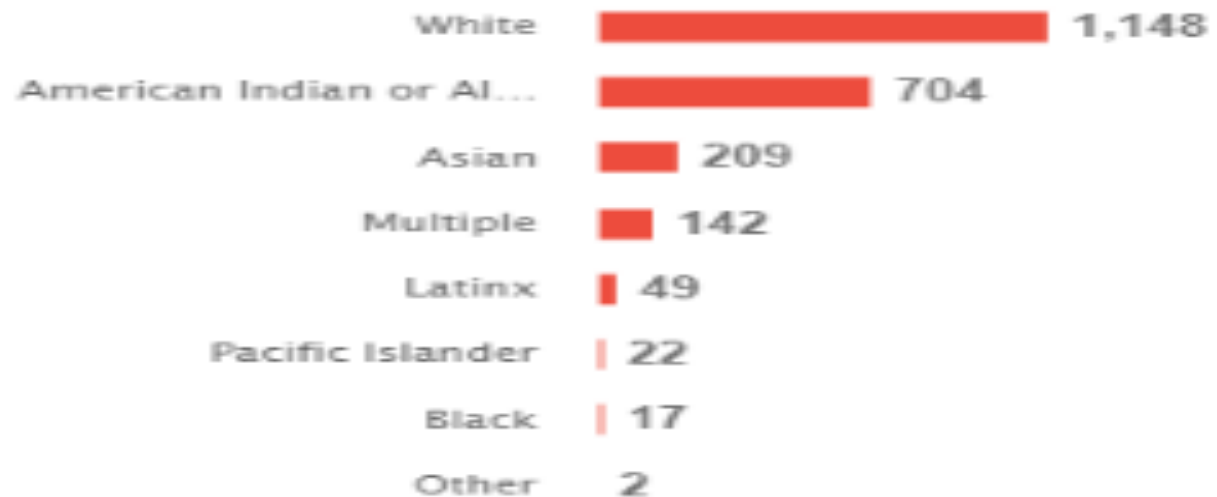
Current Enrollment: ↑ 102 from this time last year

Enrollment

Year to date: 2019-2020

2,293
District Overall

Primary Ethnicity ⌄

Ethnicity	Count
White	1,148
American Indian or Al...	704
Asian	209
Multiple	142
Latinx	49
Pacific Islander	22
Black	17
Other	2

Recognition of Students, Staff and Schools: Cultural Coordinator, Teresa Varnell and Cultural Youth Advisor, Torah Harding-Laman

Overview of KGBSD's Comprehensive Assessment System

KGBSD's comprehensive assessment system focuses on providing reliable and valid information for making informed decisions to promote students growth and success. Our assessment system is used to answer the questions: How can the accountability system focus on what matters most, better understand what is working well, and determine where we need to make improvements so all students succeed?

The PEAKS scores for Ketchikan Gateway Borough School District's 2018-19 school year show a decrease in proficiency in math, English, and science across different grades. There continues to be many opinions about PEAKS score as a whole across the state from "they only measure one point in time to the assessments are the overall indicator of a students success". As a school district we do look at the scores and make informed decisions to adjust our curriculum, understand where the achievements gaps are by subgroups and use the assessments as *one* piece of *all* variables that indicate a students success. As the Every Student Succeeds Act (ESSA) plan emphasizes, we need multiple, interlocking strategies to address achievement gaps as well as opportunity gaps. State assessments are one tool that helps us do that.

Other state assessments used to measure student success through a single year are:

Alaska Developmental Profile

English Language Proficiency Assessment

Alternate Assessment

National Assessment of Educational Progress

Interim Benchmark Assessments (AIMSWEBPLUS, IXL) are part of the KGBSD comprehensive assessment system. The Interim Benchmark Assessment is used three times per year to assess all students to measure learning progression of standards and growth within the school year. Along with summative assessment data, such as PEAKS, interim benchmark assessment data is used for district program evaluation and accountability.

English Language Proficiency Assessment

Purpose	Administration	Window
•ACCESS (ELPA) is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. •ACCESS (ELPA) is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking,Reading and Writing.	K-12 students identified as Academic English Learners, AELs Online: grades 4-12, Grades 1-3—Reading, Listening, Speaking and Writing Paper/Pencil: Grades 1-3—Writing Kindergarten Alternate ACCESS—Students with severe cognitive disabilities	Winter/Spring

Alaska Developmental Profile

Purpose	Administration	Window
•To identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year based on teacher observations. •Student skills and behaviors are defined by goals and indicators in five domains from Alaska's Early Learning Guidelines : Physical Well Being, Health, and Motor Development; Social and Emotional Development; Approaches to Learning; Cognition and General Knowledge; Communication, Language, and Literacy.	Kindergarten students 1st grade students who did not complete the Developmental Profile in Kindergarten Observation Assessment Model	Fall AK DEED Developmental Profile website

Alternate Assessment

Purpose	Administration	Window
•Dynamic Learning Maps (DLM) is Alaska's Alternate Assessment system for students with the most significant cognitive disabilities. •DLM is based on grade-level content covered by the general, large-scale summative assessment, but at reduced depth, breadth and complexity. •Content Assessments in English language arts, math and science are required. •The assessment is a required component under the federal Every Student Succeeds Act (ESSA).	Online Grades 3-9—English language arts and math Grades 4, 8 and 10—science	Spring DLM website AK DEED AA website

National Assessment of Educational Progress

Purpose	Administration	Window
•The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what the nation's students know and can do in core subjects such as mathematics, reading, science and writing. •The results of NAEP are released as The Nation's Report Card, and are available for the nation and states.	Grades 4, 8 and 12—Subjects selected by NAEP, most often reading and mathematics NAEP uses a carefully designed sampling process to ensure that the schools and students selected are representative of all students across the United States. Students selected in the sample only receive a subset of the questions. Online—Most students	Every other year in winter/spring (odd years, e.g. 2019, 2021) US Dept of Ed. NAEP website Alaska DEED NAEP website

Performance Evaluation for Alaska's Schools (PEAKS)

Purpose	Administration	Window
•PEAKS is a standards-based test designed to measure student attainment of the Alaska performance standards. •Content assessments in English language arts, mathematics and science are required. •The assessment is a required component under the federal Every Student Succeeds Act (ESSA).	Grades 3-9—English language arts and mathematics Grades 4, 8 and 10—science Online Paper/Pencil- Some accommodated materials	Spring https://www.kgbsd.org/PEAKS AK DEED PEAKS website

District PEAKS ELA Proficiency by Primary Ethnicity

PEAKS ELA Proficiency
2018-2019

46.5%
District Overall

Primary Ethnicity ⌄

No
district
goal set

Ethnicity	Proficiency
Latinx	67.7%
White	56.9%
Pacific Islander	54.5%
Black	44.4%
Asian	43.9%
Multiple	40.3%
American Indian or Al...	29%

District PEAKS Math Proficiency by Primary Ethnicity

PEAKS Math Proficiency
2018-2019

43.8%
District Overall

Primary Ethnicity ⌄

No district goal set

Ethnicity	Proficiency
White	51.1%
Asian	49.1%
Pacific Islander	45.5%
Latinx	45.2%
Multiple	43.5%
Black	33.3%
American Indian or Al...	29.8%
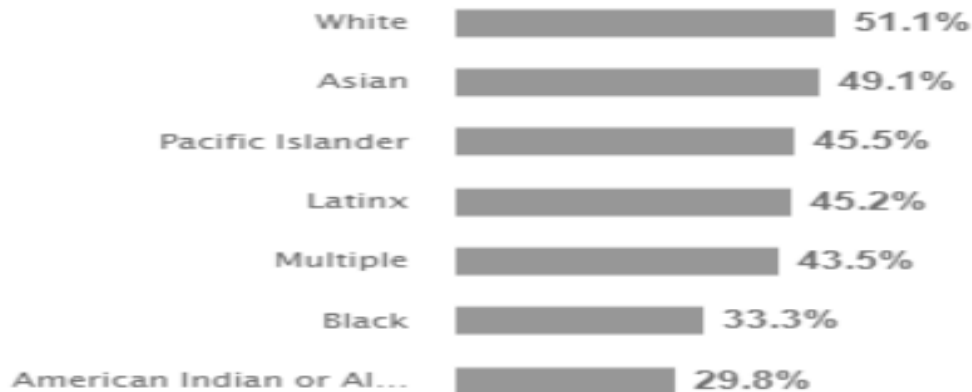
District PEAKS Science Proficiency by Primary Ethnicity

PEAKS Science Proficiency
2018-2019

53.6%
District Overall

Primary Ethnicity ▼

No district goal set

Ethnicity	Percent
Pacific Islander	83.3%
Latinx	66.7%
White	64.7%
Multiple	57.7%
Black	50%
Asian	44.8%
American Indian or AI...	35.5%
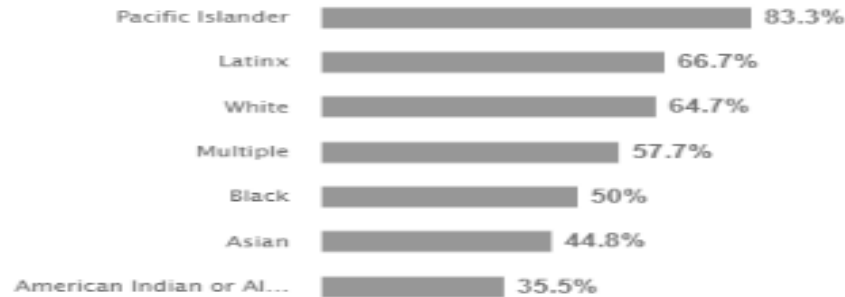
PEAKS ELA Proficiency: 3 Year Trend

PEAKS ELA Proficiency

Percent of students who scored proficient or above on PEAKS ELA

CHOOSE TIME PERIOD

| 2016-2017 | 2017-2018 | 2018-2019 |

CHOOSE CONTENT

Overall ⌄

FILTER BY

All My Students ⌄

COMPARE BY

School ⌄

Overall — Compared By: School

	2016-2017 ↓↑	2017-2018 ↓↑	2018-2019 ↓↑
Fast Track Virtual School	45.2%	57.6%	50%
Fawn Mountain Elementary	41.7%	47.8%	46.3%
Houghtaling Elementary	46.6%	42.1%	37.2%
KCS Middle School	43.8%	61.4%	43.5%
Ketchikan Charter School	50%	50.8%	61.3%
Ketchikan High School	41.1%	29.7%	52.8%
Point Higgins Elementary School	47.9%	53.1%	52.6%

PEAKS Math Proficiency: 3 Year Trend

PEAKS Math Proficiency

Percent of students who scored proficient or above on PEAKS Math

CHOOSE TIME PERIOD

| 2016-2017 | 2017-2018 | 2018-2019 |

CHOOSE CONTENT

Overall ⌄

FILTER BY

All My Students ⌄

COMPARE BY

School ⌄

Graph

Overall — Compared By: School

	2016-2017 ↓↑	2017-2018 ↓↑	2018-2019 ↓↑
Fast Track Virtual School	22.6%	24.2%	26.7%
Fawn Mountain Elementary	32.6%	41.6%	46.3%
Houghtaling Elementary	46.3%	35.4%	32.7%
KCS Middle School	41.1%	40%	24.6%
Ketchikan Charter School	51.7%	47.5%	75.8%
Ketchikan High School	19.9%	22.3%	41.9%
Point Higgins Elementary School	47.9%	53.7%	56.5%

Trend   Distri

PEAKS Science Proficiency by School: 3 Year Trend

PEAKS Science Proficiency

Percent of students who scored proficient or above on PEAKS Science

CHOOSE TIME PERIOD

| 2016-2017 | 2017-2018 | 2018-2019 |

FILTER BY

All My Students

COMPARE BY

School

Graph | **Table**

Compared By: School

	2016-2017 ↓↑	2017-2018 ↓↑	2018-2019 ↓↑
Fast Track Virtual School	66.7%	57.1%	60%
Fawn Mountain Elementary	35.1%	55.9%	20%
Houghtaling Elementary	33.3%	27.5%	25%
KCS Middle School	50%	54.5%	41.2%
Ketchikan Charter School	66.7%	90%	85.7%
Ketchikan High School	62.8%	64.7%	58.4%
Point Higgins Elementary School	44.4%	71.4%	62.9%

Trend   Distribution

ACT Composite Above 21

ACT Composite Above 21

ACT Composite Above 21   72.7%

40 of **55** students received ACT composite scores above 21, the college-ready benchmark

72.7%

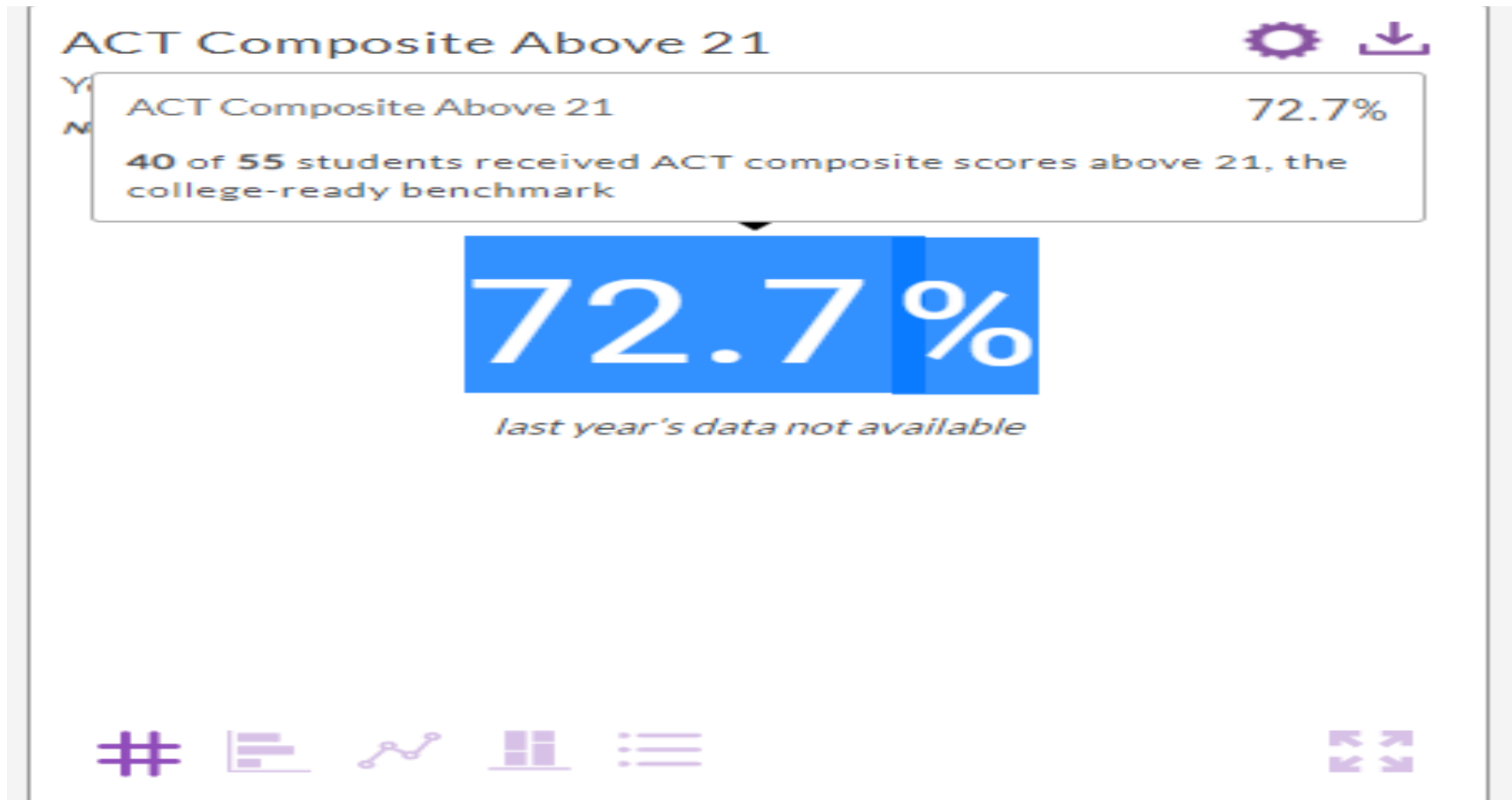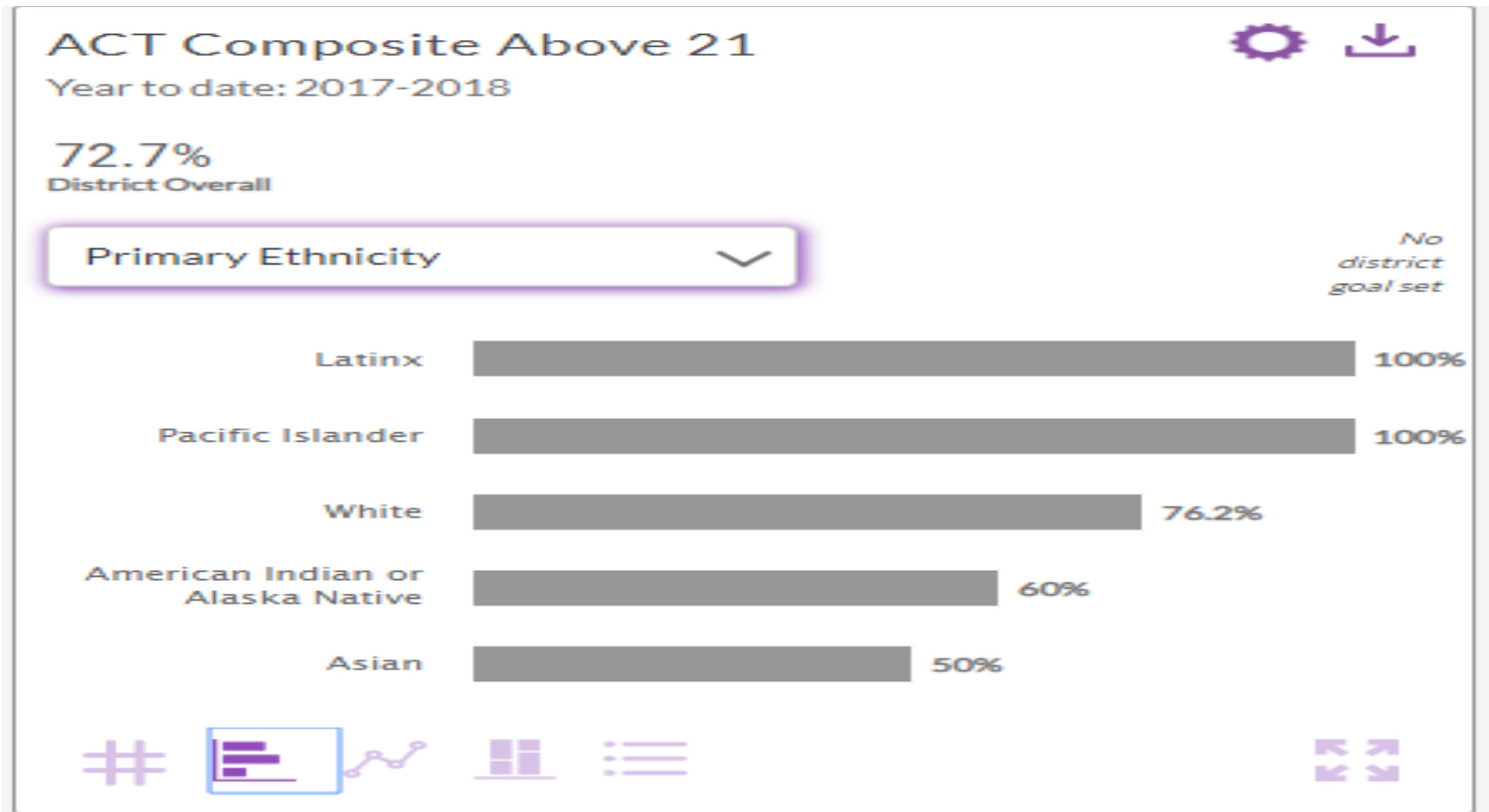*last year's data not available*

ACT Composite Above 21

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 gage 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**

Parent Teacher Conferences:

School	October 14	October 15	October 16	October 17	October 18
Point Higgins	4-8pm	4-8pm			No school staff/students
Houghtaling			4-8 PM	4-8 PM	No school staff/students
Fawn Mt.	3:45pm-7:30pm	3:45pm-7:30pm			No school staff/students
KCS			3:30-6:30PM	All day (no school for students)	No school staff/students
Schoenbar	4:00-7:45 PM	4:00-7:45 PM			No school staff/students
Kayhi		4 - 8 PM	4 - 8 PM		No school staff/students
Revilla		4-8 PM	4-8 PM		No school staff/students

TSAS	November 22 Friday 4-8pm	November 25 Monday 8am-8pm	March 11 Wednesday 4-8pm	March 12 Thursday 8am-8pm

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)**

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-      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 2nd 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 Report-October 9, 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

Listening to the Voices of Teachers

- ✓ Grow the CTE programs to include 7th and 8th grade students.
- • Expand acceleration options for students
- • Establish and support common vision of instruction.
- ✓ Safety Planning
- ✓ Computer Science Classes K-12th grades
- ✓ Continued alignment of curriculum to standards
- ✓ Improving school budgets to align to new goals

- ✓ Establish clear and consistent communication policies, practices and procedures across all schools and district departments.
- • Refresh the district's image with a new "brand" that represents who we are and what we want to become.
- • Set clear expectations and provide training on the use of technology to maximize its use as an effective communication tool.
- • Increase visibility of district leadership in schools and in the community.
- • Clearly communicate the district's priorities and related needs to gain community buy-in and support.
- • Strategic Finance Planning and align to the new goals.
- • Be proactive in communicating school and district successes. Tell "Our Story"

Thank to:

- Chasina Worman, KGBSD Information Specialist

- Anchorage School District

- Schoolzilla Data Wall