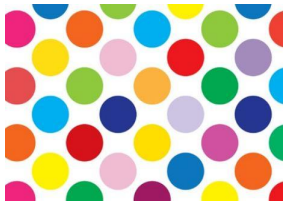
Auburn School District Strategic Plan Committee Meeting #2

March 23, 2022

Please sit at a table that matches the color of the dot on your name tag.



AUBURN SCHOOL DISTRICT

ENGAGE • EDUCATE • EMPOWER

The Why for a Strategic Plan

The What of a Strategic Plan

Strategic Planning

March 23, 2022

Photo by Jackson Eaves on Unsplash

Outcomes

Data isn’t useful unless it results in actions.

This committee will create the conditions for actionable change.

"https://www.flaticon.com/free-icons/lighthouse"

DATA for ACTION

This fall the district conducted a perceptual survey with staff, students and families. We partnered with the Center for Educational Effectiveness and refer to this survey as the CEE survey. These are the top areas that need improvement

This committee was formed deliberately to respond to the staff and family responses. We will see more perceptual data in our future meetings.

56% of Families responded positively to *"This school includes me in conversations about race, culture and gender equity"*

42% of Staff responded positively to the statement *"A diverse representation of parents and community are involved in school decision making"*

46% of Staff responded positively to the statement *"With important decisions we seek input from parents and community"*

Photo by Ryan Arnst on Unsplash

Outcomes- Focus

A **Fresnel lens** is a type of lens developed by a French physicist for use in lighthouses.It has been called **"the invention that saved a million ships."** A lighthouse lens uses internal reflection as well as refraction; it can capture more light from a light source and add it to the beam of a lighthouse, making the light visible from greater distances.

Studies show that one of the leading causes of improved student achievement is having a **clear and narrow focus** like the Fresnel lens. A focus that can reflect and build upon the light within the system and project a larger beam moving forward.

Types of Data

Our Lenses

Demographic

Achievement

Behavioral

Perceptual
(Next meeting)

Our data process

You will look at several sets of data tonight and work with a group to review and reflect on what you see.

Our data process

Guiding questions:

- Who is/isn’t benefiting as seen in this data set?
- What does it look like to thrive in this area?

Each group will record their reflection to each data set on chart paper.

Data Lens 1

Demographic

Kindergarten Ready

Graduation

Demographic Lens- Build from the light within

16,894
students

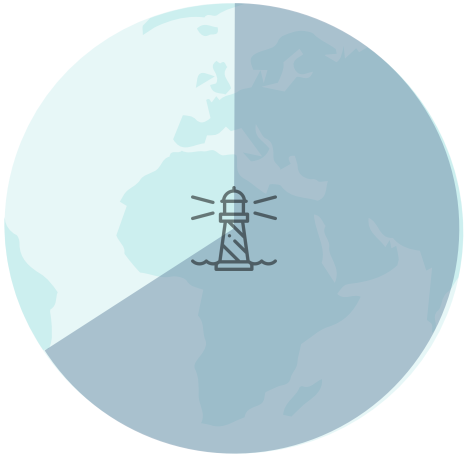
Current number of active students in K-12 ASD.

4 in 10 families multilingual

69%

Students of color

Auburn is rich with diversity



108 countries

Global connection

Auburn students come from over 100 countries

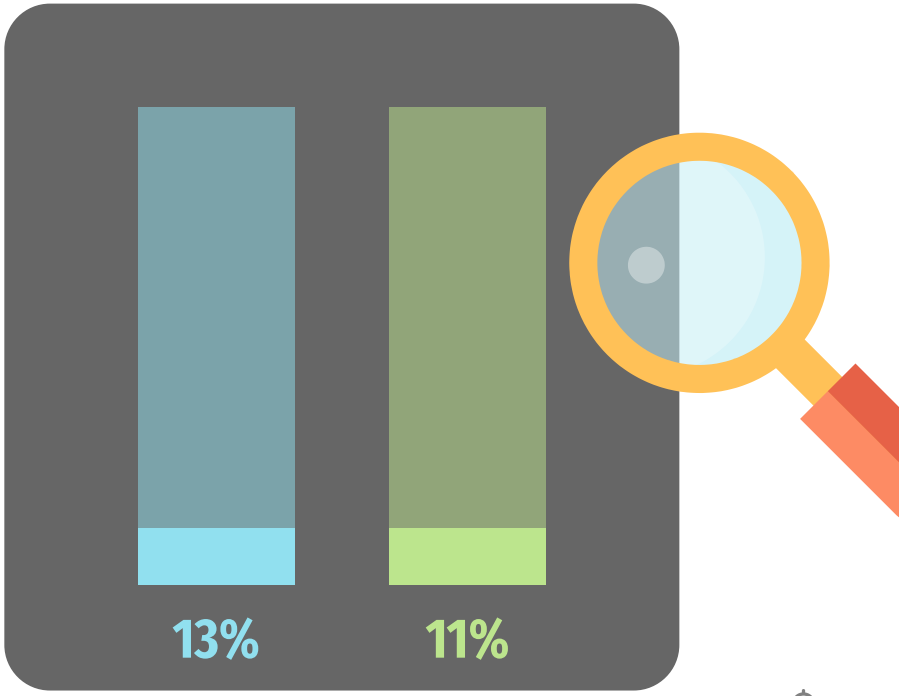
Demographics - Receiving Special Education Specific Populations 2016 vs 2021

2016

13% (2,063) of all students received Special Education services.

2021

11% (1,975) of all students received Special Education services.



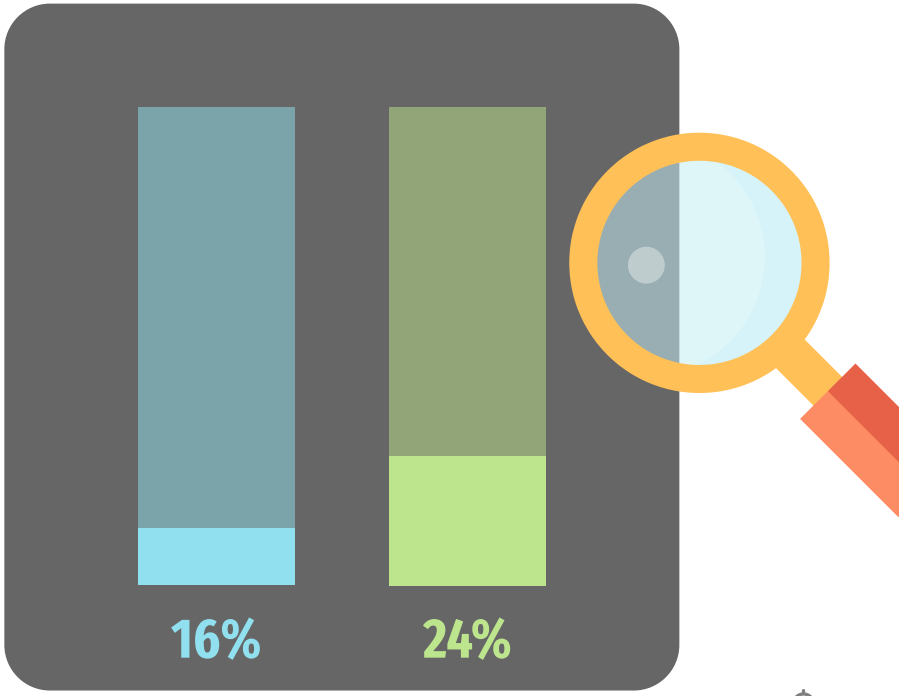
Demographics - Multilingual Learners Specific Populations 2016 vs 2021

2016

16% (2,546) of all students received Multilingual Learner services.

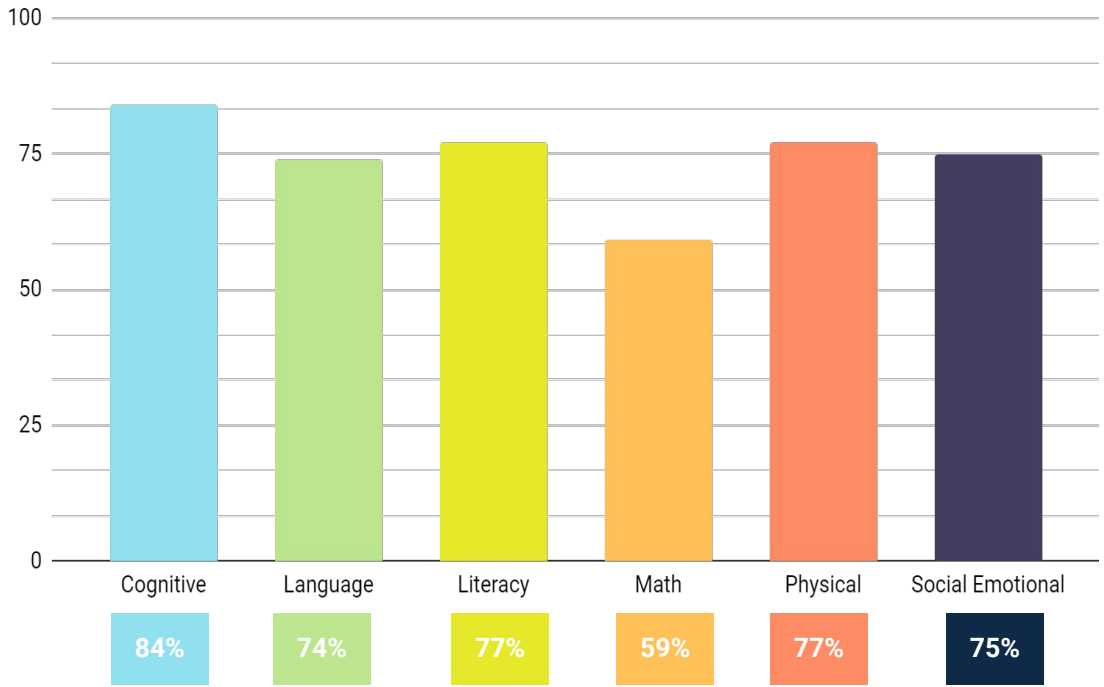
2021

24% (4,082) of all students received Multilingual Learner services.



Kindergarten Readiness

WaKIDS



43%

43% of ASD students entered kindergarten ready in all 6 areas

2019-20 data

Washington Kindergarten Inventory of Developing Skills is administered in the first 6 weeks of Kindergarten

Student enrollment in Preschool & Transitional Kindergarten

Did you know?

464

ECE
Early **C**hildhood **E**ducation is designed for students with developmental delays.

246

ECEAP
Early **C**hildhood **E**ducation and **A**ssistance **P**rogram Ages 3-4 by August 1.

20

Transitional Kindergarten
Program for 4 year olds who don't have access to high-quality early learning prior to kindergarten.

Progress towards 100% Graduation (In 4 Years)

85

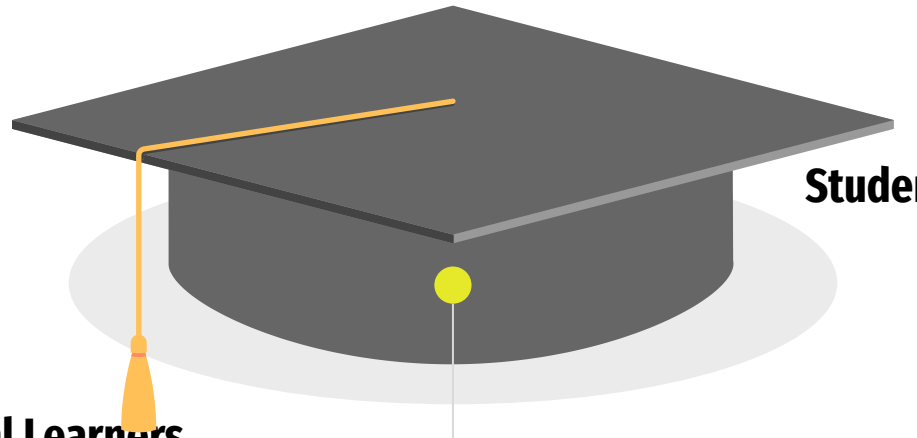
ALL ASD

85% of all ASD students graduated in 4 years

Low Income

79% of students receiving F/R/lunch graduated in 4 years

79



Students receiving Special Education Services

65% of students receiving special education services graduated in 4 years

65

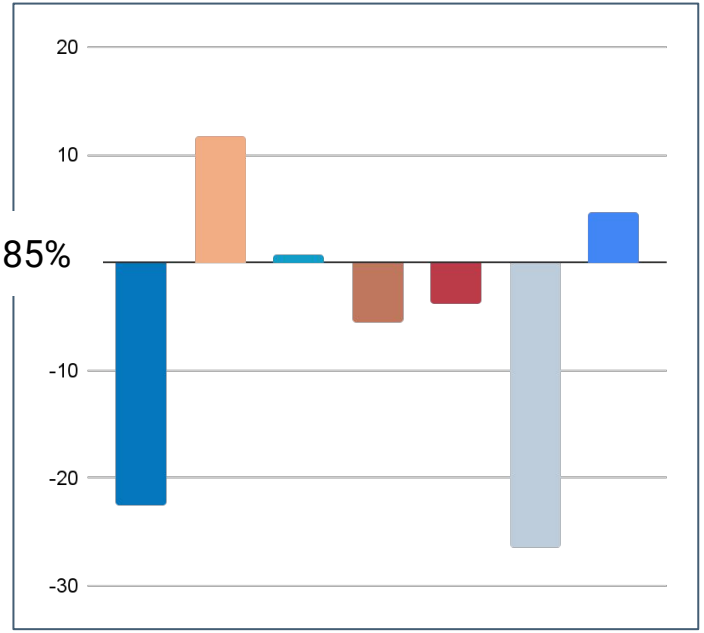
72

Multilingual Learners

72% of Multilingual Learners graduated in 4 years

Graduation in 4 Years- Rates by Race

Performance of different groups 20-21



Graduation rates compared to the district average (85%) by race.

63% American Indian Students

97% Asian Students

86% Black/African American Students

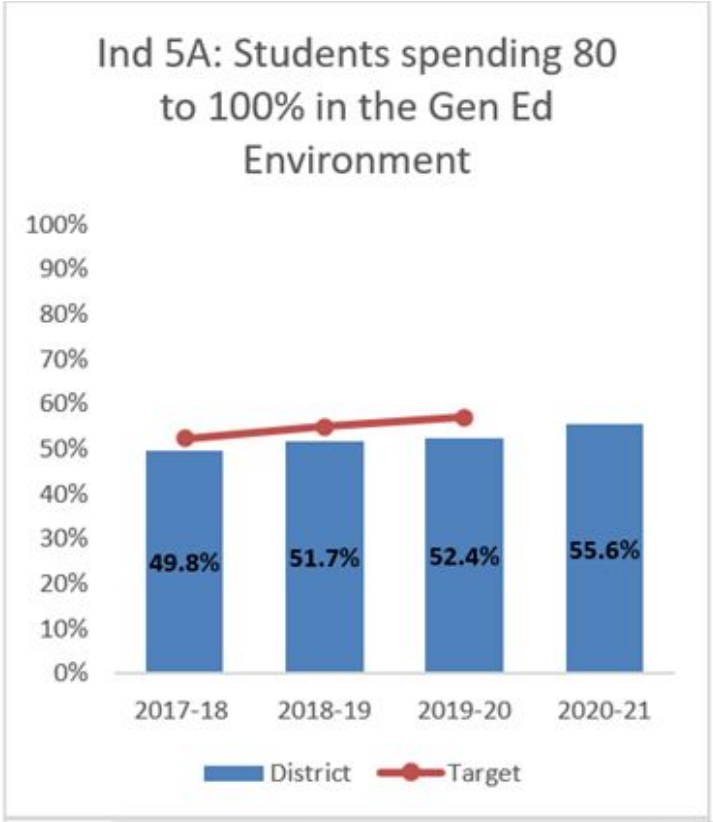
80% Latino/a Students

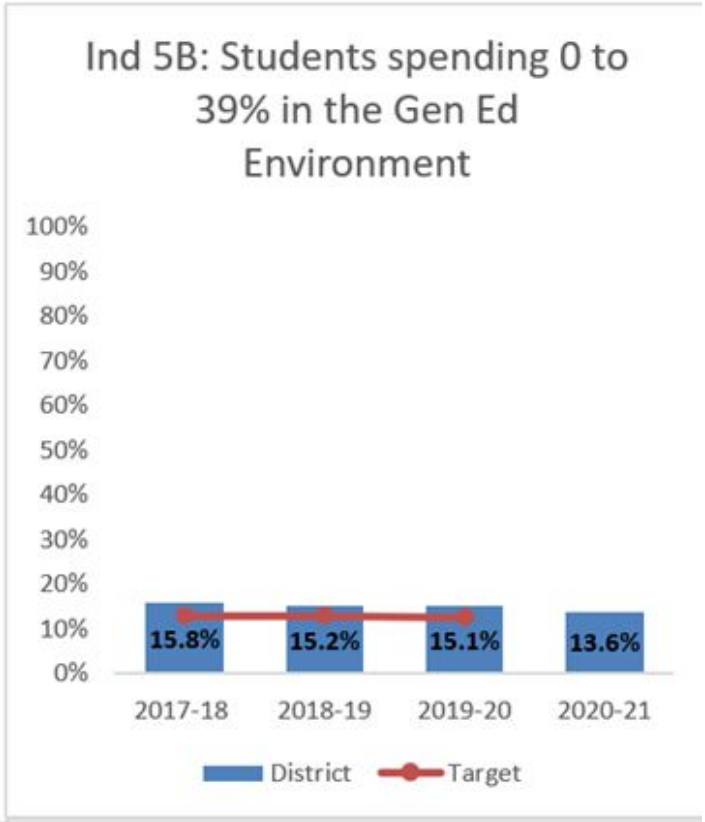
81% Multiracial Students

59% Pacific Islander Students

90% White Students

Least Restrictive Environment





Center for Education Effectiveness (CEE) Top Answers

Numbers represent the percentage of positive responses

Staff
I am willing to work at changing my school for the better

97

94

Family
Communications I get are in a language I can understand

Staff
The curricula we teach are aligned with state standards

94

91

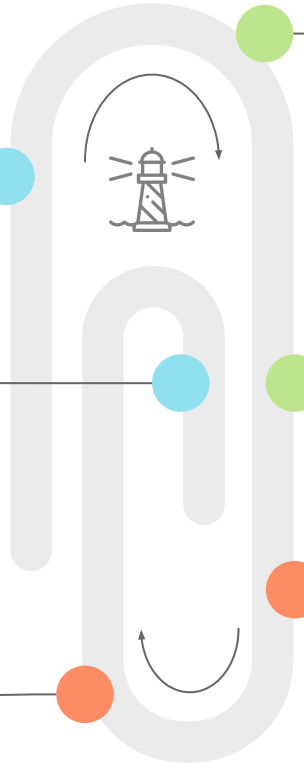
Family
School employees are respectful and courteous of one another

Student
My teacher(s) believe student learning is important

92

91

Student
My teacher(s) expect me to do my best



Center for Education Effectiveness (CEE) Bottom Answers

Numbers represent the percentage of positive responses

Staff

A diverse representation of parents and community are involved in school decision making

42

Staff

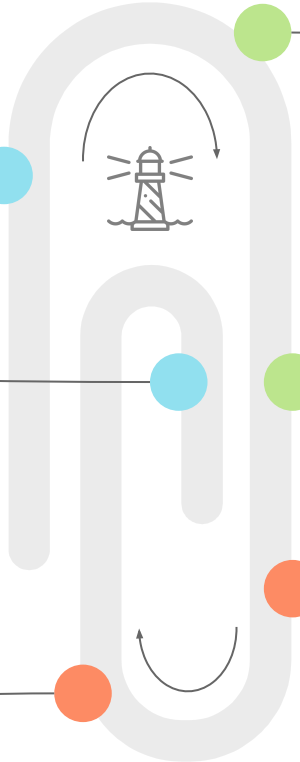
With important decisions we seek input from parents and community

46

Student

Most students are respectful of others at this school

42



56

Family

This school includes me in conversations about race, culture and gender equity

57

Family

This school tells me how I can help my student with homework

51

Student

In my classes, I learn how to better understand my emotions

Let’s Practice: Data Lens 1

Demographics, Graduation, and Perceptual

Turn and Talk

Data Lens 2- Achievement

English Language Arts (ELA)

Achievement Lens

Public schools power our communities, but their strength depends on us addressing the systemic inequities that our students and communities face.

Rocio Inclan, Senior Director, NEA Center for Social Justice

Achievement Lens- English Language Arts (ELA)

A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to dropout of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade.

English Language Arts (ELA) DATA SETS

DIBELS
Early Literacy Measure given K-5 Fall, Winter, Spring

3

Face to Face

iReady
Reading Comprehension given to K-8 Fall, Winter, Spring

3

Online

Smarter Balanced
Reading and Writing state test grades 3-8 and 10 given 1 time per year

1

2

High School Grades
Language Arts course pass rate semester 1

Assessments

DIBELS

Early Literacy measure given K-5 Fall, Winter, Spring: *Face to Face*

iReady

Reading & Math assessment given to grades 1-8 Fall, Winter and Spring and Kindergarten in Winter and Spring: *Online*

SBA

Smarter Balanced Assessment (Reading/Writing [ELA], Math) grades 3-8 and 10 given each spring: *Online*

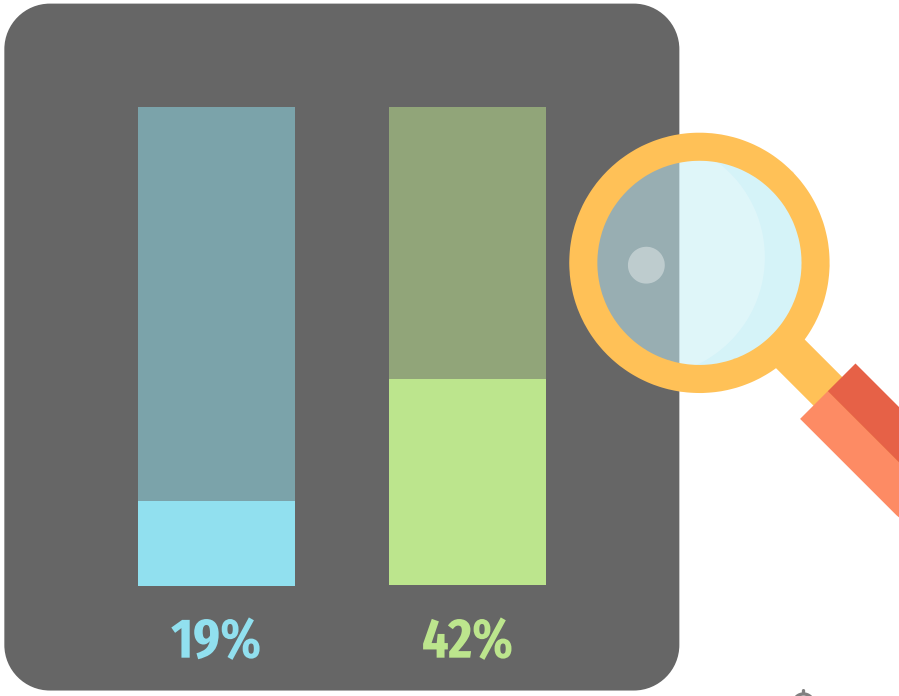
DIBELS Kindergarten Fall and Winter On Target

Fall

19% of all Kindergarten students met grade level expectations in early reading this fall.

Winter

By Winter, 42% of all Kindergarten students met grade level expectation in early reading.



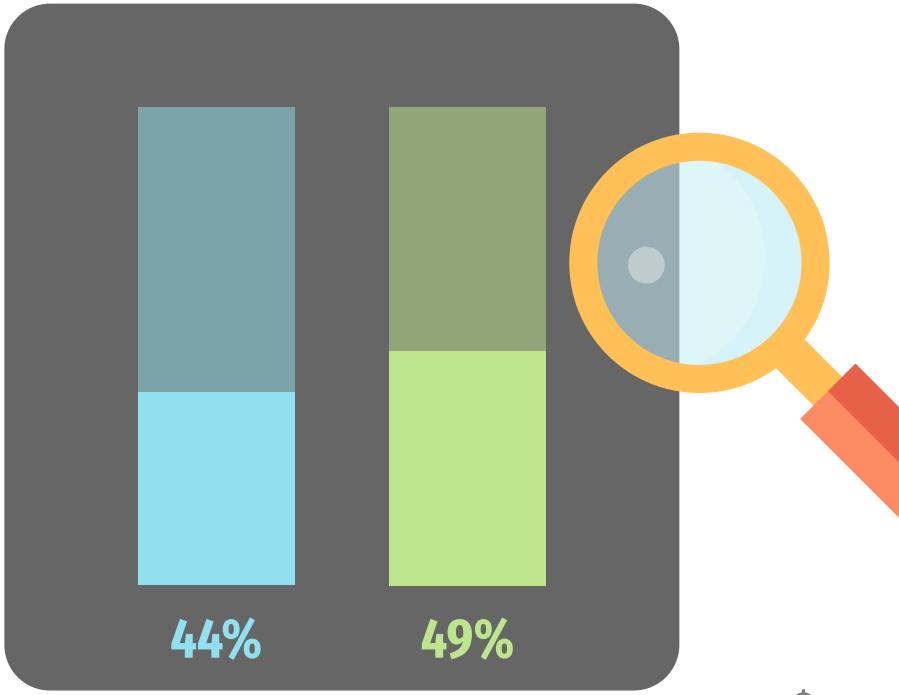
DIBELS K-5 Fall and Winter On Target

Fall

Only 44% of all K-5 students met grade level expectations in early reading this fall.

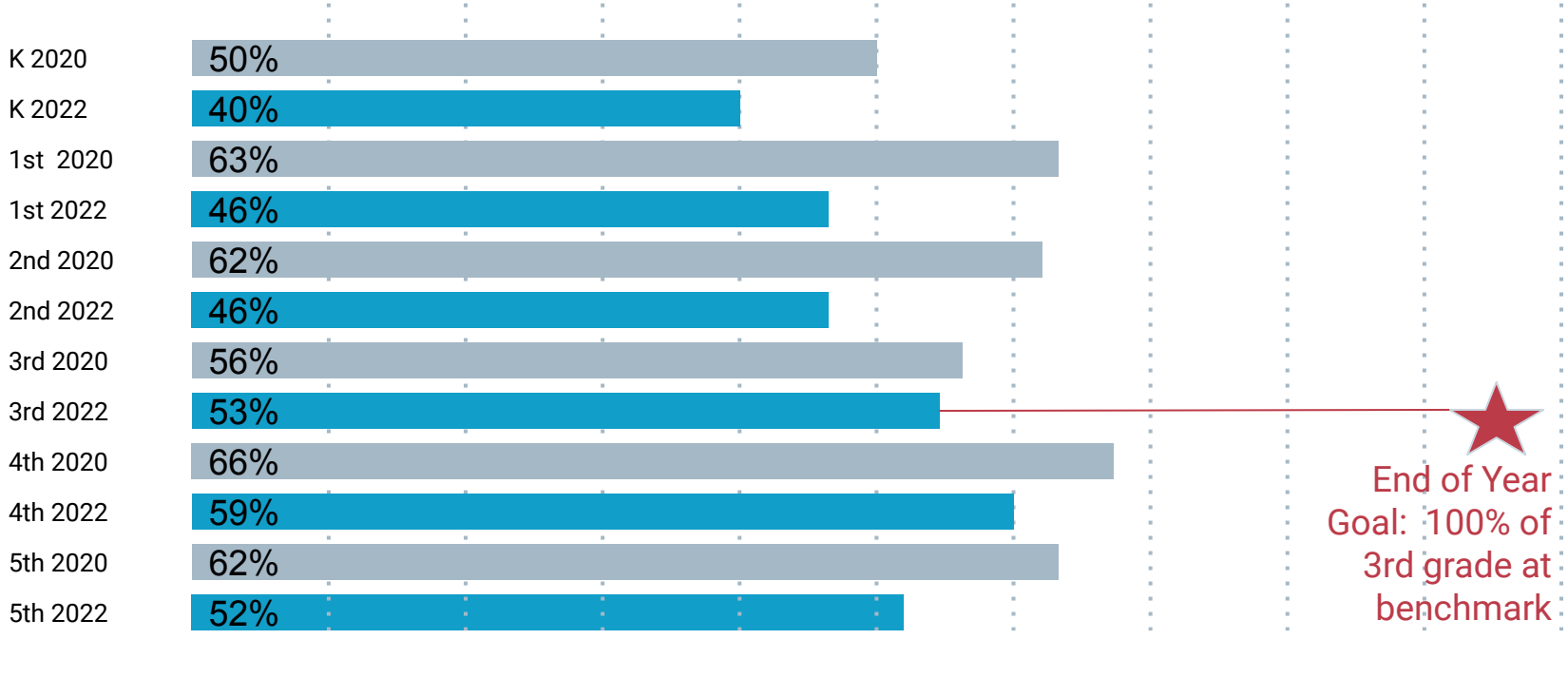
Winter

By Winter, 49% of all K-5 students met grade level expectation in early reading.



DIBELS Performance by Grade Compared to Pre-Pandemic

Winter 2020 compared to Winter 2022

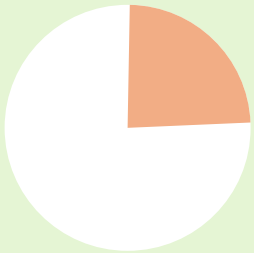


Specific Populations DIBELS Performance

52%

Not Receiving Special Education Services

52% of students were at or above grade level.



25%

Receiving Special Education Services

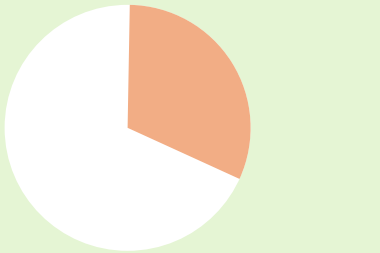
25% of students were at or above grade level.

Specific Populations DIBELS Performance

57%

Not Multilingual Learners

57% of students were at or above grade level.



31%

Multilingual Learners

31% of students were at or above grade level.

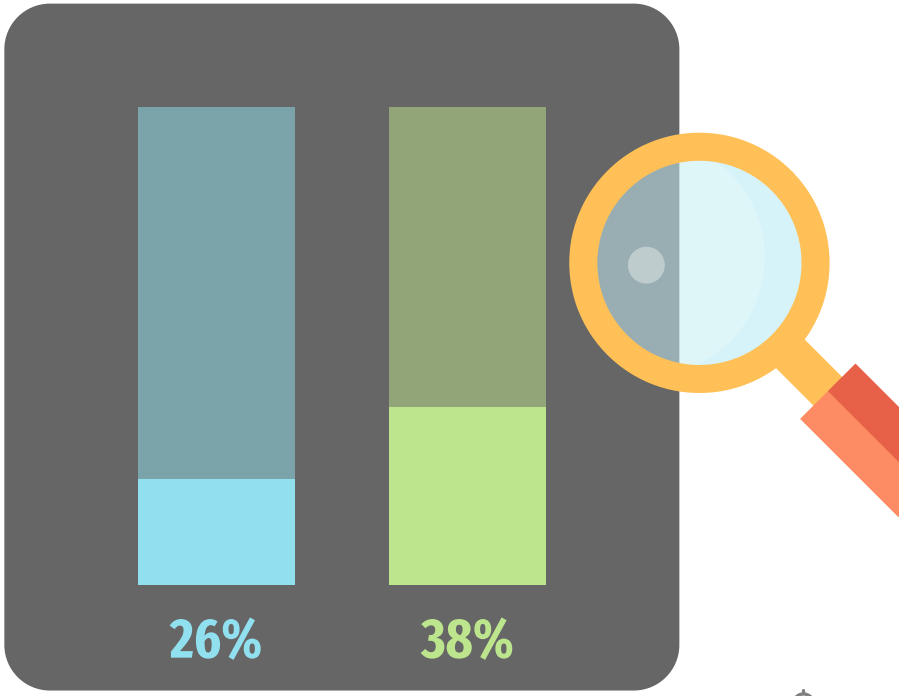
iReady Grades Reading 1-8 Fall and Winter On Target

Fall

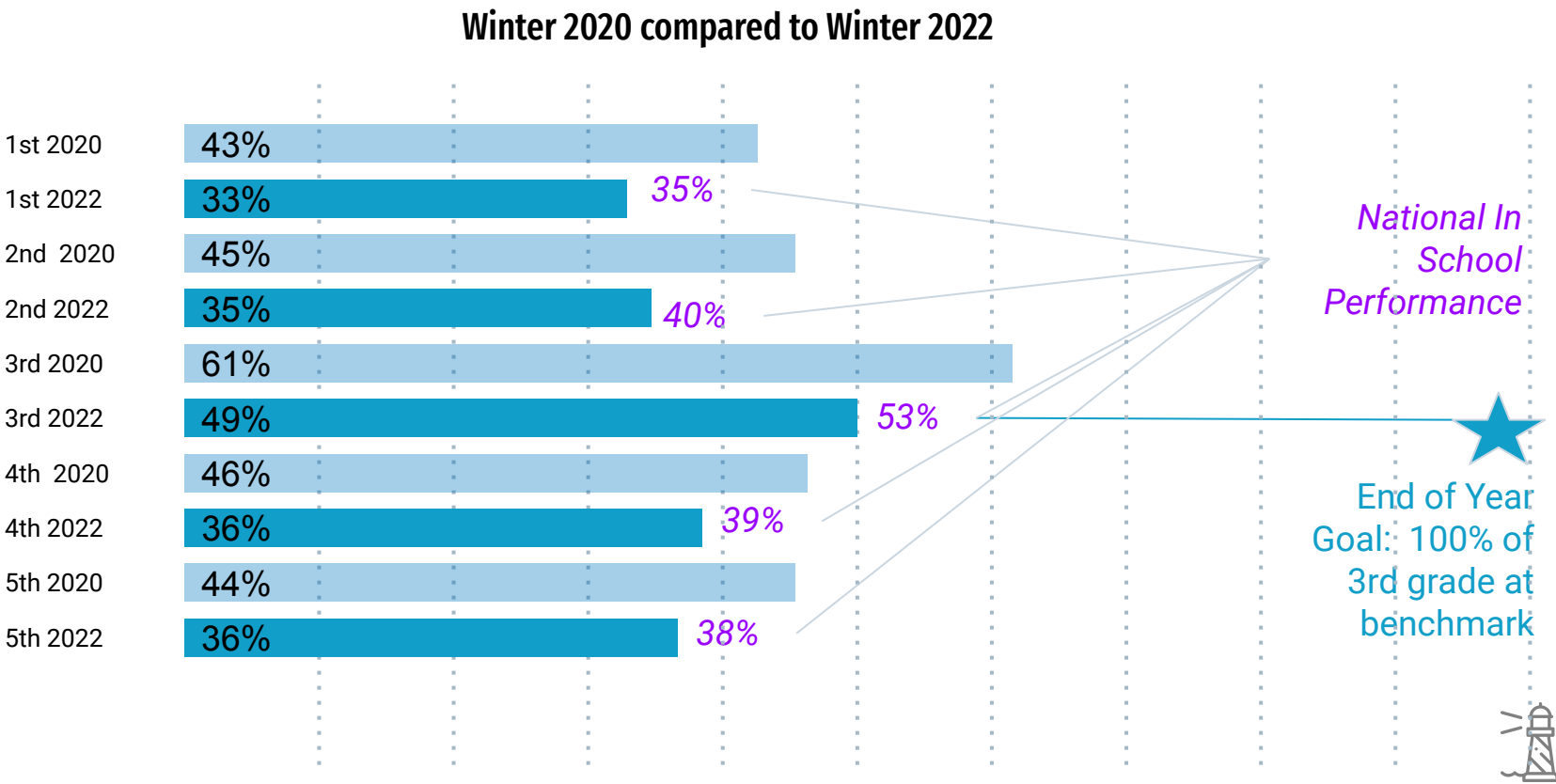
Only 26% of all 1-8 students met grade level expectations in early reading this fall.

Winter

By Winter, 38% of all 1-8 students met grade level expectation in early reading.

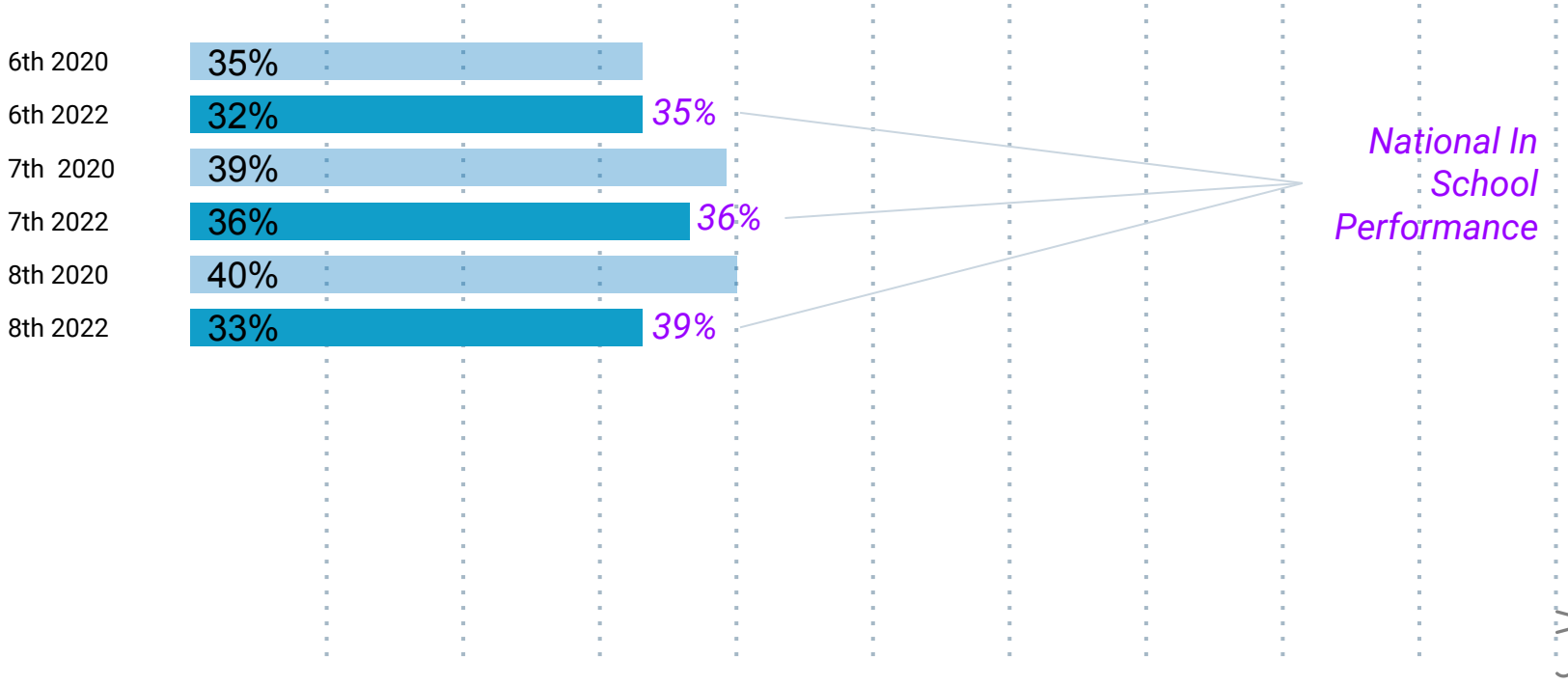


iReady Reading Performance Compared to Pre-Pandemic



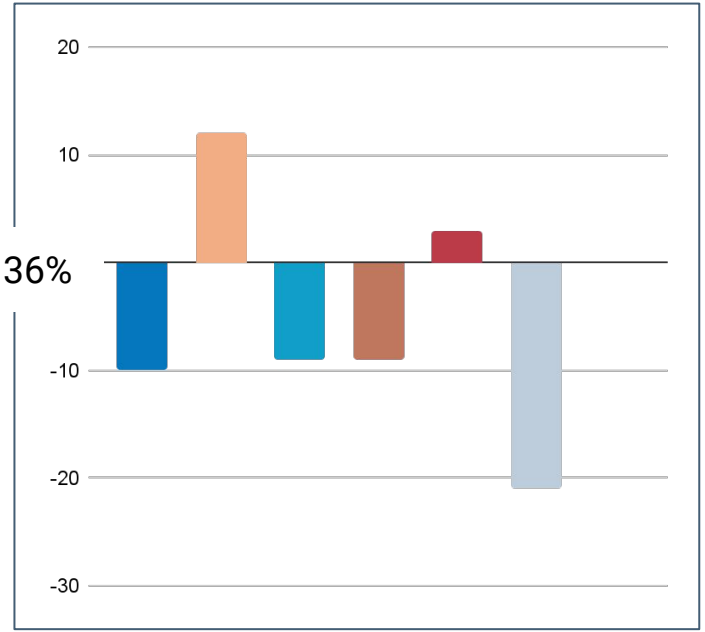
iReady Reading Performance Compared to Pre-Pandemic

Winter 2020 compared to Winter 2022



iReady Reading Results by Race

Performance of different groups in Winter



iReady Reading Performance compared to the district average (36%) by race.

26% **American Indian Students** met grade level expectations.

48% **Asian Students** met grade level expectations.

27% **Black Students** met grade level expectations.

26% **Latino/a Students** met grade level expectations.

39% **Multiracial Students** met grade level expectations.

15% **Pacific Islander Students** met grade level expectations.

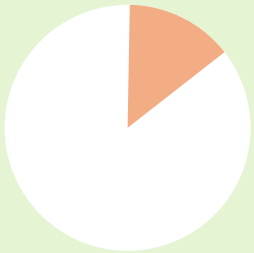
36% **White Students** met grade level expectations.

Specific Populations iReady Reading Performance

40%

Not Receiving Special Education Services

40% of students were at or above grade level.



15%

Receiving Special Education Services

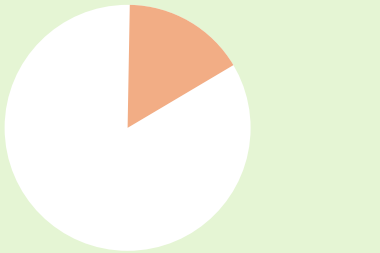
15% of students were at or above grade level.

Specific Populations iReady Reading Performance

46%

Not Multilingual Learners

46% of students were at or above grade level.



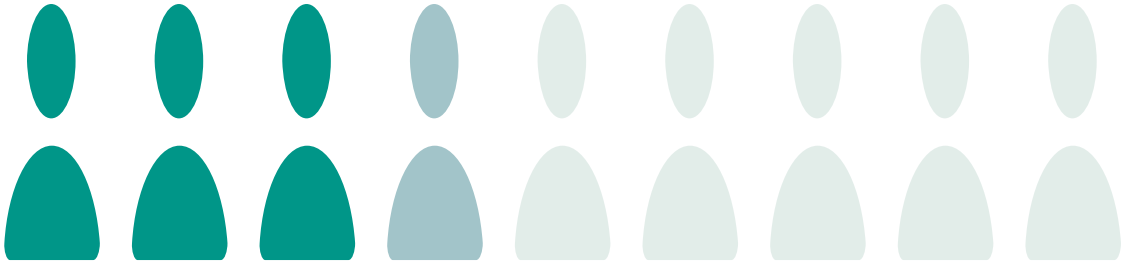
16%

Multilingual Learners

16% of students were at or above grade level.

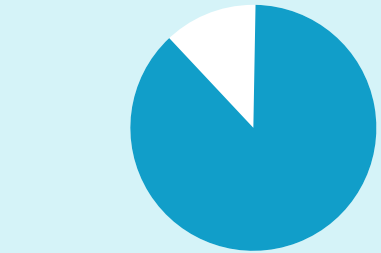
Smarter Balanced Assessments (SBA) Reading

34%



3 in 10 ASD students met standard
4 in 10 WA students met standard

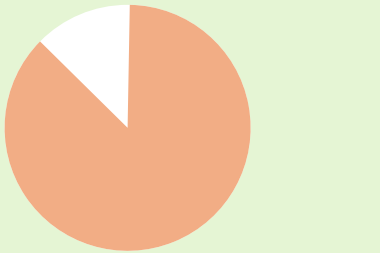
Specific Populations High School Language Arts Performance



88%

Not Receiving Special Education Services

88% of of language art grades were passing.

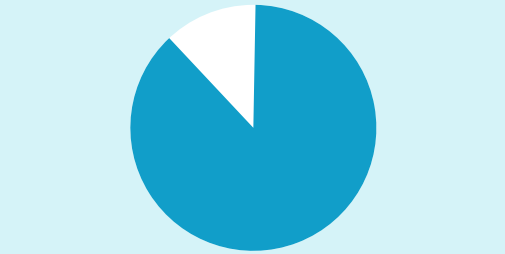


88%

Receiving Special Education Services

88% of language art grades were passing.

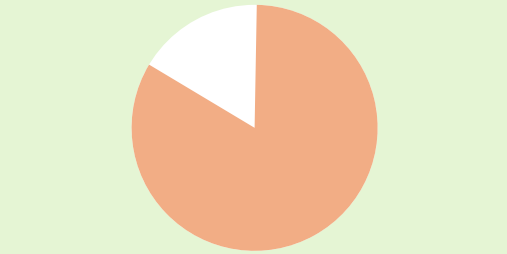
Specific Populations High School Language Arts Performance



89%

Not Multilingual Learner

89% of of language arts grades were passing.



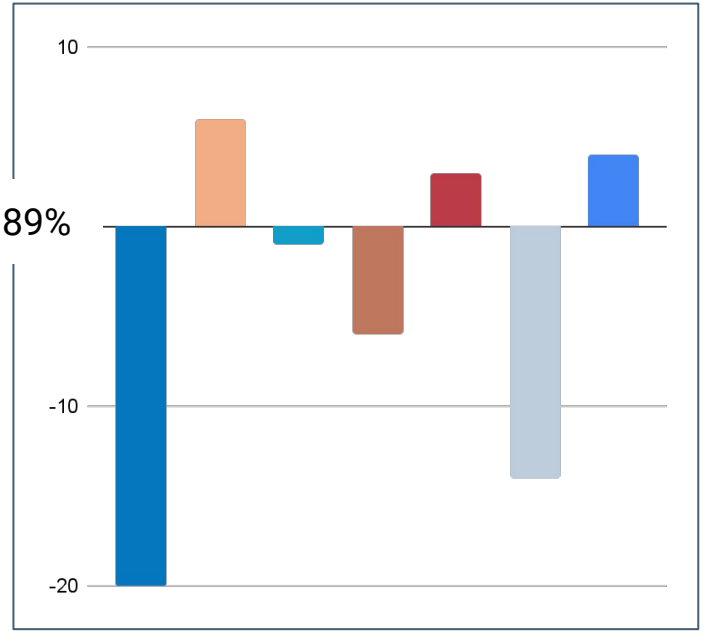
85%

Multilingual Learner

85% of language art grades were passing.

High School Language Arts Semester 1 Pass Rates by Race

Performance of different groups Semester 1



Language Arts course pass rates compared to the district average (89%) by race.

69% **American Indian Students** met grade level expectations.

95% **Asian Students** met grade level expectations.

88% **Black Students** met grade level expectations.

83% **Latino/a Students** met grade level expectations.

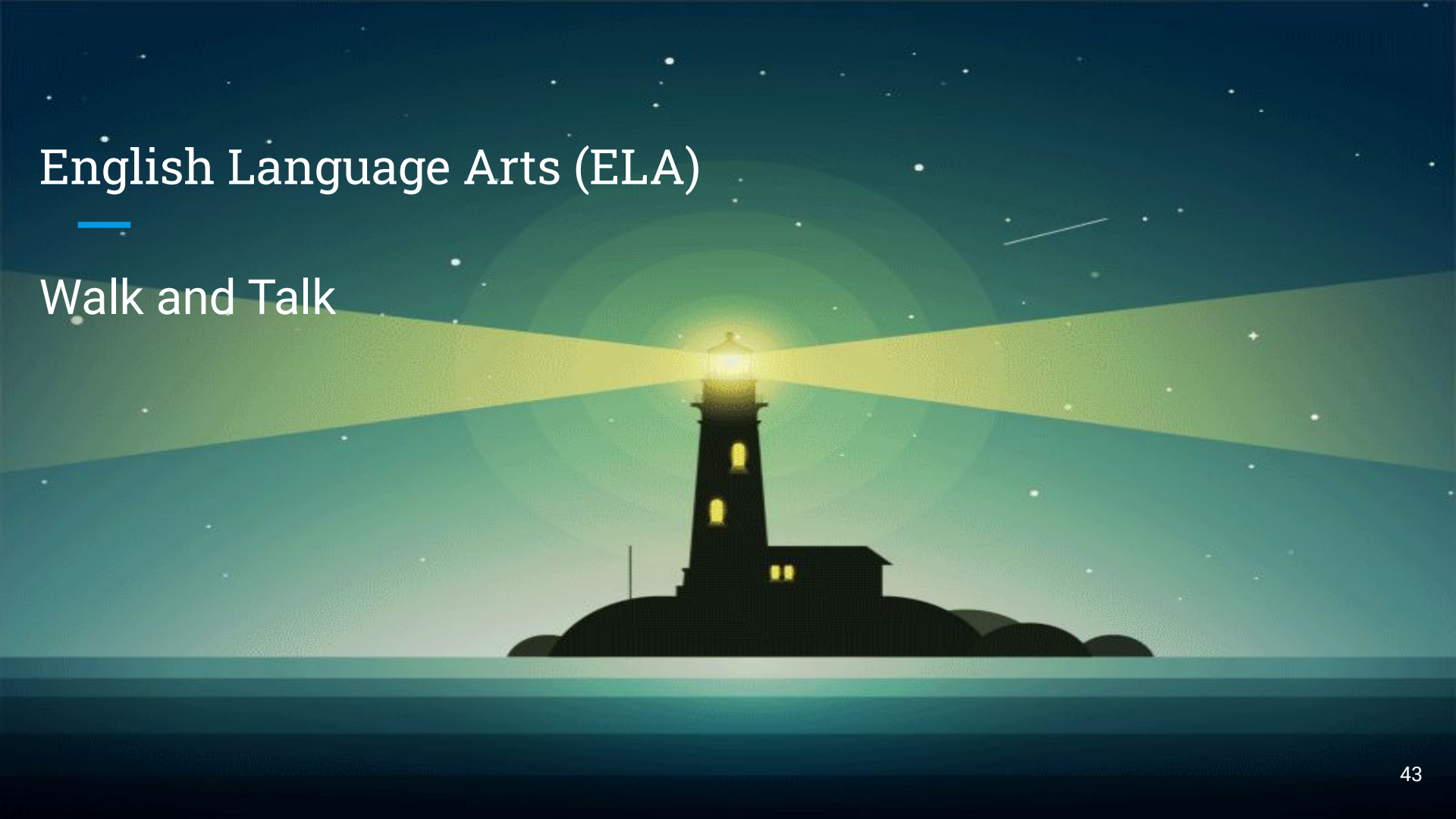
92% **Multiracial Students** met grade level expectations.

75% **Pacific Islander Students** met grade level expectations.

93% **White Students** met grade level expectations.

English Language Arts (ELA)

Walk and Talk



Data Lens 3- Achievement

Mathematics

Math

“The strongest predictors of later achievement are school-entry math, reading, and attention skills. A meta-analysis of the results shows that early math skills have the greatest predictive power, followed by reading and then attention skills.”

School readiness and later achievement. American Psychological Association

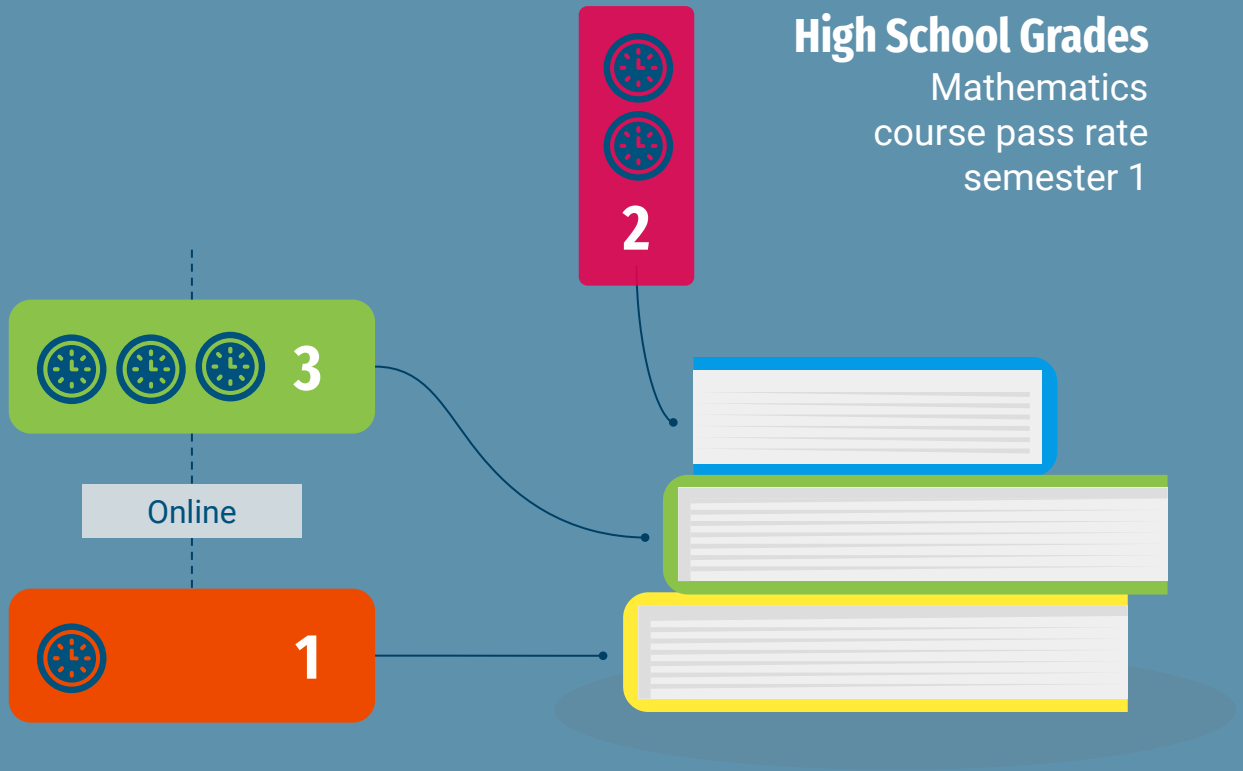
Math DATA SETS

iReady Math

Math given to K-8 Fall, Winter, Spring

Smarter Balanced

Math state test grades 3-8 and 10 given 1 time per year



High School Grades

Mathematics course pass rate semester 1

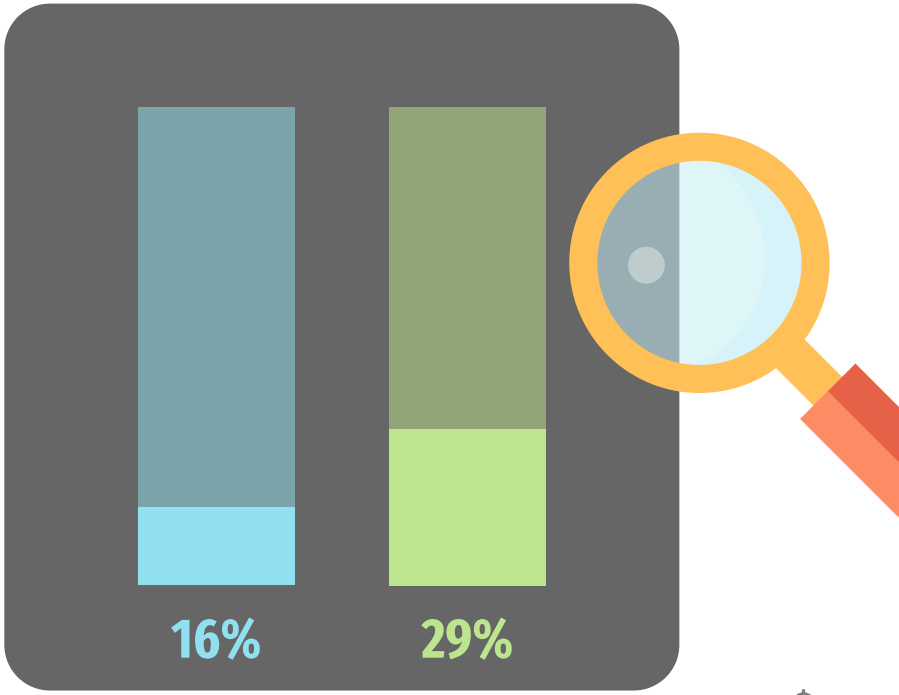
iReady Math Grades 1-8 Fall and Winter On Target

Fall

Only 16% of all grade 1-8 students met grade level expectations this fall.

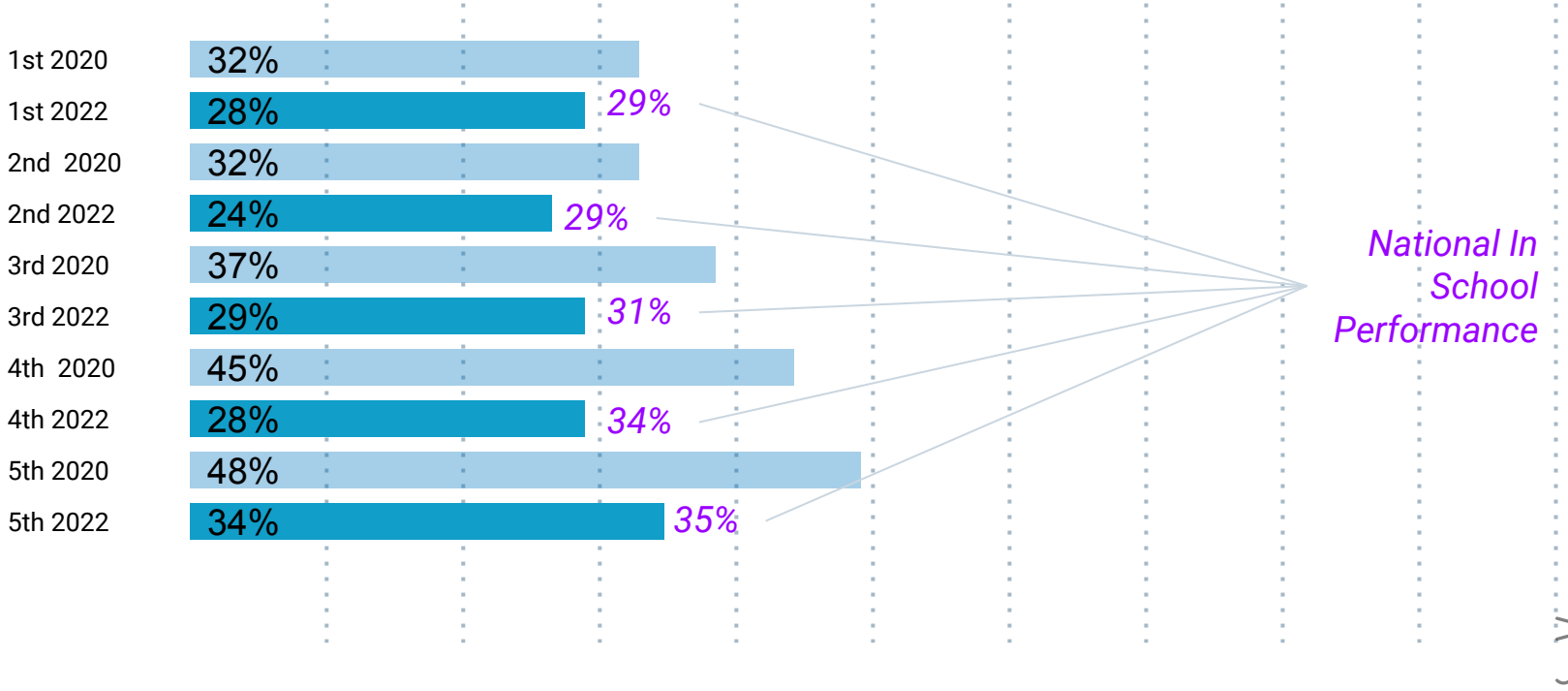
Winter

By Winter, 29% of all grade 1-8 students met grade level expectations.



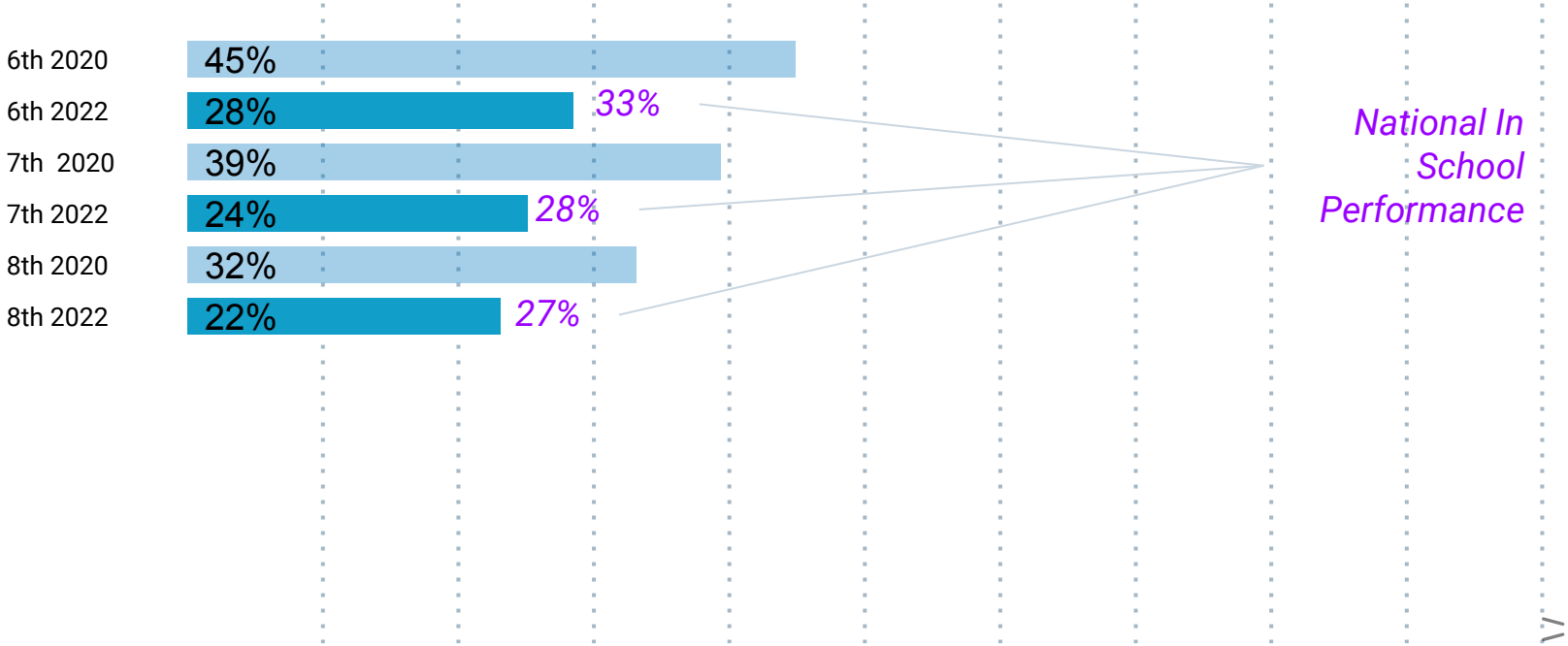
iReady Math Performance Compared to Pre-Pandemic

Winter 2020 compared to Winter 2022



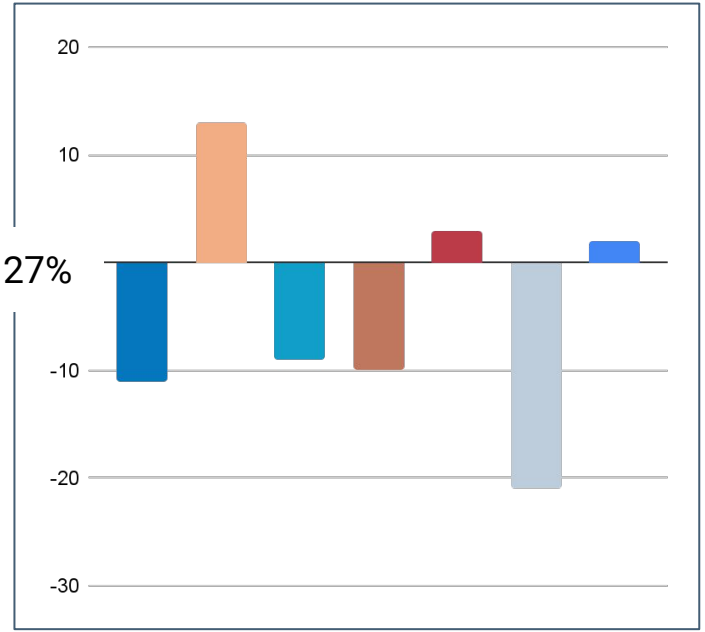
iReady Math Performance Compared to Pre-Pandemic

Winter 2020 compared to Winter 2022



iReady Math Results by Race

Performance of different groups in Winter



iReady Math Performance compared to the district average (27%) by race.

16% **American Indian Students** met grade level expectations.

40% **Asian Students** met grade level expectations.

18% **Black Students** met grade level expectations.

17% **Latino/a Students** met grade level expectations.

30% **Multiracial Students** met grade level expectations.

6% **Pacific Islander Students** met grade level expectations.

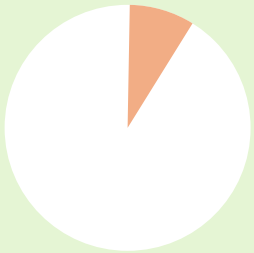
29% **White Students** met grade level expectations.

Specific Populations iReady Math Performance

30%

Not Receiving Special Education Services

30% of students were at or above grade level.



11%

Receiving Special Education Services

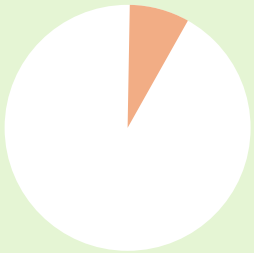
11% of students were at or above grade level.

Specific Populations iReady Math Performance

29%

Not Multilingual Learners

29% of students were at or above grade level.



10%

Multilingual Learners

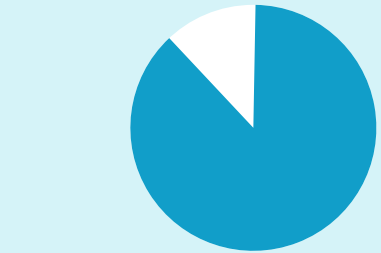
16% of students were at or above grade level.

Smarter Balanced Assessment (SBA) Math

20%

2 in 10 ASD students met standard
3 in 10 WA students met standard

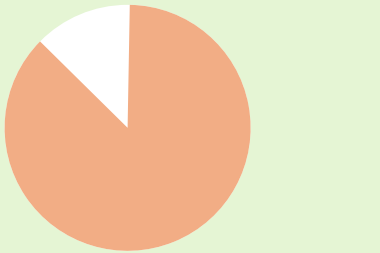
Specific Populations High School Math Performance



88%

Not Receiving Special Education Services

88% of of math grades were passing.

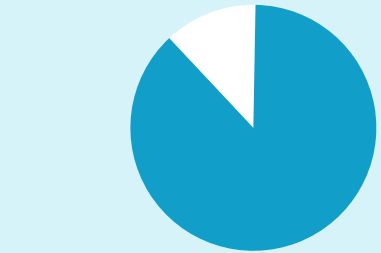


88%

Receiving Special Education Services

88% of math grades were passing.

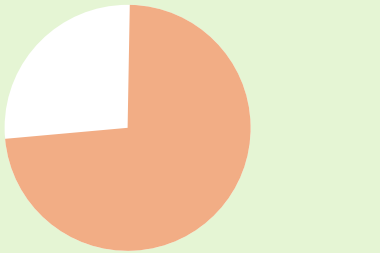
Specific Populations High School Math Performance



89%

Not Multilingual Learner

89% of of math grades were passing.



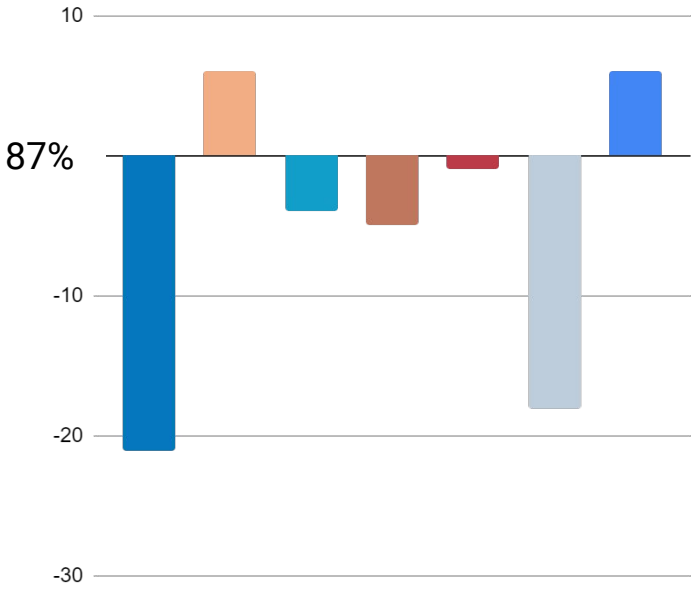
74%

Multilingual Learner

74% of math grades were passing.

High School Math Courses Semester 1 Pass Rates by Race

Performance of different groups Semester 1



Math course pass rates compared to the district average (87%) by race.

66% **American Indian Students** met grade level expectations.

93% **Asian Students** met grade level expectations.

83% **Black Students** met grade level expectations.

82% **Latino/a Students** met grade level expectations.

86% **Multiracial Students** met grade level expectations.

69% **Pacific Islander Students** met grade level expectations.

93% **White Students** met grade level expectations.

Math

Walk and Talk

Data Lens 4- Behavioral

Discipline

Attendance

Discipline and Attendance

Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance….

https://nces.ed.gov/pubs2009/attendancedata/chapter1a.aspn

Exclusion from school for discipline (2019-2020)

American Indian

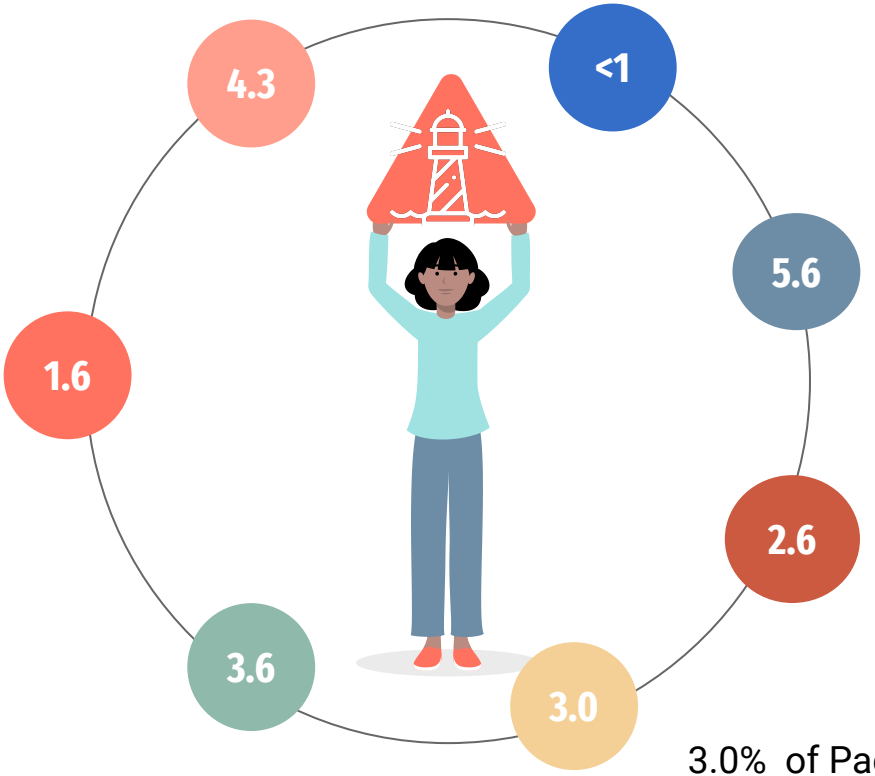
4.3% of American Indian students were excluded from school

White

1.6% of White students were excluded from school

Multiracial

3.6% of Multiracial students were excluded from school



Asian

<1% of Asian students were excluded from school

Black

5.6% of Black students were excluded from school

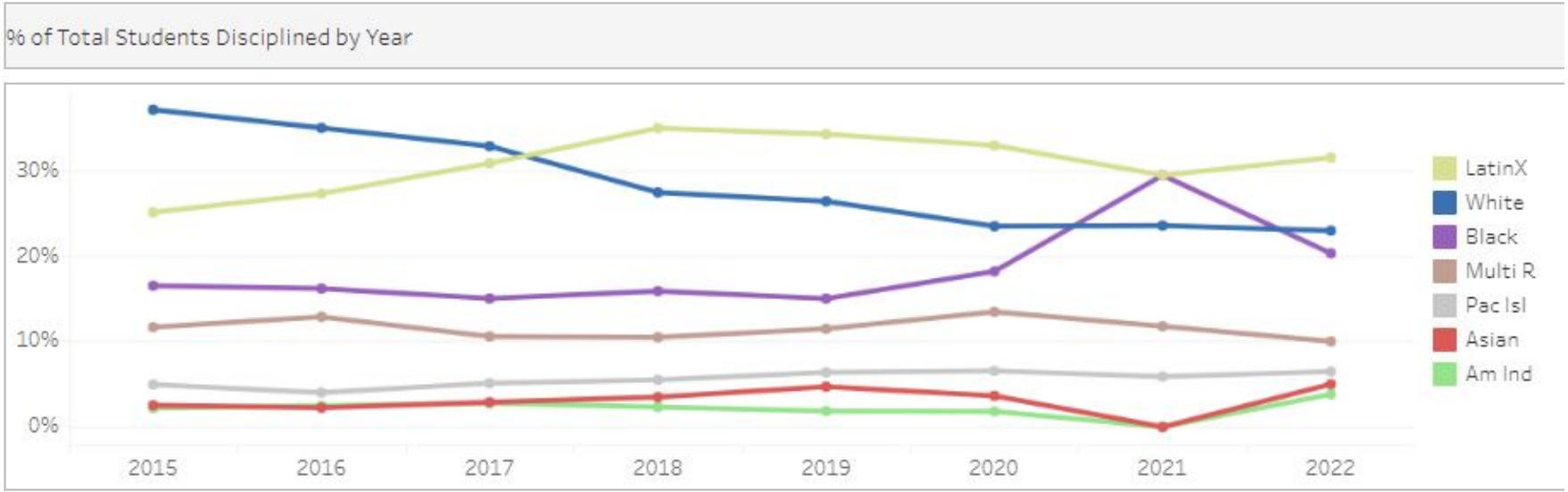
Latino/a

2.6% of Latino/a students were excluded from school

Pacific Islander

3.0% of Pacific Island students were excluded from school

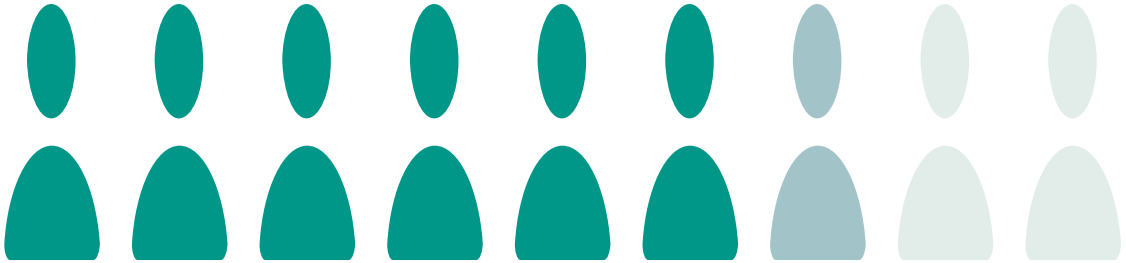
Discipline



This data set is both in and out of school discipline.

Regular Attendance- <2 Absences per month

70%



7 in 10 ASD students had < 2 per month

8 in 10 WA students had < 2 per month

2020-2021 School Year saw nearly a 10% drop from prior years

Regular Attendance (2020-2021)

American Indian

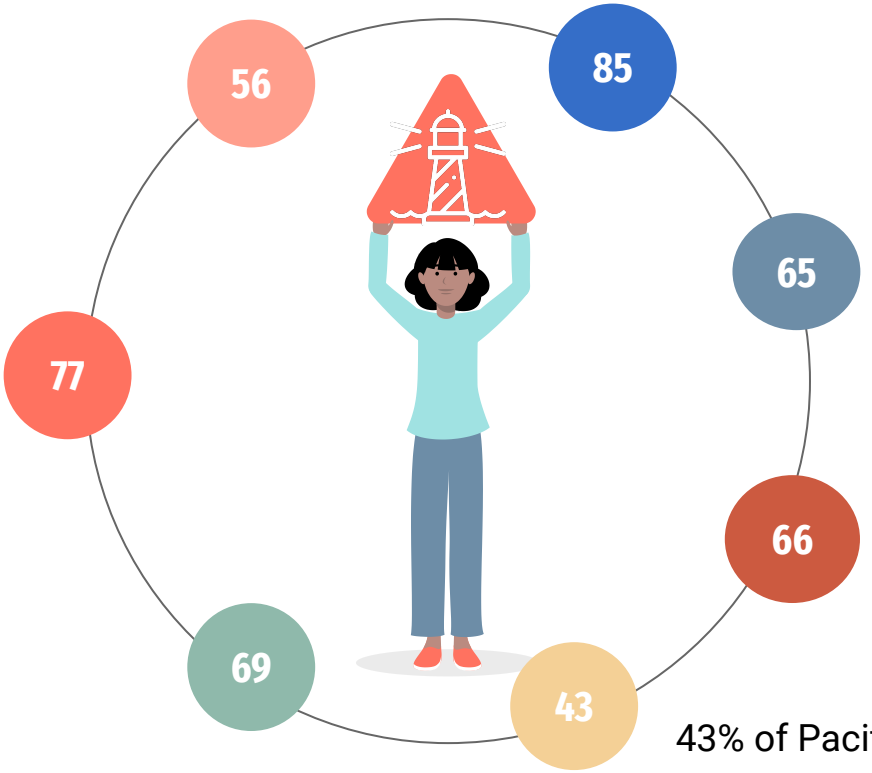
56% of American Indian students had <2 absences per month

White

77% of White students had <2 absences per month

Multiracial

69% of Multiracial students had <2 absences per month



Asian

85% of Asian students had <2 absences per month

Black

65% of Black students had <2 absences per month

Latino/a

66% of Latino/a students had <2 absences per month

Pacific Islander

43% of Pacific Island students had <2 absences per month

Behavioral

Turn and Talk

Data Lens 5

Career and College Ready

Career and College Ready

Students who earn college credit in high school are more likely to graduate, enroll in postsecondary programs, and complete a college degree or technical certification.

In Washington state, nearly 70 percent of all projected job openings require at least some education beyond high school. Two-thirds currently require a certificate, associate degree, or higher.

Career and College Ready

Today, more of the world's population is bilingual or multilingual than monolingual…Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another.

Dual Credit Completion

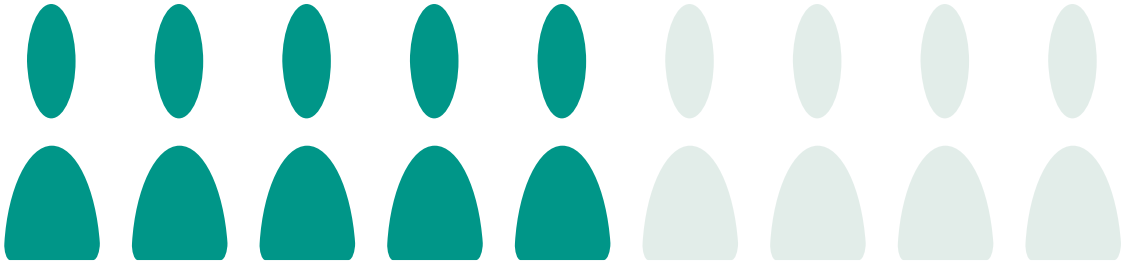
Dual Credit programs allow students to earn both high school and college credit at the same time. Dual credit programs include:

- Running Start
- CTE Dual Credit (formerly Tech Prep)
- College in High School
- Advanced Placement

Students can enroll in more than one type of dual credit course.

Dual Credit Completion (2020-2021)

68%



6.8 in 10 ASD students completed

6.2 in 10 WA students completed

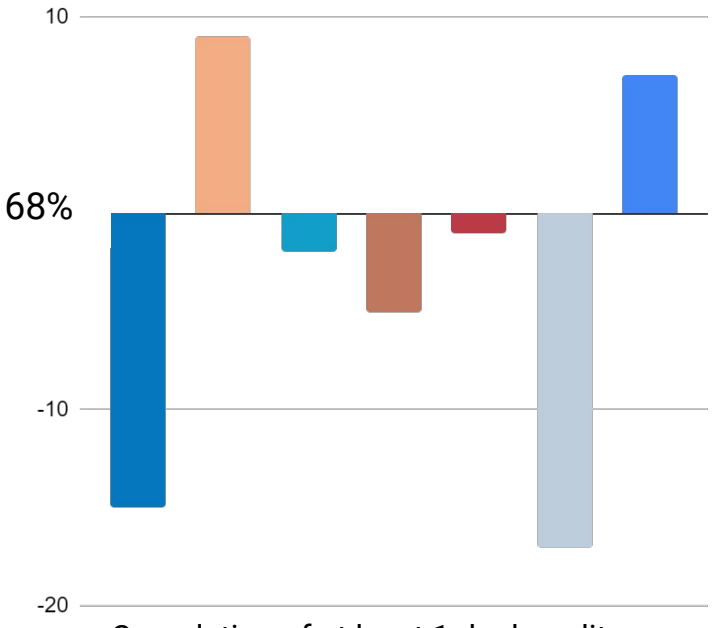
Dual Credit Attainment

Student participation in 2020-2021

	22%	AP Courses	Advanced Placement Courses allow students to take the AP test to potentially earn college credit
	6%	College in the High School	College in the High School courses allow students who successfully complete the course and pay tuition, to earn college credit
	11%	Running Start	Students take college courses on college campuses, tuition free, to earn credit
	47%	CTE Dual Credit	Students who successfully complete (C or better) a CTE course that has articulation agreements, may earn college credit

Dual Credit Attainment by Race

Performance of different groups 2020-2021



Completion of at least 1 dual credit course in the 20-21 school year compared to the district average (68%)

52% American Indian Students

76% Asian Students

65% Black Students

62% Latino/a Students

66% Multiracial Students

50% Pacific Islander Students

74% White Students

World Language Credit Earning

Students in the class of 2021 and beyond are required to earn 2 credits in World Language to graduate. Minimum requirements for Washington public university and college admission include 2 credits in the same language.

World Language Testing 2020-2021

Test Administrations

Offered 5 test administrations

5

180

Students

180 students participated in testing

World Language Testing

Competency based assessment that measures student's skills in languages other than English

Languages

20 languages were assessed

20

657

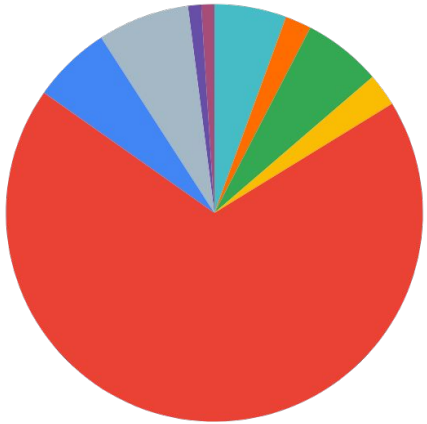
Credits

Students earned a total of 657 high school World Language Credits

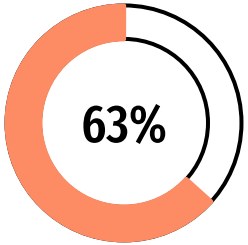
World Language Testing 2020-2021

Test Languages

66% Spanish
7% Other
6% Ukrainian
6% Russian
5% Marshallese
2% Samoan
2% Punjabi
1% Tagalog
1% Turkish



Crediting



Earn 4 Credits

63% of students who earned credit through WLT earned 4 credits

"Other" languages include Amharic, Arabic, Chinese, Dari, German, Japanese, Kazakh, Swahili, Korean, Nepali, Pashto, Somali, Vietnamese

Career and College Ready

Turn and Talk

Outcomes

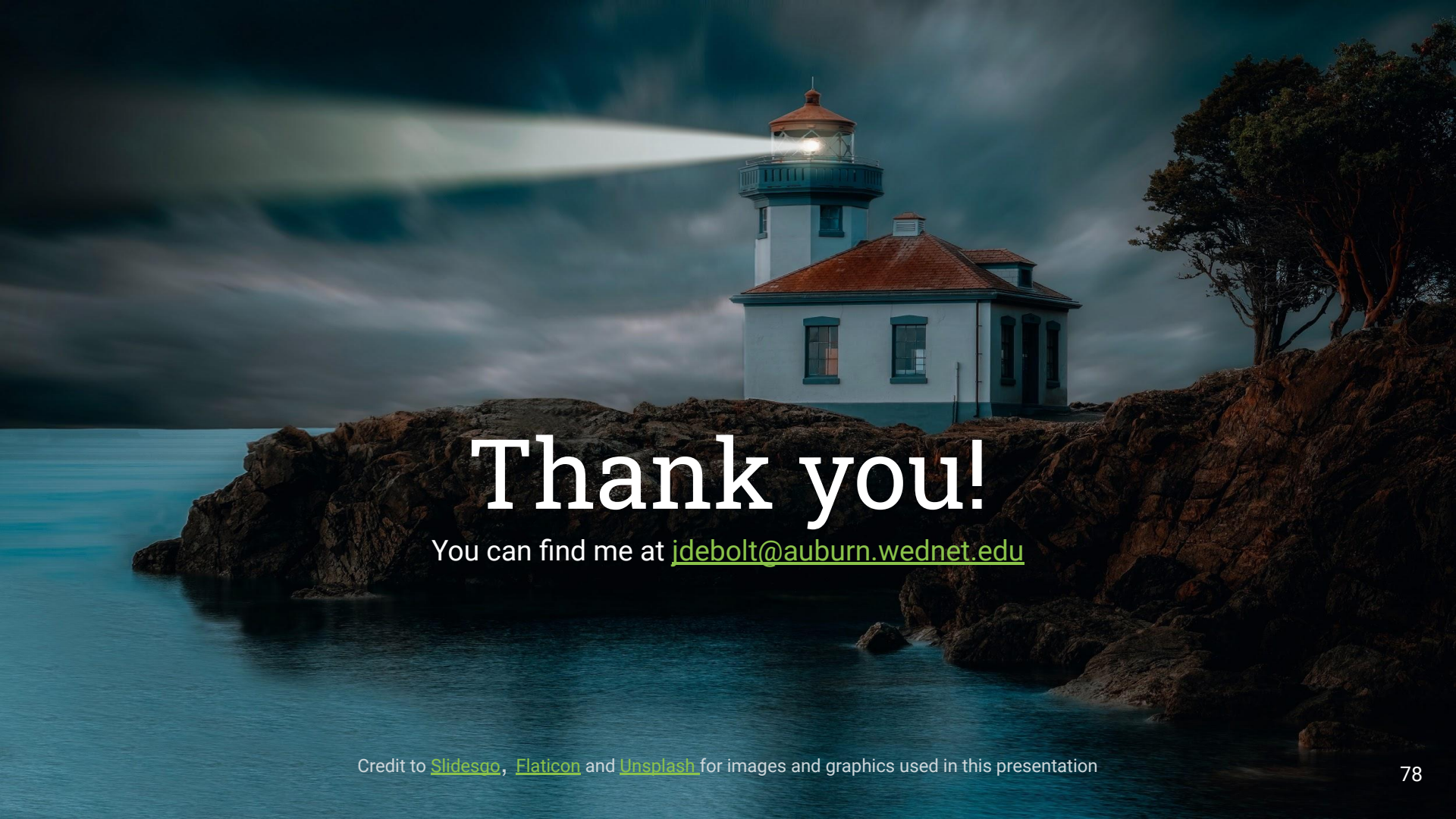
Data isn’t useful unless it results in actions.

This committee will create the conditions for actionable change.

"https://www.flaticon.com/free-icons/lighthouse"

Use your new lenses-build from the light within

Photo by Ryan Arnst on Unsplash



Thank you!

You can find me at jdebolt@auburn.wednet.edu

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