

# Auburn School District Strategic Plan Committee Meeting #3

April 6, 2022



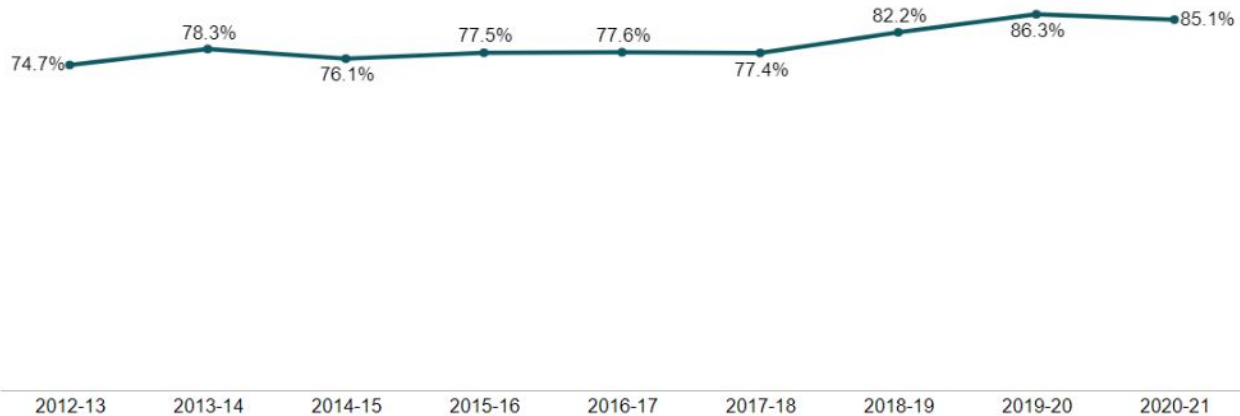


**AGENDA:**  
**Follow up from 3/23**  
**Perceptual Data**  
**Four Question Responses**

# Grad Data Follow Up

What percent of students graduated in four years, over time?

## Auburn School District



# Attendance Data Follow Up

<b>Year</b>	<b>Percentage</b>
<b>2020-21</b>	<b>70%</b>
<b>2019-20</b>	<b>86%</b>
<b>2018-19</b>	<b>79%</b>
<b>2017-18</b>	<b>80%</b>
<b>2016-17</b>	<b>79%</b>
<b>2015-16</b>	<b>80%</b>
<b>2014-15</b>	<b>80%</b>

# HR Info Follow Up

Hiring efforts for a more diverse staff to reflect our student population:

- Specific HR solely in charge of recruiting & retention
- Affinity groups
- Grow Your Own for paraeducators to become teachers

New hires who are staff of color for the last five years:

21-22: 60%  
20-21: 54%  
19-20: 23%  
18-19: 31%  
17-18: 20%

# Special Ed Follow Up

*Do all special education students get P/F for grades in High School?:*

No, only if it is written into their Individualized Education Plan (IEP)

*Why did Special Education numbers decline the last couple of years?*

Several working hypothesis:

Increased preschool opportunities resulting in fewer needing services

Increased in access to general education due to intentional focus on inclusion

COVID limitations for in-person assessments to evaluate for services

*How many special education students are planned for 5 or more years to graduate?*

Very few. Transition Assistance Program, serves 18-21 with significant needs and ranges from 30-40 students.

# Themes from Academic Data

All students are benefitting, some need more for the full benefit

Asian & White, non-Hispanic students benefitting the most

Bilingual benefitting through dual language credits

Native American/Alaskan Native & Pacific Islander students are benefitting the least- the gaps are consistent and profound

Students with disabilities not benefitting

English learners not benefitting

Black & Native American students disciplined more

More communication to students and families about dual credit opportunities

Need to expand early learning opportunities & communication

# Different Type of Data Perceptual

Center for Education Effectiveness  
Healthy Youth  
Collective Equity Organizational Analysis





# Center for Educational Effectiveness (CEE)

Administered in the fall:

Staff: 1,102

Students: 7,909

Family: 1,478

# CEE Top 5/Bottom 5 Students

My teacher(s) believe student learning is important	93%
My teacher(s) expect me to do my best	92%
I am respectful of others at this school	89%
I feel good about my cultural or ethnic background	88%
The principal of this school believes student learning is the #1 priority	88%
I solve problems by first breaking them into smaller steps	55%
Our school engages in difficult conversations about race, gender, oppression and discrimination	53%
Work I do in this school is useful and interesting to me	52%
In my classes, I learn how to better understand my emotions	51%
Most students are respectful of others at this school	44%

# CEE Top 5/Bottom 5 Family

Communication/materials I receive from the school are in a language I can understand	95%
School employees are respectful and courteous of one another	91%
The principal of this school is committed to quality education	88%
Parents/families and employees at this school talk respectfully with one another	87%
This school respects the different cultures represented in our community	85%
My student is challenged with a rigorous course of study at this school	65%
Parents/families have input into plans for improving this school	62%
My school shares information on how they are reducing racial, cultural, and gender inequities	58%
This school tells me how I can help my student with homework	57%
This school includes parents and the community in conversations about race, culture, and gender equity	57%

# CEE Top 5/Bottom 5 Staff

I am willing to work at changing my school for the better	97%
The curricula we teach are aligned with state learning standards	94%
I am willing to be held accountable for student learning	94%
I provide timely feedback to students about their learning	91%
The development of students' social emotional learning enhances the learning environment in our classroom	88%
There is a willingness to address conflict in this school	52%
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	47%
With important decisions we seek input from parents and the community	47%
A diverse representation of parents and community members are involved in school decision-making	43%
Peer observation/coaching and feedback is a tool we use to improve Instruction	38%

# Healthy Youth Survey

- Completed every other year
- 3,301 completed the survey in 2021
- Completed by 6th, 8th, 10th and 12th grade students
- End of October

# Bullying/School Safety

- 30% of 6th graders report being bullied in the past 30 days
- 20% do not feel safe during school
- 14% have been in a physical fight in the past year
- 10% have been bullied in the last 30 days because of their race, ethnicity, national origin, sexual orientation or what someone thought it was
- 12% missed school in the last 30 days because they felt unsafe on their way to and from school
- 14% have been bullied in the last 30 days by someone using social media, a phone or video game

# Substance Use

- 5% have used marijuana in the last 30 days
- 5% have drank a glass, can or bottle of alcohol in the last 30 days
- 6% have used a vape device in the last 30 days
- 40% who have vaped in the last 30 days don't know what substances they are vaping
- Three top ways students are obtaining substances: from a friend, “bumming” it off of someone and giving someone money to buy it for them

# Mental Health

- 38% feel sad or hopeless in the last 30 days
- 18% have seriously considered attempting suicide in the last year
- 13% have made a plan about how they would attempt suicide
- 8% have attempted suicide at least once in the past 12 months
- 60% of our students have an adult in their community they can talk to about something important.
- 17% have at 4 or more Adverse Childhood Experience (ACES)



# Physical Health

- 40% have not been to the doctor for a check-up or physical exam during the past 12 months
- 32% have not been to the dentist for a check-up, exam, teeth cleaning or other dental work during the past 12 months
- 16% have missed at least one day of school due to a toothache (not a toothache due to braces or injury)
- 16% get 5 hours or less of sleep on an average school night

# CEOA

**Dates of Collective Equity Organizational Analysis: Friday, March 4th-Tuesday, March 8th**

**Group A-Full Analysis-Consists of interviews and classroom visits**

**Rainier, Auburn Mountainview, Olympic, Auburn Riverside, Auburn High School, Cascade, Lakeland Hills, Hazelwood, Evergreen Heights, Alpac, Terminal Park, and Washington**

**(Interviews were conducted with certificated, classified, students, and administrators)**

**Group B-Classroom Visits**

**West Auburn, Mt. Baker, AOL, Lea Hill, Gildo Rey, Arthur Jacobsen, Bowman Creek, Chinook, Lakeview, Ilalko, Pioneer, and Dick Scobee**

**(Consisted of 15 minutes classroom visits for 1 ½ hours to 1 hr 45 minutes with Dr. Law and Dr. Alexander)**

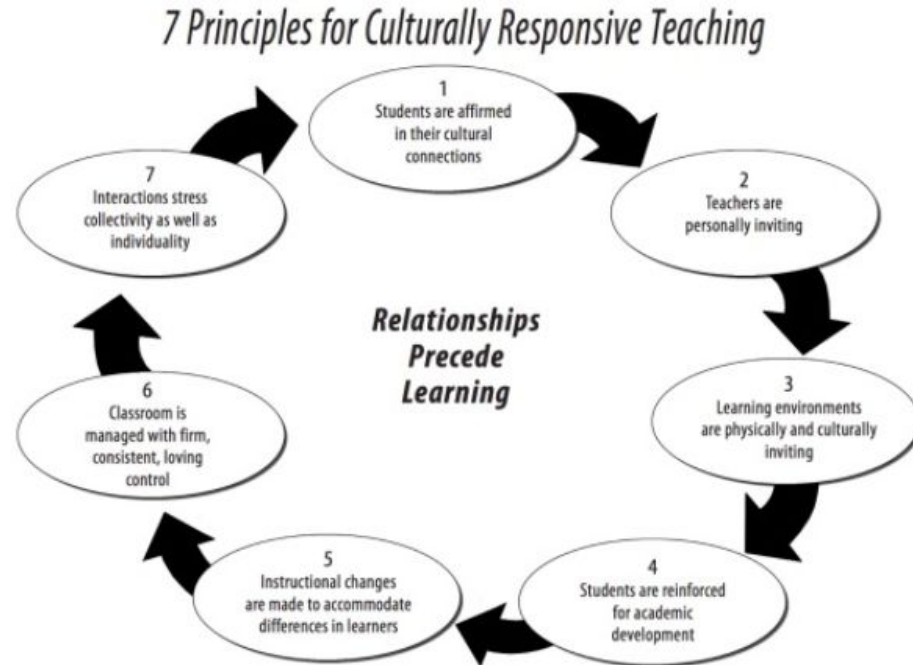
**Saturday, March 5th-Parent Community Cafe' at Auburn High School (100 families reserved-20 families showed up)**

# Collective Equity Organizational Analysis

## Preliminary Data Analysis

24 Schools Visited with 143 Total Classroom Walkthroughs Completed

- 4 High Schools
- 4 Middle Schools
- 15 Elementary Schools
- 1 Online School ( Grades 1-12)



*Creating Culturally Responsive Classrooms*, 1997, Shade, Kelly, and Oberg. Order from: APA Order Department, PO Box 92984, Washington, DC 20090-2984

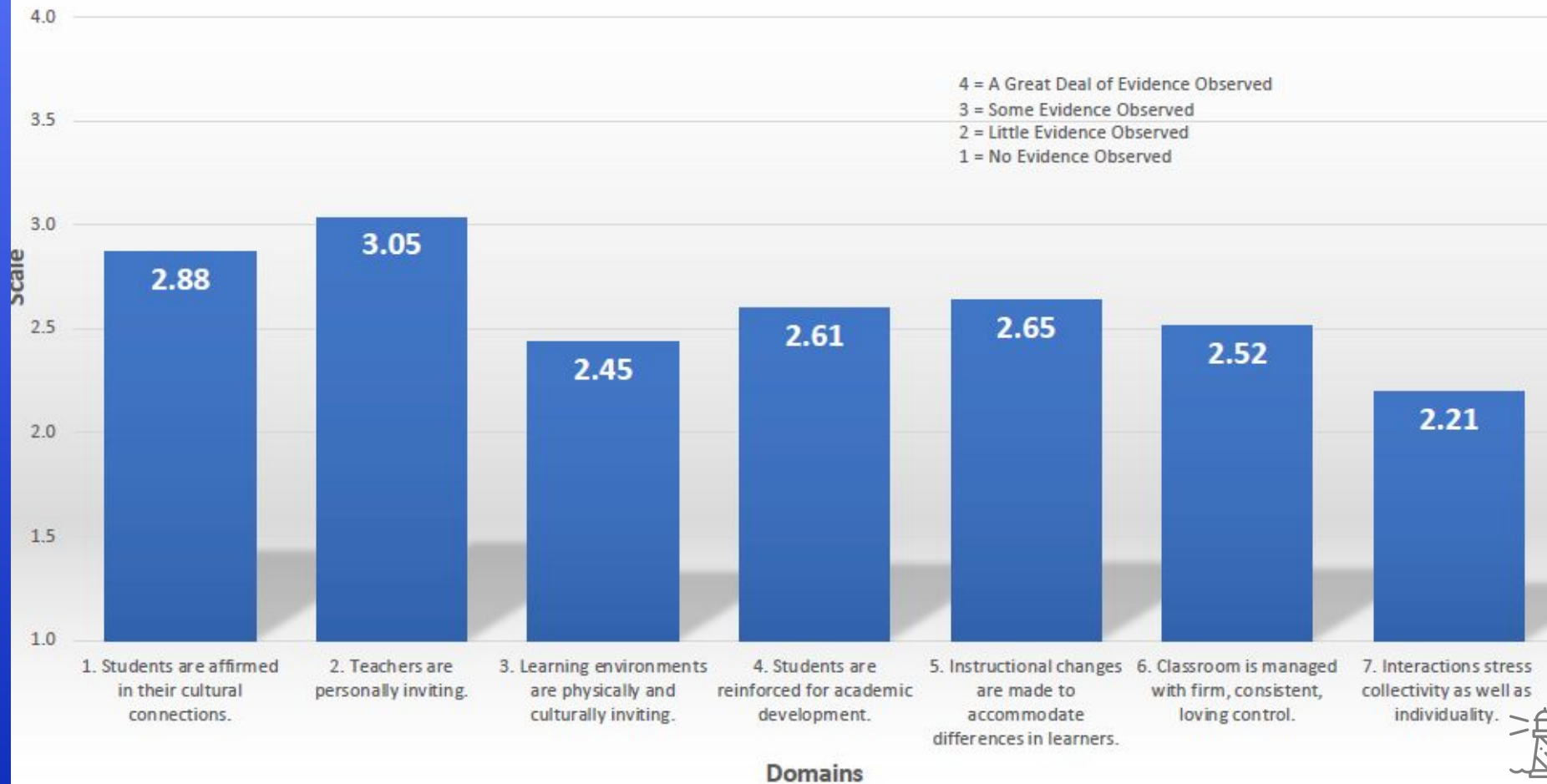
Gary Howard Equity Institutes ©2010 [www.ghequityinstitute.com](http://www.ghequityinstitute.com)

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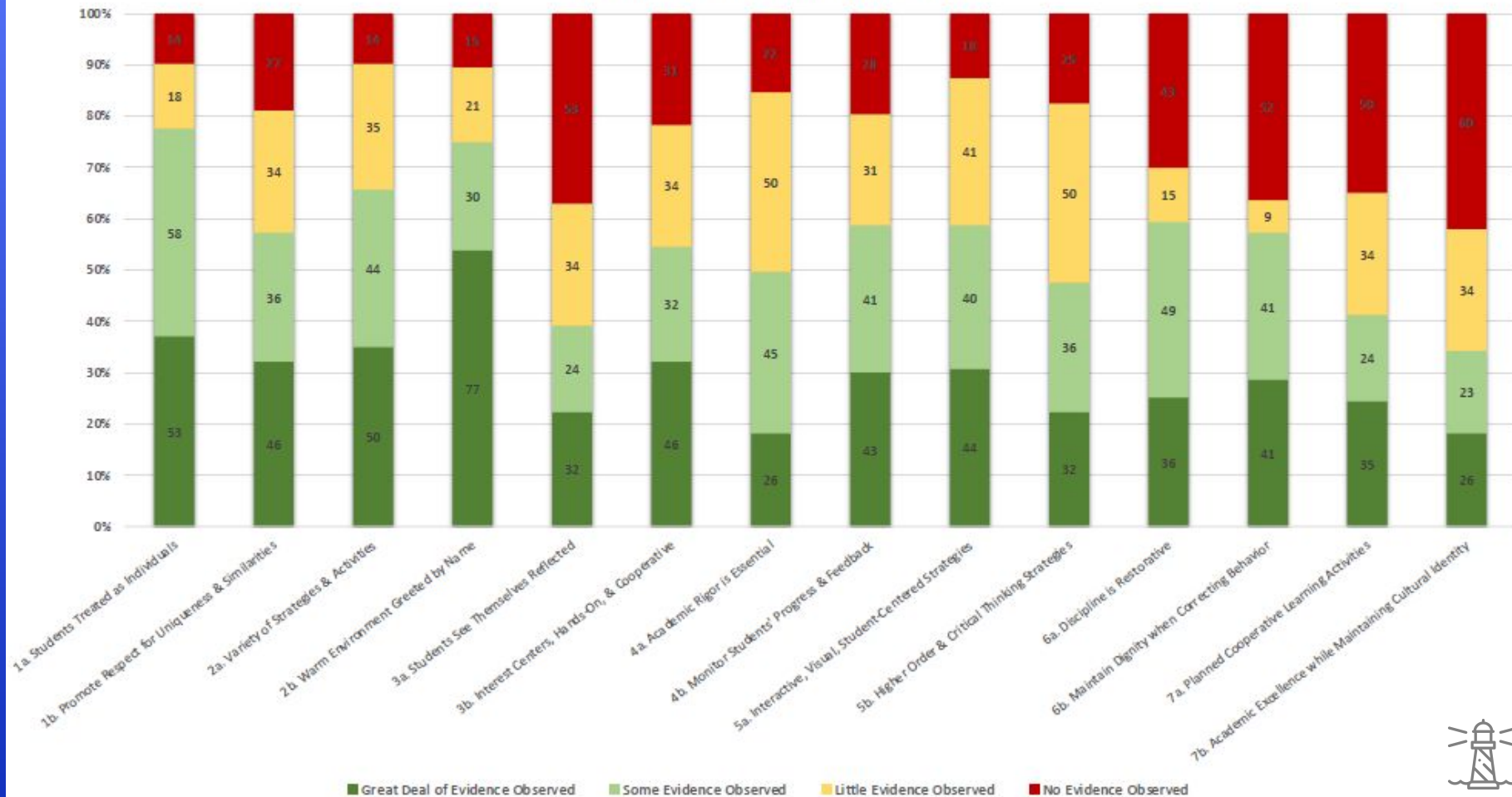


## EQUITY ANALYSIS CLASSROOM WALKTHROUGH DOMAIN AVERAGES

N = 143



## Equity Analysis Walkthrough Data N=143



# CEOA

## Interview Feedback

2 questions stakeholders were asked:

1. To what degree has Auburn School District developed a system of equity practices for all stakeholders?
2. In what ways might Auburn School District improve its system of equity practices for all stakeholders?

Certificated-Equity-related PL should be mandatory for all, more focus on the “how”

Classified-Get more involved in meetings and other collaborative conversations and get paid for attending

Students-High school students reported schools doing well, but still have things to work on to achieve an equitable system for all. ES/MS reported examples of bullying, ableism, racism, sexism, homophobia, and exclusion by teachers and students.

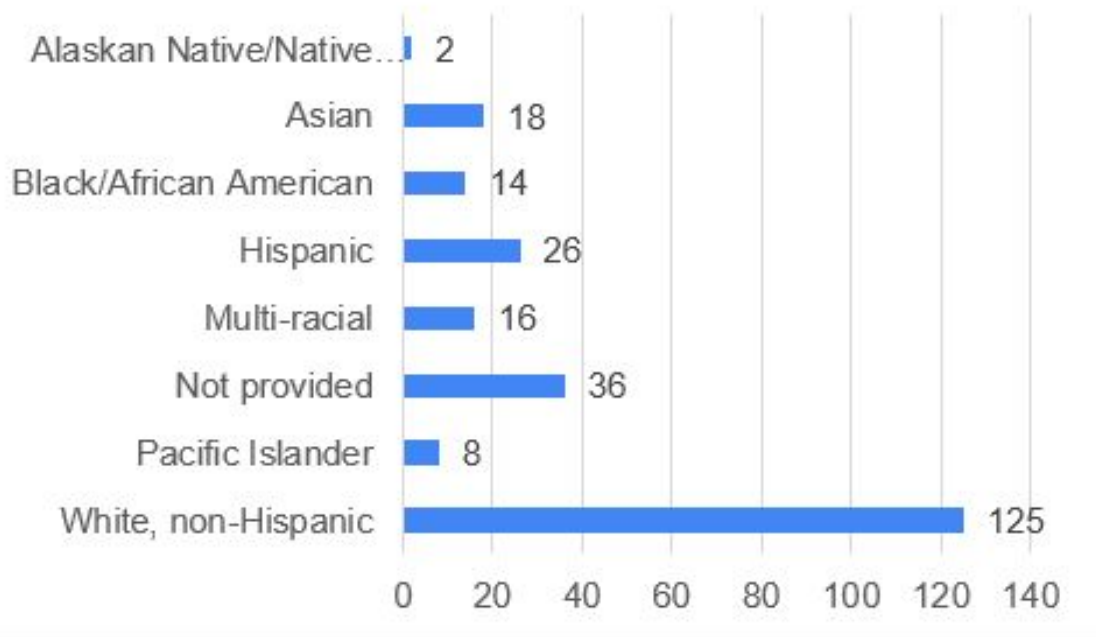
Parents- “unwelcomeness” from schools and lack of communication and transparency from school and district.

District Leaders-Move from talking equity to equity into action, how to do this work in schools and the look fors

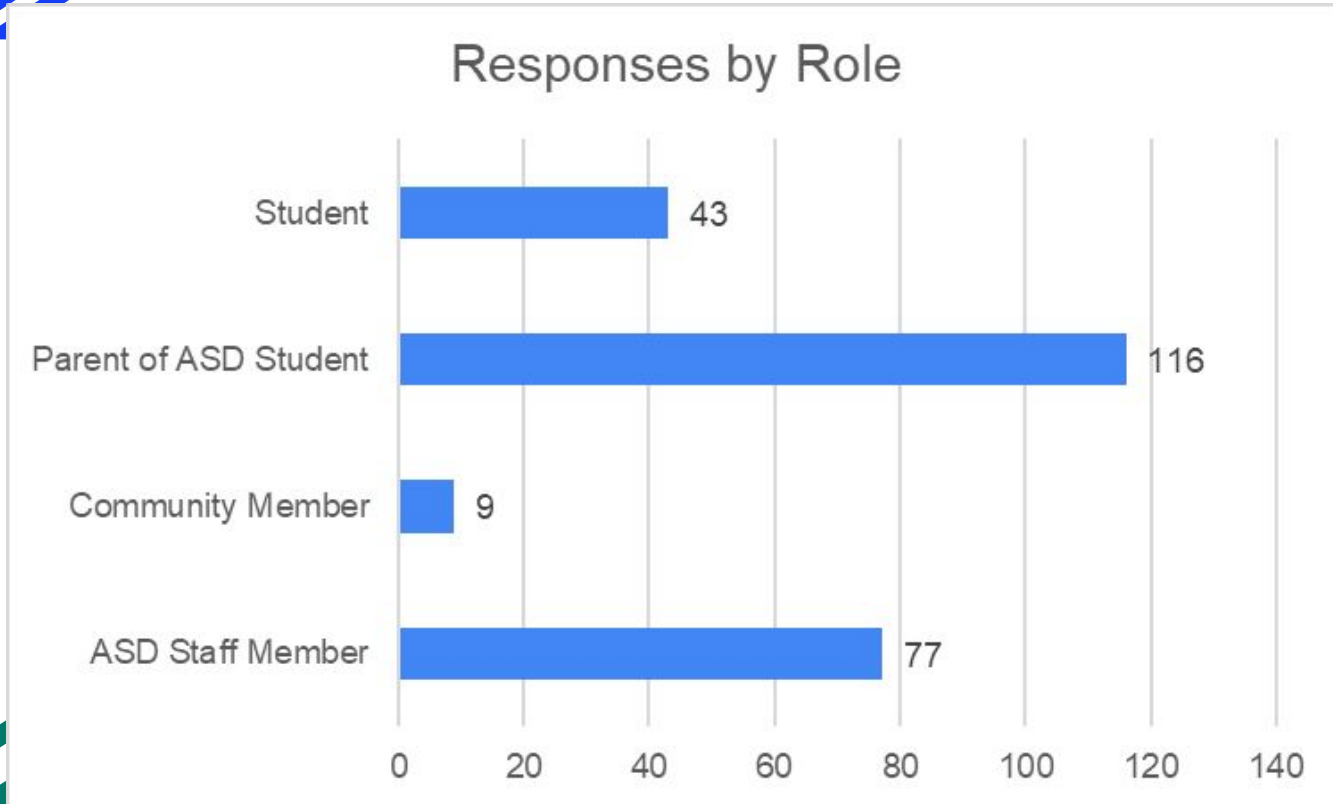
# The Four Questions

## # Responses by Race/Ethnicity

**249 Responses**



# The Four Questions





# What are you proud of about the ASD?



# The Four Questions

What are opportunities for improvement  
in the Auburn School District?

Review **blue** handout

# The Four Questions

What does it look like to be thriving in the  
Auburn School District?

Review **yellow** handout

# The Four Questions

What does it mean for Auburn School District graduates to be life ready?

Review **green** handout



# Outcomes

**Data isn't useful unless it results in actions.**

**This committee will create the conditions for actionable change.**





# Homework: Review Mission, Vision & Belief Statements

# Wrap-Up Dr. Spicciati

