

Planning Year 2019-2020

Implementation September 2020 - June 2023

Auburn High School

School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2020-June 2023 Auburn School District Strategic Plan

Aspiration:

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence. **In the Auburn School District, this means:**

- 100% of our students graduate and are ready for their future.
- Students and staff achieve excellent attendance
- Mastery of Grade Level Standards in core subject areas
- School/Staff to Family/Community engagement

District Goal 1: Student Achievement

All staff in the Auburn School District provides support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

District Goal 2: Community Engagements

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system through evidenced practices outlined in this SIP.

District Goal 3: Policies and Resource Management

Auburn School District policies and resources are aligned to the strategic plan.

District Goal 1 - Engage: Connect students to their personal pathway with rigor, and thoughtful instruction that include culturally responsive approaches and with a transformational outcome of student efficacy and agency.

District Goal 2 - Educate: Ensure relevant learning, high achievement and graduation for each student.

District Goal 3 - Empower: Enable students and staff to thrive now and in the future.

Auburn High School				
Date of SIP Team Goal Review:				
SIP Team Members				
Lori Grimm Assistant Principal	Kym Hales Teacher - SLC	Jeff Gardner Principal	Jason Capps Teacher - Math	Tammy Stief Title/LAP Specialist
Kelly Jensen Teacher - CTE	Brandi Cole Teacher - Resource	Michaela Herrera School Counselor	Anna Marshall Teacher - ELA	Trenechia Bellinger On-Time Grad Specialist

2019-2020 AHS SIP Team

<u><i>Date Submitted</i></u>	6/30/2020	<u><i>Date of Board Approval</i></u>	
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<u><i>MEMBER</i></u>	<u><i>MEMBER</i></u>	<u><i>SIGNATURE</i></u>
<i>Jeff Gardner</i>	<i>Principal</i>	
<i>Lori Grimm</i>	<i>Assistant Principal</i>	
<i>Michaela Herrera</i>	<i>Counselor / BLT</i>	
<i>Brandi Cole</i>	<i>Teacher / Resource</i>	
<i>Anna Marshall</i>	<i>Teacher / ELA</i>	
<i>Jason Capps</i>	<i>Teacher / Math</i>	
<i>Kym Hales</i>	<i>Teacher / SLC</i>	
<i>Tammy Stief</i>	<i>Title/LAP Specialist</i>	
<i>Kelly Jensen</i>	<i>Teacher / CTE</i>	
<i>Treecsia Bellinger</i>	<i>On-Time Grad Specialist</i>	
<i>Kaylyn Valdez</i>	<i>Parent</i>	
<i>Mary Appiah-Kubi</i>	<i>Student</i>	

Signatures for Approval

Department of Student Learning

Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	

Department of School Programs

Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
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Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Sheilia McLaughlin	District 1	
Arlista Holman	District 2	
Laurie Bishop	District 3	
Laura Theimer	District 4	
Ryan Van Quill	District 5	

Auburn School District Mission In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Auburn School District Vision As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

Auburn High School Mission

*Our mission is to **RAISE** learning outcomes for students through:*

- R** = Relationships to cultivate culturally relevant approaches*
- A** = Academic achievement met through various methods of engagement*
- I** = Inclusive and welcoming community*
- S** = Skill development, and*
- E** = Ethical citizenship, policies, and practices promoting equity*

Auburn High School Vision

Empowering diverse individuals to become successful life-long learners.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

Auburn High School is structured as a Positive Behavior Intervention & Support school implementing evidence based Tier I practices in all classrooms and throughout the campus. AHS is also a school that values stakeholder voice. Our input and decision making model embeds processes with clear decision steps that are often influenced by several stakeholder groups in our school. We arrive at decisions efficiently and our decisions are data driven, equitable, student centered, and evidence based.

AHS’s vision and mission statements have been revised beginning with our 2019 building leadership team (BLT) retreat and with additional vetting from our entire certificated staff. The vision and mission statements have been reviewed at staff meetings, by members of AHS Equity, PBIS, ALOC, and SIP team. We have made this process accessible with action steps.

At our August 26, 2019 in-service, staff members wrote challenge statements to our school’s reality as related to the seven values and beliefs from the ASDStrategic Plan. The seven values and beliefs were chosen as a starting place as ASD’s values and beliefs are aligned with the principal’s overall vision. The vision is for a transformational school experience for staff and students. **Staff were then tasked to identify examples of how AHS is currently making each value & belief actionable.**

Staff also discussed and shared out what is getting in the way to fully realize a transformational vision and values and beliefs. Groups created challenge statements for each value and belief. We also shared our most updated version of our school’s vision and mission statements to illustrate that our work is closely aligned with the work of our district. As a school we addressed several of the challenge statements during the 2019-2020 school year and will continue to do so in the future. This challenge identification work transitioned into our SIP’s needs assessment process later that Fall.

Our data sources for our needs assessment were:

- Center for Educational Effectiveness: CEE Perception Data,
- Integrated Student Data Dashboard (ISDD),
- Washington Office of Superintendent of Public Education: OSPI Report Card,
- ASD Tableau Dashboard
- Measurement of Academic Performance (MAP), and the
- Washington School Improvement Framework (WSIF).

Our SIP team broke into four data groups, each tasked to find out what is working at AHS. The four data groups also learned what has not worked for students over the past 3-4 years. The team also looked at what specific sub-groups of students were benefiting from our practices, and what groups were not. This process was thorough and transparent.

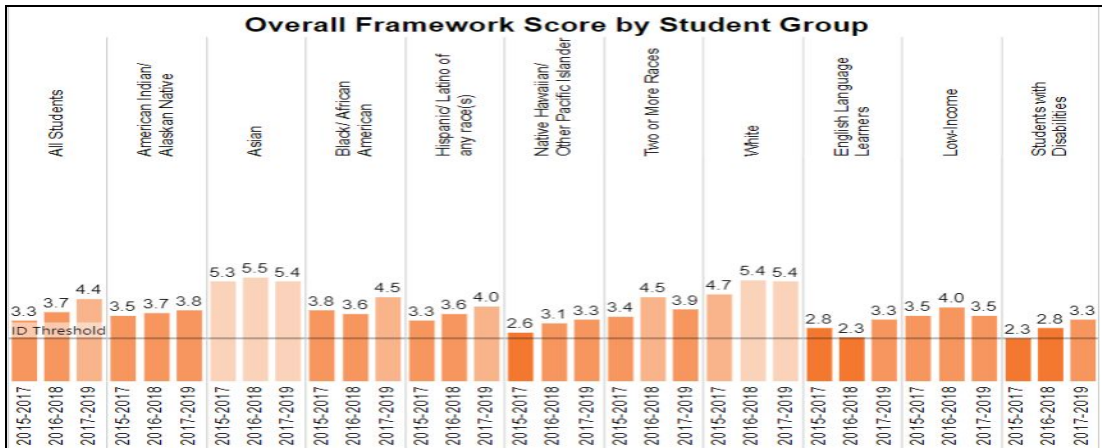
Prior to Winter Break our SIP team developed challenge statements from our data collection. We then reduced our long list down to a list of 39 challenge statements connected to Math, Literacy, and Equity. Our teachers then met with their

SIP Template

department leaders and/or SIP leaders for further staff vetting on January 6, 2020. Each department was assigned to rank each of the 39 challenges on a scale of 1 to 4. One of the important data sources was WSIF.

Specific to WSIF (Washington State Improvement Framework), our state’s version of the Every Student Succeeds Act (ESSA), is the model of our state’s current achievement index providing measurements of achievement and/or growth, (or decline), through the lens of a three year composite model.

Auburn High School’s initial index scores on this framework is illustrated in the graph below. **In 2018 (the first bar in each category), AHS was identified as a school in targeted improvement** for Students with Disabilities (SWD). This is a measurement of factors associated with indicators for student success. The first WSIF release was the 3-year window of 2015, 2016, and 2017. The second iteration, ‘16, ‘17, ‘18, AHS demonstrated measurable improvement for SWD (2.3 to 2.9). However, the English Language Learner Framework score declined from 2.8 to 2.3, as well as for Black/African American students, 3.8 to 3.6. The latest iteration (‘17, ‘18, ‘19) both areas improved with ELL moving up a full point from 2.3 to 3.3, and 3.6 to 4.5 for Black students.



	All Students	American Indian/Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	61.9%	33.3%	76.3%	58.1%	16.1%	52.2%	53.0%	27.6%	9.2%	61.9%	74.4%
Math Proficiency Rate	19.2%		30.4%	8.6%	2.8%	10.4%	10.4%	6.9%	3.1%	20.6%	29.4%
ELA Median SGP											
Math Median SGP											
Graduation Rate	74.0%	68.2%	80.7%	69.1%	56.0%	70.7%	70.4%	57.8%	45.7%	71.3%	79.5%
EL Progress Rate*	36.5%										
Regular Attendance Rate	64.8%	52.6%	78.1%	60.8%	60.7%	59.8%	58.5%	56.6%	56.8%	57.5%	70.9%
Ninth Grade On Track Rate	57.5%	36.1%	72.5%	49.3%	38.8%	48.6%	50.1%	48.7%	44.4%	53.5%	68.9%
Dual Credit Rate	62.4%	49.1%	67.5%	57.1%	49.8%	60.0%	59.4%	53.6%	46.2%	60.2%	67.6%

*The EL Progress measure only applies to students who are English Learners

Our staff was reminded in March of 2019 that our revised SIP includes goals for math, literacy, and equity. Additionally, throughout the 2018-19 and 2019-2020 school years AHS staff were directed to select PD choices aligned to the three goal areas for their waiver days and/or other professional opportunities.

With our three **goal areas** clearly communicated we revisited our 39 prioritized challenges and then requested each department to rank order each prioritized challenge on a scale of 1-4 (4 being the highest priority). From this list of 39 we were able to come up with our finalized focused list. There are six top priorities that align with Math, four priorities with literacy and six priorities for equity. Our 16 prioritized challenges will help guide the development, implementation, and monitoring of our SIP while addressing our staff's identified top challenges.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic data

AUBURN HIGH SCHOOL	Native American			Asian		Black		Latinx		Pacific Islander		Multi-Race		White	
YEAR	N=	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%	N=	%
2014-15	1,550	54	3%	87	6%	122	8%	381	25%	58	4%	125	8%	723	47%
2015-16	1,637	47	3%	105	6%	123	8%	462	28%	64	4%	147	9%	689	42%
2016-17	1,695	46	3%	105	6%	149	9%	508	30%	88	5%	135	8%	664	39%
2017-18	1,766	36	2%	126	7%	178	10%	563	32%	101	6%	119	7%	643	36%
2018-19	1,734	36	2%	150	9%	154	9%	587	34%	110	6%	117	7%	580	33%
2019-20	1,776	37	2%	154	9%	162	9%	616	35%	101	6%	144	8%	562	32%

Source: OSPI

Auburn High School is experiencing continuous diversification regarding its student population. Over the past 6 years there has been a decreased percentage of white students (47% in 2015 and 32% in 2020), whereas there has been an increased percentage in Latinx students (25% in 2015 and 35% in 2020). Native American, Asian, Black, Pacific Islander, and Multi-race student percentages have fluctuated slightly over the same period of time. AHS is a Title 1 school receiving federal funding to help all students stay on track towards graduation. Aligning accessible resources is paramount to the success of our students.

Racial Sub-Groups

In May of 2020, our SIP reviewed demographic data from 2015 to 2020 and found the following shifts relative to student population.

- **562** students at **Auburn High School** were enrolled on October 1st of the **2019-20** school year and identified as **White**. There has been a steady decline of white students from **723 or 46.6% in 2014-15**, 664 or 39.2% in 2016-17, to 562 or 31.6% in 2019-20. This is a **decrease of 15% in the overall White enrollment at AHS**.
- **616** students at **Auburn High School** were enrolled on October 1st of the **2019-20** school year and identified as **Hispanic/ Latinx of any race(s)**. This is an increase of Latinx students from 381 or 24.6% in 2014-15 and 508 or 30% in 2016-17, to 616 or 34.7% in 2019-2020. **This is an increase of 10.1% in the overall Hispanic/Latinx enrollment along with a shift for Hispanic/Latino becoming our largest student race demographic at AHS as of October 1, 2019.**
- AHS has increased percentages for students of color since 2015, when the percentage was at 63%. This percentage has increased to approximately 70% in 2020.
- All other Federal Race/Ethnicity categories are between 2.1% and 9.1% with **Native Americans** at the lower and **Black/African Americans** at the upper ranges, respectively.
- Other Federal Race/Ethnicity categories are: **Asian, Multi-race, and Native Hawaiian/Pacific Islander.**

- AHS includes a variety of **48 home first languages** among the over 1,776 students enrolled as of October 1, 2019.

Program

In April of 2020, our SIP team reviewed OSPI program data from 2015 to 2020 and found the following shifts relative to program & student characteristics. **Auburn High School has the most programmatic supports per student of any high school in our district.** Our students just need more support to experience the success they need to be successful during and after high school.

Program and Student Characteristics

AHS has a free/reduced meal student population that has remained around 60% of our entire student body. The number of our English Language Learning (EL) students has increased significantly over the past 5 years. In 2015 AHS under 100 enrolled EL students. Five years later AHS is approaching 400 EL students.

English Language Learners (ELL)

- **1,453** students at **Auburn High School** were enrolled on October 1st of the **2015** school year and identified as **Non-ELL**. There has been a steady decline of students identifying as **Non-ELL** from **1,453 / 93.7% in 2014-15**, **1,525 / 90% in 2016-17**, to **1,414 / 79.6% in 2019-20**. This shows a **decline of 14% in the overall Non-ELL** enrollment at AHS over the past 6 years.
- **97** students at **Auburn High School** were enrolled on October 1st of the **2015** school year and identified as **ELL** using their most recent demographic record. There has been a steady increase of students identifying as **ELL** from **97 or 6.3% in 2014-15**, **170 or 10% in 2016-17**, to **362 or 20.4% in 2019-20**. This shows an **increase of 14% in the overall ELL** enrollment at AHS over the past 6 years relative to the entire school.

PROGRAM CATEGORY	AHS 2015		AHS 2020	
	N size	%	N size	%
TOTAL STUDENTS	1550	100%	1776	100%
ELL	97	6.3%	362	20.4%
FOSTER CARE	10	0.65%	11	0.6%
HOMELESS	19	1.23%	17	1.0%
LOW INC	931	60.1%	1094	61.6%
504	41	2.6%	22	1.2%
SWD (IEPs)	204	13.2%	288	16.2%
% of Services & Characteristics	1302	84.00%	1794	101.01%

Source: OSPI

Students with Disabilities (SWD)

- **288** students at **Auburn High School** were enrolled on October 1st of the **2020** school year and identified as **SWD** using their most recent demographic record. There has been a steady increase of students identifying as **SWD** from **204 or 13.2% in 2014-15**, **250 or 14.7% in 2016-17**, to **288 or 16.2% in 2019-20**. This shows an **increase of 84 students and a 3% in the overall percentage for SWD** enrollment at AHS over the past 6 years relative to the entire school.

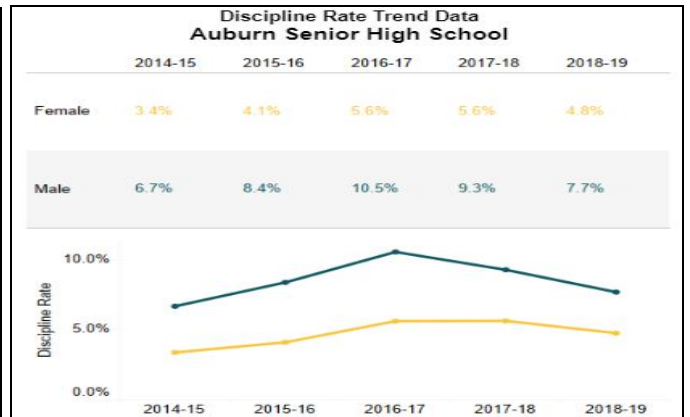
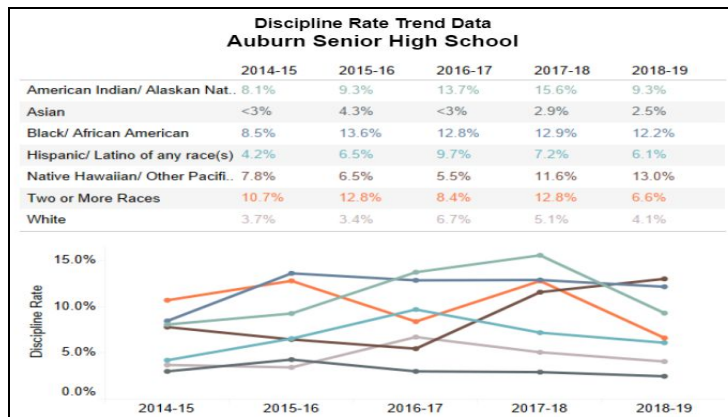
Discipline

AHS data demonstrates disciplinary disparities between several racial sub-groups of students. There is also a disparity

with male students receiving more exclusionary discipline compared to their female peers.

- In 2015, 5.1% of students at Auburn High School received exclusionary discipline for behavior related incidents.
- In 2017, 8.2% of students at Auburn High School received exclusionary discipline for behavior related incidents.
- In 2019, 6.3% of students at Auburn High School received exclusionary discipline for behavior related incidents.
- 13% (16 of 132) Native Hawaiian/Other Pacific Islander students received Exclusionary Discipline for behavior related incidents.
- 12.2% (22 of 181) Black/African American students received Exclusionary Discipline for behavior related incidents.
- 9.3% (4 of 43) Native American/Alaskan Native students received Exclusionary Discipline for behavior related incidents.
 - 6.6% (9 of 136) for students of Two or More Races.
 - 6.1% (40 of 656) for Hispanic/Latino students.
 - 4.1% (25 of 615) for White students.
 - 2.5% (4 of 162) for Asian students.
- 7.7% (76 of 990) of Male students received Exclusionary Discipline for behavior related incidents from the 2019 school year vs. 4.8% (44 of 926) of Female students.

Discipline Trends over Time



Discipline by racial sub-group

White



Pacific Islander / Native Hawaiian



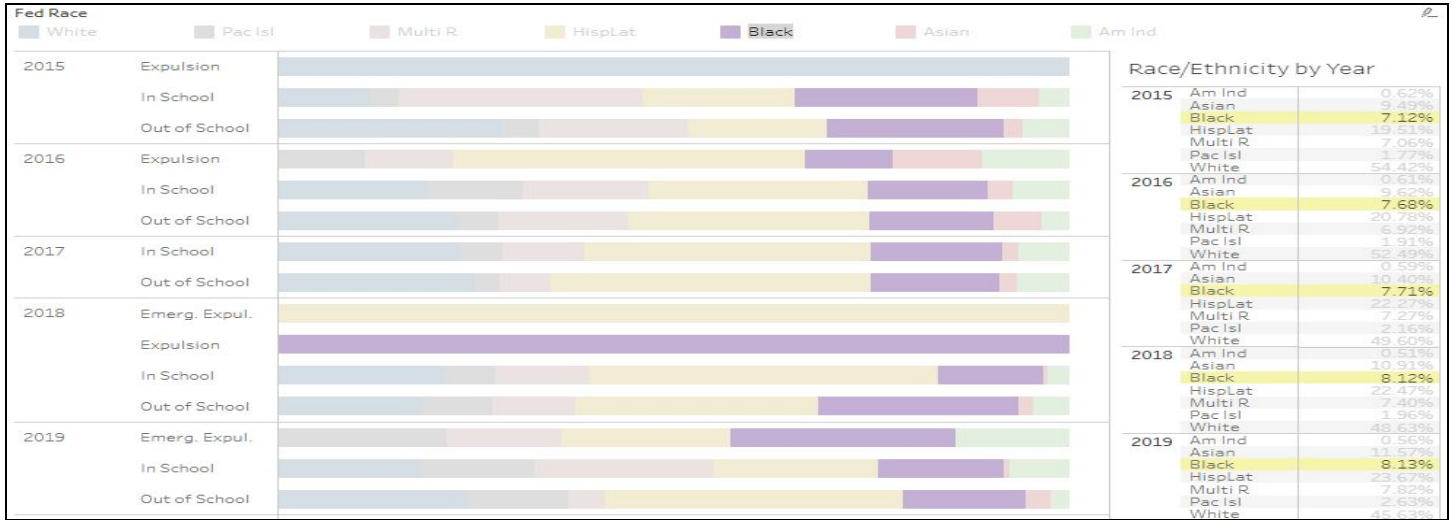
Multi-Race



Hispanic or Latinx



Black / African American



Asian



Native American / Alaskan Native



Attendance

Student on-track or regular attendance is an area that has experienced a downward trend since 2015-2016.

Auburn Senior High School

Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

Regular attendance per OSPI is defined as having less than 2 absences per month. OSPI only includes students who have been enrolled for at least 90 days.

- **AHS student on-track or regular attendance has declined from 69.5% to 63.2% from 2015 to 2019.**
- **AHS student on-track or regular attendance for 2019 illustrates large gaps between racial sub-groups of students.**
- **Asian students attend at the highest regular/on-track rate at 79.1%**
- **Pacific Islander students attend at the lowest regular/on-track rate at 45.3%**
- **Black students attend at the second lowest regular/on-track rate at 55.7%**

Source: OSPI	2019					
	At-Risk			On-Track		
	N size	Count	%	N size	Count	%
Asian	158	33	20.9%	158	125	79.1%
White	582	172	29.6%	582	410	70.4%
COMBINED	740	205	27.7%	740	535	72.3%

Source: OSPI	2019					
	At-Risk			On-Track		
	N size	Count	%	N size	Count	%
Native Amer.	36	12	33.3%	36	24	66.7%
Black	158	70	44.3%	158	88	55.7%
Latinx	593	244	41.1%	593	349	58.9%
Pac Is	106	58	54.7%	106	48	45.3%
Multi	124	53	42.7%	124	71	57.3%
COMBINED	1017	437	43.0%	1017	580	57.0%

On-Track GAP: 15.27%

Source: Tableau	2016						2017					
	At Risk		Moderate Risk		On Track		At Risk		Moderate Risk		On Track	
	N size	%	N size	%	N size	%	N size	%	N size	%	N size	%
ALL AHS	929	50.40%	376	22.40%	584	31.71%	974	50.80%	401	20.90%	599	31.20%
White & Asian	354	41.70%	190	22.40%	320	37.70%	344	41.00%	178	21.20%	335	39.90%
Student of Color	575	57.70%	186	18.70%	264	26.50%	630	58.40%	223	20.70%	264	24.50%
	On-Track GAP: 11.20%						On-Track GAP: 15.40%					

Source: Tableau	2018						2019					
	At Risk		Moderate Risk		On Track		At Risk		Moderate Risk		On Track	
	N size	%	N size	%	N size	%	N size	%	N size	%	N size	%
ALL AHS	855	46.00%	438	23.60%	566	30.50%	889	48.80%	401	22.00%	532	29.20%
White & Asian	277	34.90%	206	26.00%	311	39.20%	271	36.00%	193	25.60%	289	38.40%
Student of Color	578	54.30%	232	21.80%	255	23.90%	618	57.80%	208	19.50%	243	22.70%
	On-Track GAP: 15.30%						On-Track GAP: 15.70%					

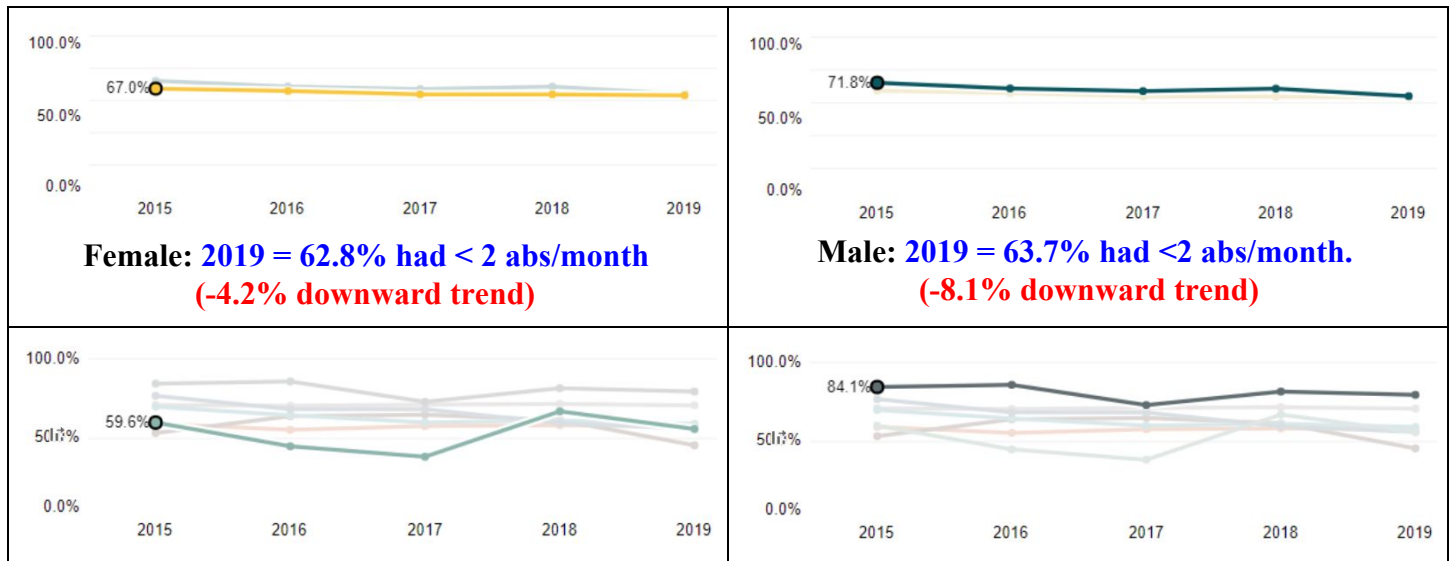
- **AHS attendance data shows substantial gaps for our Students of Color (SoC) as compared to White & Asian (W&A) students. This gap ranges from 11.20% to 15.7% during a four year period. 2016 to 2019.**

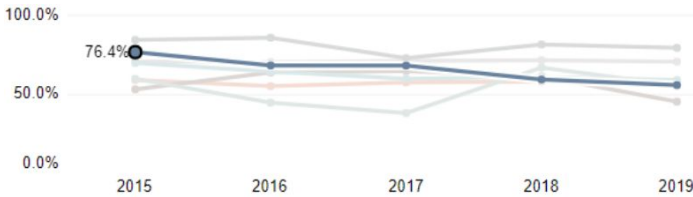
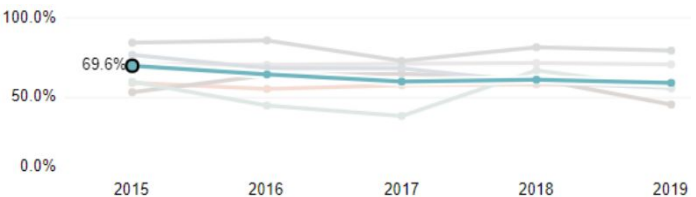
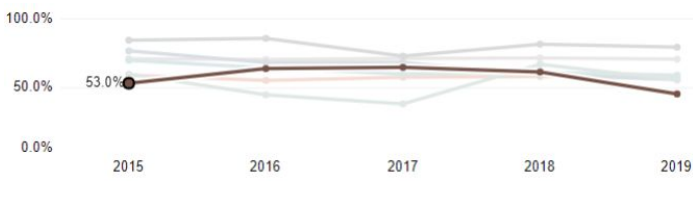
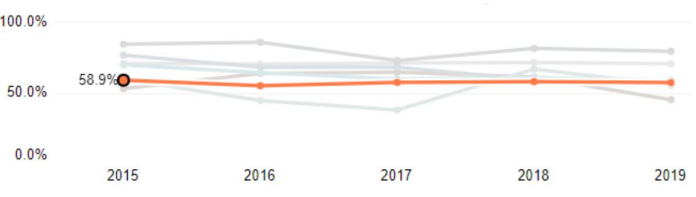
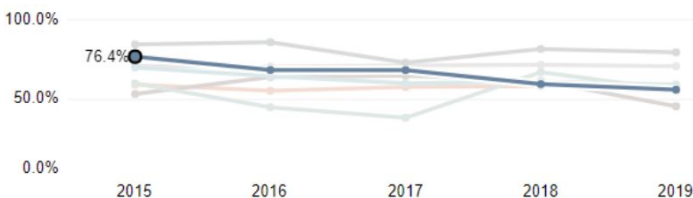
PROGRAM / CHARACTERISTIC	Chronically At-Risk % (>2/mo)		Moderately At-Risk % (<2/mo)		On-Track % (<1/mo)	
	2015	2019	2015	2019	2015	2019
AUBURN HS	46.7%	48.8%	22.4%	22.0%	34.6%	29.2%
Students with Disabilities	57.7%	57.9%	18.3%	21.4%	30.1%	20.7%
Students w/o Disabilities	45.0%	47.1%	23.1%	22.1%	35.4%	30.8%
English Learners	49.3%	59.2%	22.4%	15.1%	31.3%	25.7%
Non-English Learners	46.5%	46.7%	22.4%	23.4%	34.9%	29.9%
Free/Reduce	53.2%	55.5%	21.7%	20.5%	27.6%	24.0%
Non-Free Reduces	36.9%	39.3%	23.5%	24.2%	45.5%	36.5%
Female Student	28.7%	50.2%	22.4%	24.0%	32.5%	25.8%
Male Student	44.9%	47.4%	22.4%	20.1%	36.6%	32.4%
9th Grade Students	40.6%	40.3%	26.1%	24.8%	38.3%	34.9%
10th Grade Students	49.1%	48.2%	19.5%	23.6%	35.6%	28.2%
11th Grade Students	49.7%	50.8%	22.4%	21.8%	31.2%	27.4%
12th Grade Students	48.3%	55.9%	21.1%	18.0%	33.1%	26.1%

Source: Tableau

- **AHS** attendance data shows substantial On-Track attendance gaps for our students on a Free/Reduced meal plan as compared to students who are not. This On-Track gap ranges from **12.1% to 12.5%** during a four year period. 2016 to 2019.
- Per ASD Tableau, AHS overall **on-track attendance** has decreased from **34.6 in 2015 to 29.2% in 2019**. This indicates the percentage of AHS students who have attained **on-track attendance** as measured by < 1 absences per month.
- Per ASD Tableau, AHS our **moderately at-risk attendance** has decreased from **22.4 in 2015 to 22% in 2019**. This indicates the percentage of AHS students described as **moderately at-risk** with attendance as measured by < 2 absences per month.
- Per ASD Tableau, AHS our **chronically at-risk attendance** has decreased from **46.7% in 2015 to 48.8% in 2019**. This indicates the percentage of AHS students described as **chronically at-risk** with attendance as measured by > 2 absences per month.

DEMOGRAPHIC ATTENDANCE TRENDS



<p>Native American / Alaskan Native: 2019 = 55.6% had < 2 abs/month. (-4.0% downward trend)</p>	<p>Asian: 2019 = 79.1% had less than 2 abs/month. (-5.0% downward trend)</p>
 <p>Black / African American: 2019 = 55.7% had < 2 abs/month. (-20.7% downward trend)</p>	 <p>Hispanic / Latino: 2019 = 58.9% had < 2 abs/month. (-10.7% downward trend)</p>
 <p>Native Hawaiian / Pac Islander: 2019 = 45.3% had < 2 abs/month. (-7.7% downward trend)</p>	 <p>Two or More Races: 2019 = 57.3% had < 2 abs/month. (-1.6% downward trend)</p>
 <p>White: 2019 = 70.4% had < 2 abs/month. (-6% downward trend)</p>	
<p>OSPI Report Card</p> <ul style="list-style-type: none"> ● Per OSPI trend data, AHS overall attendance has decreased from 69.5% in 2015 to 63.2% in 2019. This indicates the percentage of AHS students who have attained regular attendance as measured by < 2 absences per month. ● Every racial sub-group has experienced a decrease from 2015 to 2019. ● Black/African American students had the largest decrease over this time from (N=123) 76.4% down to (N=155) 55.7%, a decrease of -20.7%. ● Students from Two or More Races (Multi-Race) had the smallest decrease over this time from (N=129) 58.9% down to (N=114) 57.9%, a decrease of -1.6%. 	

Data Analysis- DIBELS (AHS does not utilize DIBELS)

Data Analysis- MAP/iReady (Reading and Math)

AHS MAP data illustrates limited and inconsistent utilization of the performance measurement in Math as a benchmarking assessment over the past two school years. The intent was to utilize MAP in the Fall, Winter and Spring for the 2019-2020 school year. However, our COVID-19 related school closure ended this effort.

	Test Version	# of Students	LO	LO AVG	AVG	HI AVG	HI
Fall 2018							
	Math 6+	43	24 / 56%	11 / 26%	7 / 16%	1 / 2%	
	Algebra 1	183	48 / 26%	49 / 27%	49 / 27%	30 / 16%	7 / 4%
Spring 2019							
	Math 6+	30	13 / 43%	8 / 27%	6 / 20%	3 / 10%	
	Algebra 1	142	29 / 20%	34 / 24%	40 / 28%	31 / 22%	8 / 6%
Fall 2019							
	Math 6+	4	2 / 50%	1 / 25%	1 / 25%		
	Algebra 1	254	97 / 38%	66 / 26%	56 / 22%	32 / 13%	3 / 1%
Winter 2020							
	Math 6+	4	3 / 75%	1 / 25%			
	Algebra 1	231	64 / 28%	58 / 25%	60 / 26%	38 / 16%	11 / 5%

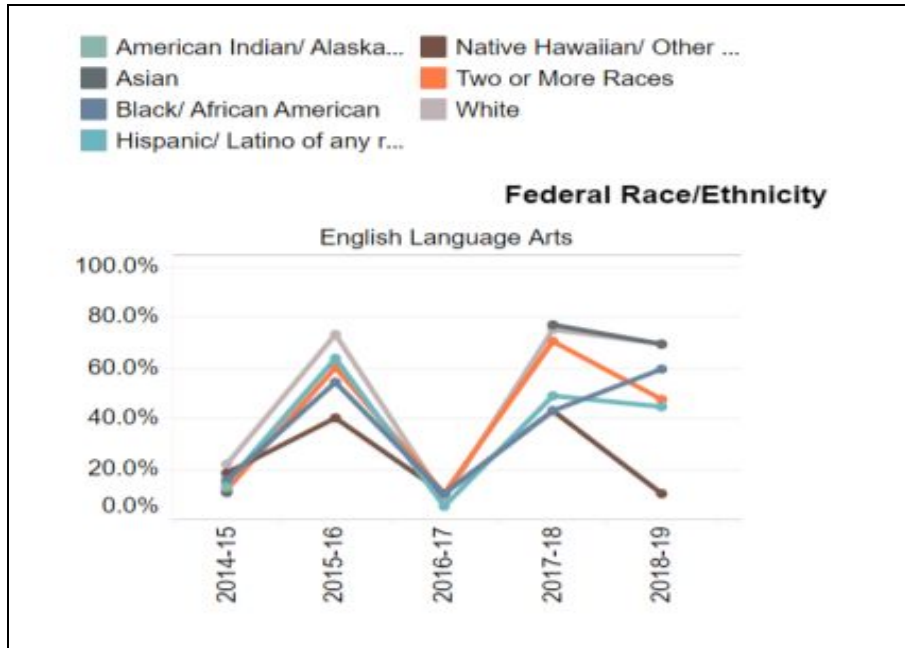
- During the **2018-2019** school year **9th grade Math 6 students** demonstrated slight gains, while the N size between Fall and Spring had **decreased by 29%** (N42 v N30). Winter MAP was not attempted.
- During the **2018-2019** school year **9th grade student Algebra 1** MAP assessment N size between Fall and Spring had decreased by 23% (N183 v N142). Students scoring Avg to High also decreased from 47% to 39% between Fall and Spring. Winter MAP was not attempted.
- During the **2019-2020** school year 9th grade student Algebra 1 **students demonstrated gains**, while the N size between Fall and Winter had decreased by 11% (N254 v N231). **Students scoring Avg to High increased from 36% to 47%** between Fall and Winter. Spring was not attempted due to COVID-19.

	Test Version	# of Students	LO	LO AVG	AVG	HI AVG	HI
Fall 2018							
	Math 6+	26	13 / 50%	11 / 42%	1 / 4%	1 / 4%	
	Algebra 1	10	3 / 30%	5 / 50%	1 / 10%	1 / 10%	
Spring 2019							
	Algebra 1	6	1 / 17%	3 / 50%	2 / 33%		
Fall 2019							
	Math 6+	5	1 / 20%	3 / 60%	1 / 20%		
	Algebra 1	24	9 / 38%	12 / 50%	2 / 8%	1 / 4%	
	Geometry	193	19 / 10%	63 / 33%	69 / 36%	38 / 26%	4 / 2%
Winter 2020							
	Math 6+	5	3 / 60%		2 / 40%		
	Algebra 1	56	14 / 25%	26 / 46%	9 / 16%	5 / 9%	2 / 4%
	Geometry	180	7 / 4%	43 / 24%	66 / 37%	53 / 29%	11 / 6%

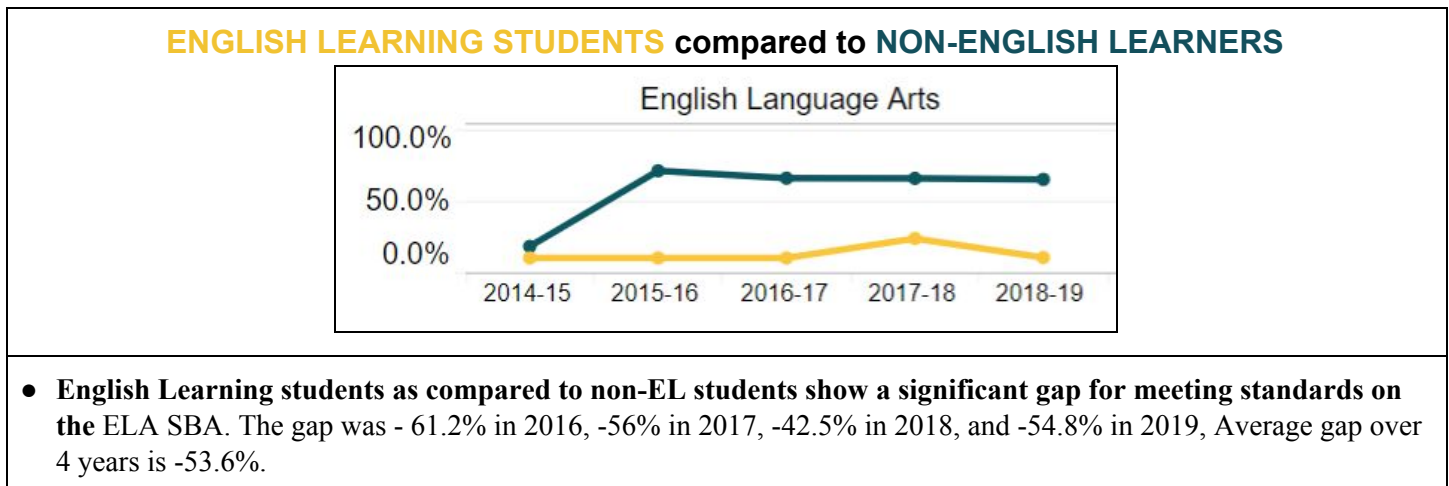
- During the **2019-2020** school year 10th grade Geometry **students demonstrated gains**, while the N size between Fall and Winter had decreased by 7% (N193 v N180). **Students scoring Avg to High increased from 56% to 72%** between Fall and Winter. Spring was not attempted due to COVID-19.

SBA ELA

Data since the 2014-15 school year shows White and Asian students scoring higher than other students on the ELA SBA. Multiracial students also have earned high scores when compared to other populations, though their scores dipped on the 2018-19 test. Black/African American students experienced a significant increase in scores between 2017-18 and 2018-19. Native Hawaiian and Pacific Islander students consistently have lagged behind other populations, with a significant decrease between 2017-18 and 2018-19.

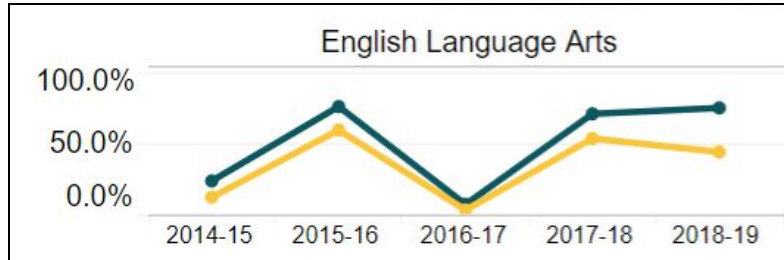


ELA SBA data since the 2014-15 school year shows significant gaps in pass rates between English Learners and Non-English Learners, and Students with Disabilities and Students without Disabilities. Consistently Non-English Learners have passed the ELA SBA at a rate of about 50% higher than EL students in the past five years. The statistics are similar for Students without Disabilities versus Students with Disabilities. There is a much narrower gap between Non-Low Income and Low Income students, and the trend of passing data is consistent between those two groups.



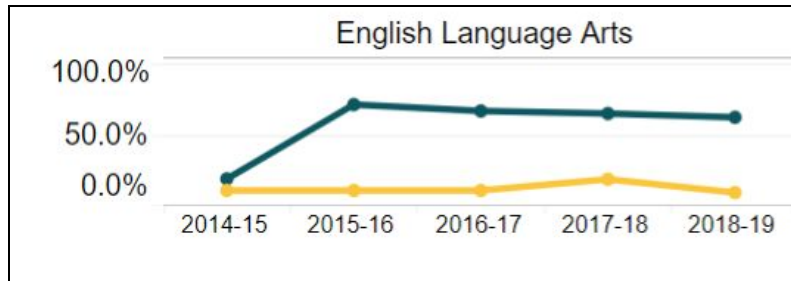
- The percentage of English Learners meeting standard on the ELA SBA showed a significant increase from 10% in 2017 to 23.6% in 2018. However, in 2019, EL students meeting standard dropped back down to 10.3%.

LOW INCOME STATUS compared to NON-LOW INCOME



- Students from Low-Income status as compared to non Low-Income students show a measurable gap for meeting standards on the ELA SBA. The gap was -16.6% in 2016, -17.3% in 2018, and -31.1% in 2019, Average gap over 4 years is -21.5%.

STUDENTS WITH DISABILITIES compared to STUDENTS WITHOUT DISABILITIES

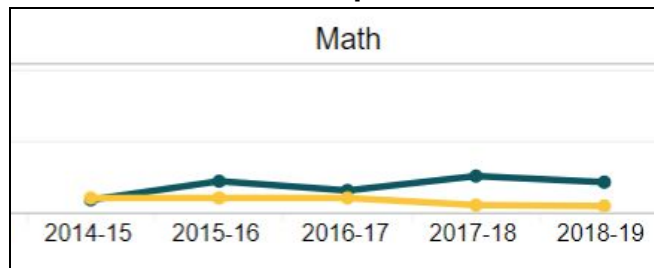


- Students from Disabilities as compared to students with no disabilities show a measurable gap for meeting standards on the ELA SBA. The gap was -60.9% in 2016, -56.4 in 2017, -46.7% in 2018, and -53.4% in 2019, Average gap over 4 years is -54.3%.

SBA Math

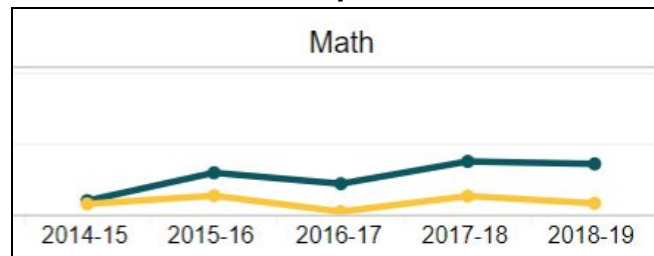
Longitudinal Math SBA data show a low % of AHS students who have met SBA standard,. There are also measurable achievement gaps between English Learners and Non-English Learners. Low income and non-Low income, and Students with Disabilities and Students without Disabilities.

ENGLISH LEARNING STUDENTS compared to NON-ENGLISH LEARNERS



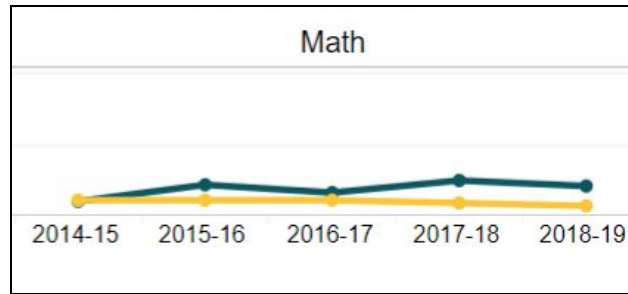
- The gap between **EL and Non EL students** meeting standard on the **Math SBA** showed a slight increase of approximately 15% from 10% -25%, from 10%-3% over the last 5 years.
- The percentage of EL students meeting standard on the **Math SBA** showed a **slight decrease** of approximately 7% from 10%-3% over the last 5 years.

LOW INCOME STATUS compared to NON-LOW INCOME



- **SBA Math** achievement rates show a substantial gap between **Low Income and Non Low Income students** with the gap ranging from approximately **10% to 40%**, a **difference of 30%** over a five year period.

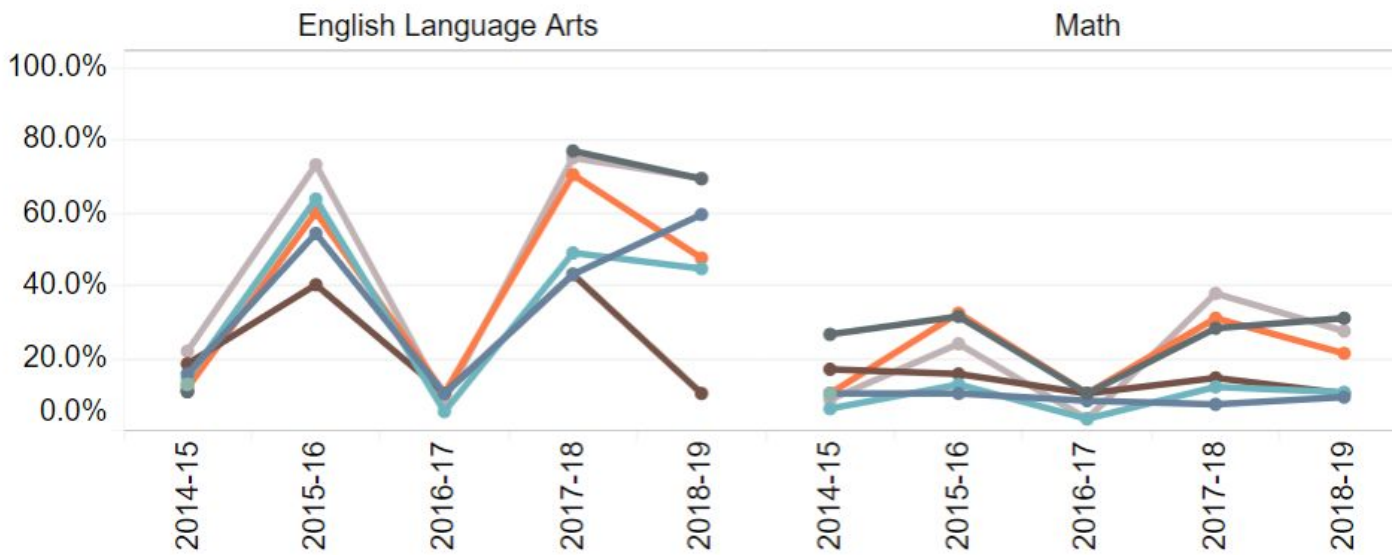
STUDENTS WITH DISABILITIES compared to STUDENTS WITHOUT DISABILITIES



- The gap between **SWD and Students Without Disabilities** on the **Math SBA** showed a slight increase of approximately 15% from 10% -25%, with EL students showing a slight decrease of approximately 7% from 10%-3% over the last 5 years.

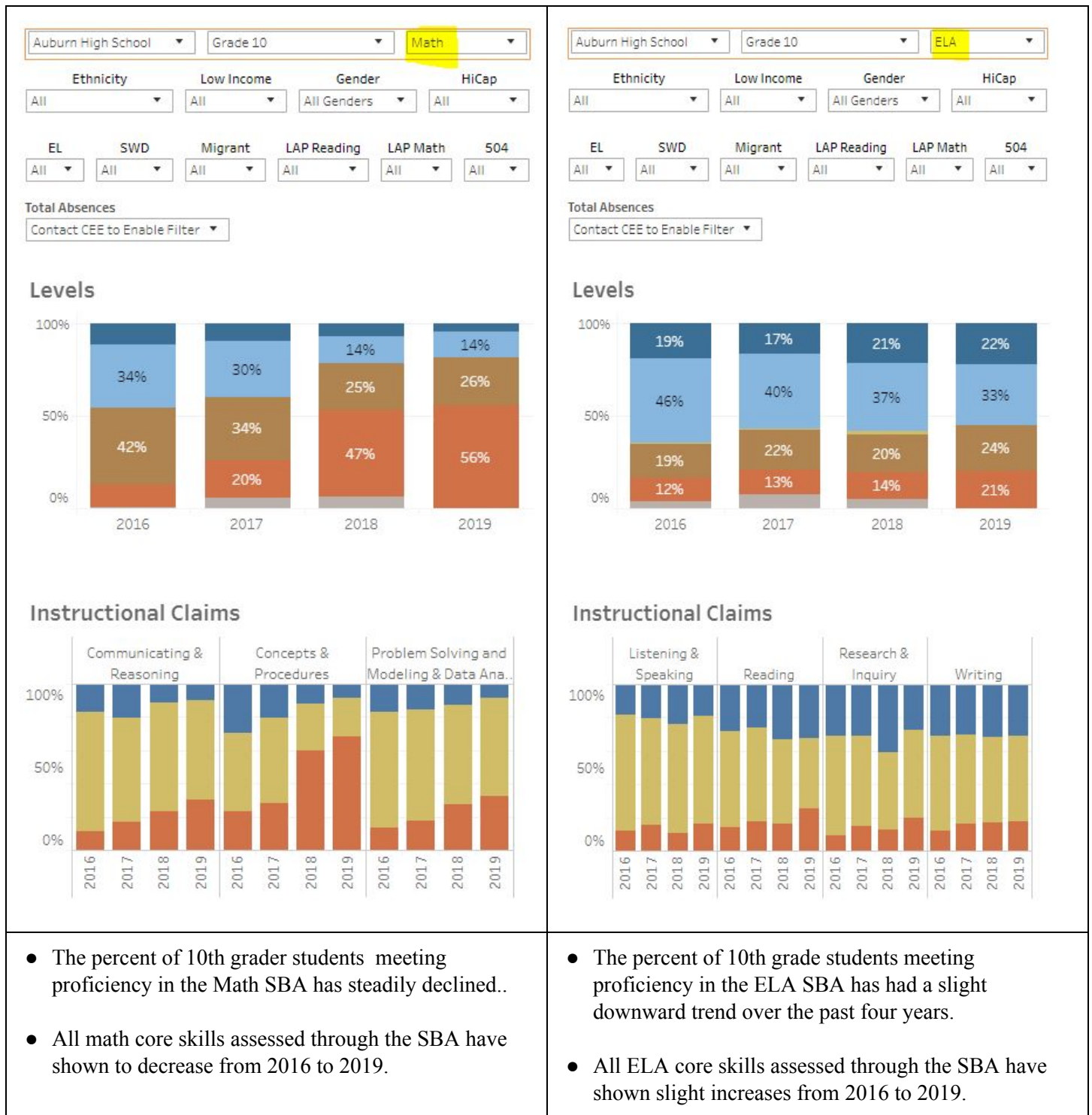


Federal Race/Ethnicity



- From 2015 to 2019 school year **White, Asian and Multi Racial students** scored higher than Native American, Black, Latino and Pacific Islander students on the **Math SBA**.
- **Multiracial students** met standard on the Math SBA at a higher rate when compared to other populations, though their scores dipped in 2018-19.
- The percentage of **Black/African American and Latinx students** meeting standard on the Math SBA remained fairly constant at 10% from 2015-2019.

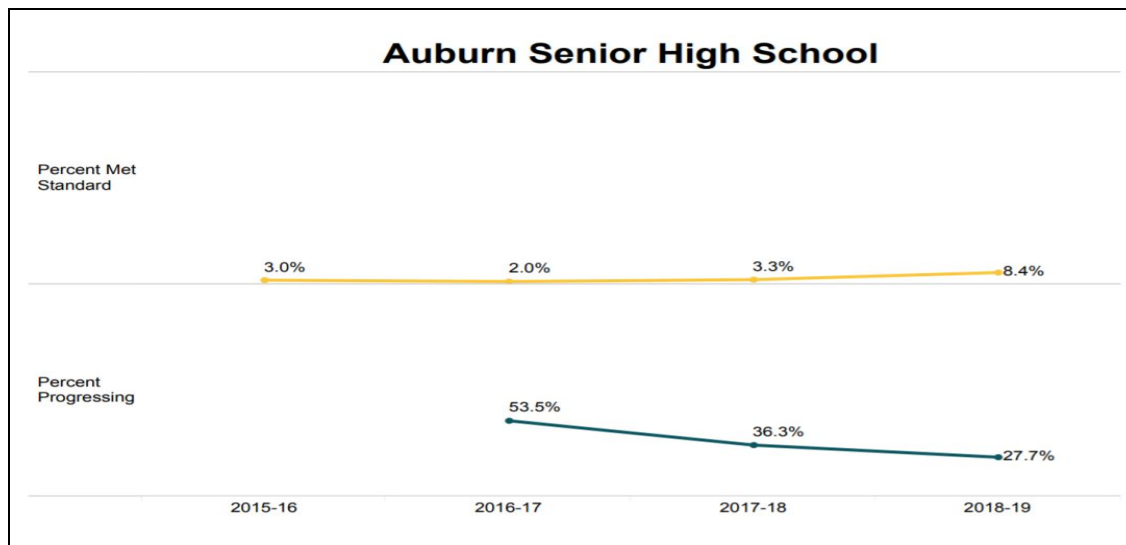
- The percentage of **Native Hawaiian and Pacific Islander students** that met standard on the Math SBA decreased from approximately 18% to 10%, between 2015 to 2019.



Data Analysis- English Learner Data (include ELPA21)

Write a summary of the analysis of your school's EL student achievement in ELA, math, and science. Also, include achievement over time of AMAO Targets 1(students making Language progress) and 2 (students transitioning out of service).

- Per the OSPI Washington State Report Card, AHS percent of ELs meeting standard increased between 2015 to 2019 from 3% to 8.4%. However, the percent making progress decreased from 54.5% in 2016 to 27.7% in 2019.
- Based on the 2018-2019 ELPA21 scores, the percent of EL students in the emergent category decreased from 19.90% to 13.48%, increased in the progressing category by less than 1% (76.70% to 77.53%) with a 5.6 % (3.4% to 8.99%) increase in the proficient category.
- EL students credit attainment rates in ELA, 9-12 decreased over time from 2017-2020 for both semesters1 and 2.
- Between 2017-2020 EL math credit attainment rates decreased for students in grades 9-12 for 1st semester, with 9th and 11th graders continuing to see a decrease 2nd semester, while students in grades 10 and 12 saw an increase.
- Between 2017-2020, EL science credit attainment rates increased significantly for both semester 1 and 2, with the exception of students in grade 9 1st semester and students in grade 10 2nd semester.



ELL CREDIT ATTAINMENT IN CORE AREAS 2017, 2018, 2019, and 2020										
ELA 1ST SEMESTER						ELA 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL	67.83	77.36	63.1	65.58	2.25	ALL	66.39	71.34	63.98	2.41
9TH	73.47	86.21	70.31	65	8.47	9TH	63.55	72.73	64.7	1.15
10TH	74.19	79.24	60.78	85.72	11.53	10TH	67.74	76.47	72	4.26
11TH	35	60	45.65	48.89	13.89	11TH	60	59.37	51.17	8.83
12TH	80	55.55	80.77	50	30	12TH	81.82	73.08	60.72	21.1

MATH 1ST SEMESTER						MATH 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL	73.33	73.27	71.02	57.94	15.39	ALL	66.9	69.5	65.11	1.79
9TH	74.47	69.64	63.63	48.92	25.55	9TH	72.72	63.63	61.64	11.08
10TH	80	74.2	82.76	72.36	7.64	10TH	66.67	73.33	70	3.33
11TH	66.67	71.43	70.21	54.39	12.28	11TH	59.46	67.57	55.81	3.65
12TH	66.67	81.48	68.75	55.56	11.11	12TH	66.67	76	74.36	7.69

SCIENCE 1ST SEMESTER						SCIENCE 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL	66.15	63.46	65.49	67.67	1.52	ALL	65.96	63.77	70.51	4.55
9TH	77.27	72.73	66.66	56.41	20.86	9TH	61.29	66.67	72.46	11.17
10TH	68.42	64.41	68.75	82.61	14.19	10TH	76.32	64.81	70.27	6.05
11TH	57.89	46.87	62.07	60	2.11	11TH	54.55	57.14	60	5.45
12TH	N<5	60	55.56	81.82	21.82	12TH	N<5	60	87.5	27.5

Data Analysis- Students with Disabilities

Between 2017-2020, 9th grade SWD credit attainment rates increased significantly in ELA, math and science for both semester 1 and 2. AHS was identified as a targeted school in the 2017-18 school year per Every Student Succeeds Act (ESSA) for SWD. In the spring of 2020, AHS was recognized by the State Board of Education for closing the achievement gap during the 2018-2019 school year as measured through the three year ESSA (WSIF). Subsequently, SWD credit attainment rates in ELA and Math for grades 10-12 decreased over time from 2017-2020 for semesters 1 and 2. Between 2017-2020 SWD credit attainment rates in grades 9-12 increased both 1st and 2nd semester in science with 2nd semester rates ranging from the low to mid-60th percentile.

SWD CREDIT ATTAINMENT IN CORE AREAS 2017, 2018, 2019, and 2020										
ELA 1ST SEMESTER						ELA 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL SWD	68.57	81.36	64.48	68.75	0.18	ALL SWD	72	68.97	68.75	3.25
9TH	62.5	88.24	55.56	95	32.5	9TH	52.17	66.67	75	22.83
10TH	87.5	94.44	50	54.55	32.95	10TH	83.33	88.24	40	43.33
11TH	N<5	70.59	70	30	40	11TH	87.5	50	75	12.5
12TH	85.71	57.14	100	71.43	14.28	12TH	100	71.43	100	0

- 9th grade students SWD demonstrated increases in credit attainment % in ELA courses from 2017 to 2020 in both SEM 1 and SEM 2.

- 10th, 11th and 12th grade students SWD demonstrated decreases in credit attainment in ELA courses from 2017 to 2019 in both SEM 1 and SEM 2.

SWD CREDIT ATTAINMENT IN CORE AREAS 2017, 2018, 2019, and 2020

MATH 1ST SEMESTER						MATH 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL SWD	62	84.21	68.29	70.84	8.84	ALL SWD	64.44	78.95	60.61	3.83
9TH	68.9	92.86	70	80	11.1	9TH	55.56	84.62	70	14.44
10TH	75	83.33	76.47	71.42	3.58	10TH	81.82	83.33	64.71	17.11
11TH	38.46	70	37.5	66.67	28.21	11TH	57.14	72.73	20	37.14
12TH	N<5	N<5	83.38	57.14	26.24	12TH	N<5	N<5	N<5	0

- 9th grade students SWD demonstrated increases in credit attainment % in Math courses from 2017 to 2020 in both SEM 1.
- 10th, 11th and 12th grade students SWD demonstrated decreases in credit attainment in Math courses from 2017 to 2019 in both SEM 1 and SEM 2.

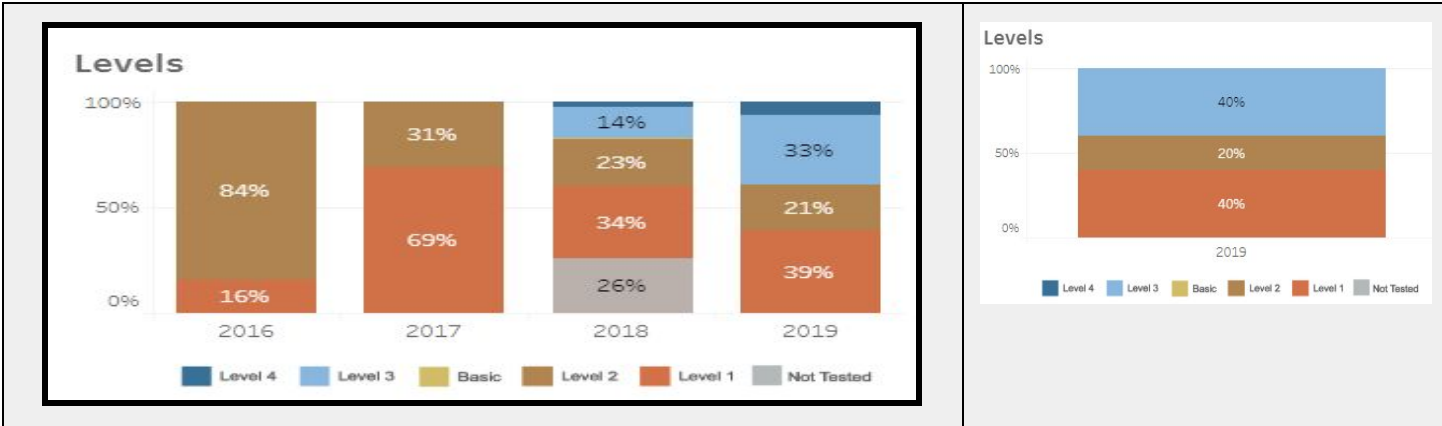
SWD CREDIT ATTAINMENT IN CORE AREAS 2017, 2018, 2019, and 2020

SCIENCE 1ST SEMESTER						SCIENCE 2ND SEMESTER				
GROUP	2017	2018	2019	2020	Difference	GROUP	2017	2018	2019	Difference
ALL SWD	47.14	67.82	63.38	67.07	25.93	ALL SWD	55	58.82	63.63	8.63
9TH	47.37	79.31	55.55	67.4	20.03	9TH	50	68.75	60.72	10.72
10TH	55.53	52.17	75.86	72.72	17.19	10TH	61.76	52	66.67	4.91
11TH	25	62.5	50	55.56	30.56	11TH	42.86	42.86	66.67	23.81
12TH	N<5	N<5	N<5	60	60	12TH	N<5	N<5	N<5	

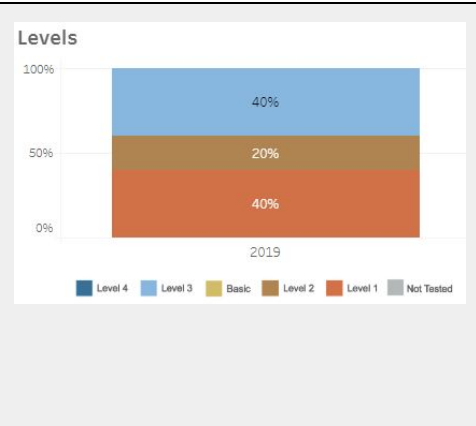
- 9th grade students SWD demonstrated increases in credit attainment % in Science courses from 2017 to 2020 in both SEM 1 and SEM 2.
- 10th, 11th and 12th grade students SWD demonstrated increases in credit attainment in Science courses from 2017 to 2019 in both SEM 1 and SEM 2.

WCAS (Washington Comprehensive Assessment of Science)

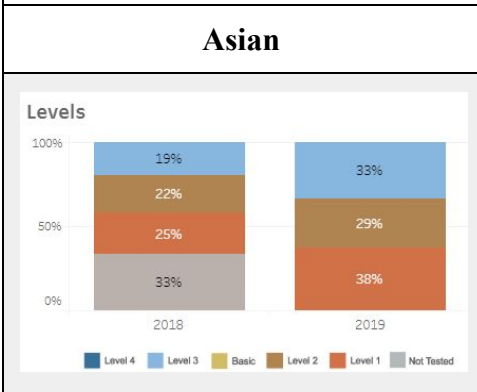
During the 2018-2019 school year, 363 students were expected to take the Science state WCAS assessment at AHS. Of those students, 35.3% earned a score high enough to meet the state standard for their grade level. Out of all students assessed in Science, 2.2% took the Washington Access to Instruction and Measurement (AIM) alternate assessment.



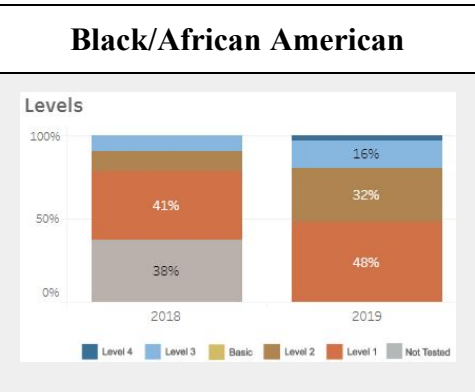
- AHS 11th graders improved from 0% meeting standard on the science WCAC in 2017 to 42% in 2019.



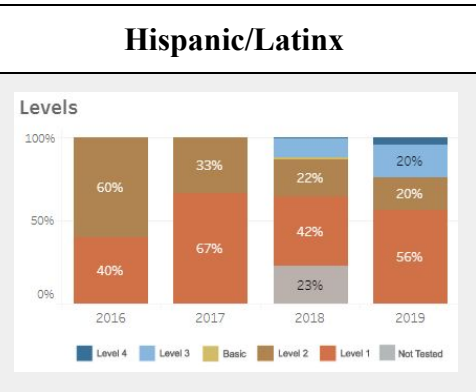
- 40% of Native American students passed the WCAC in 2019.



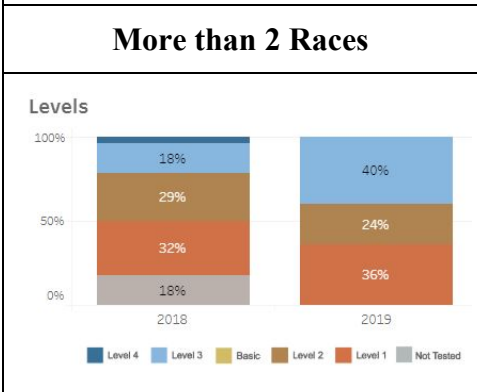
- Asian students increased their passing rate from 18% in 2018 to 33% in 2019.



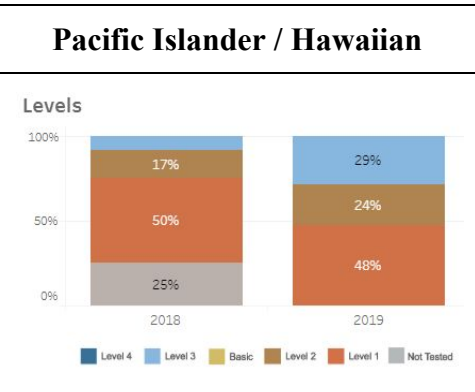
- Black/African American students increased their passing rate from 19% in 2018 to 19% in 2019.



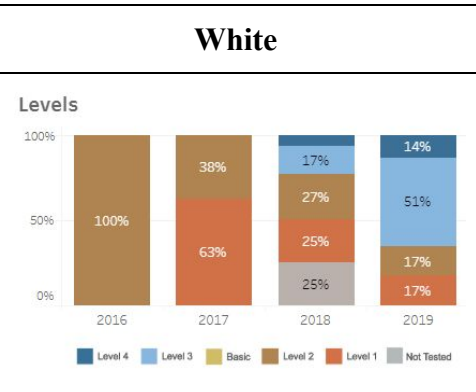
- Hispanic/Latino students increased their passing rate from 0% in 2017 to 24% in 2019.



- Multi-racial students increased their passing rate from 22% in 2018 to 40% in 2019.



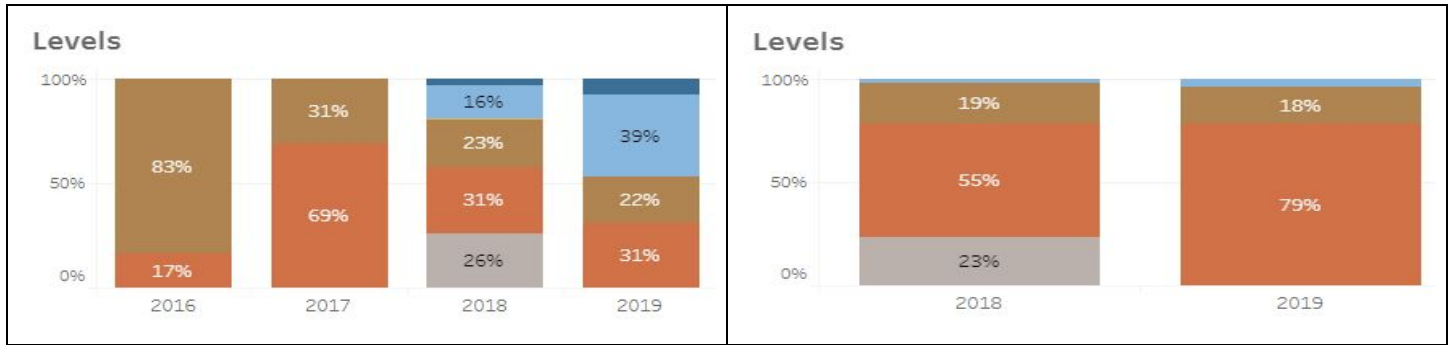
- Pacific Isl. / Hawaiian students increased their passing rate from 8% in 2018 to 29% in 2019.



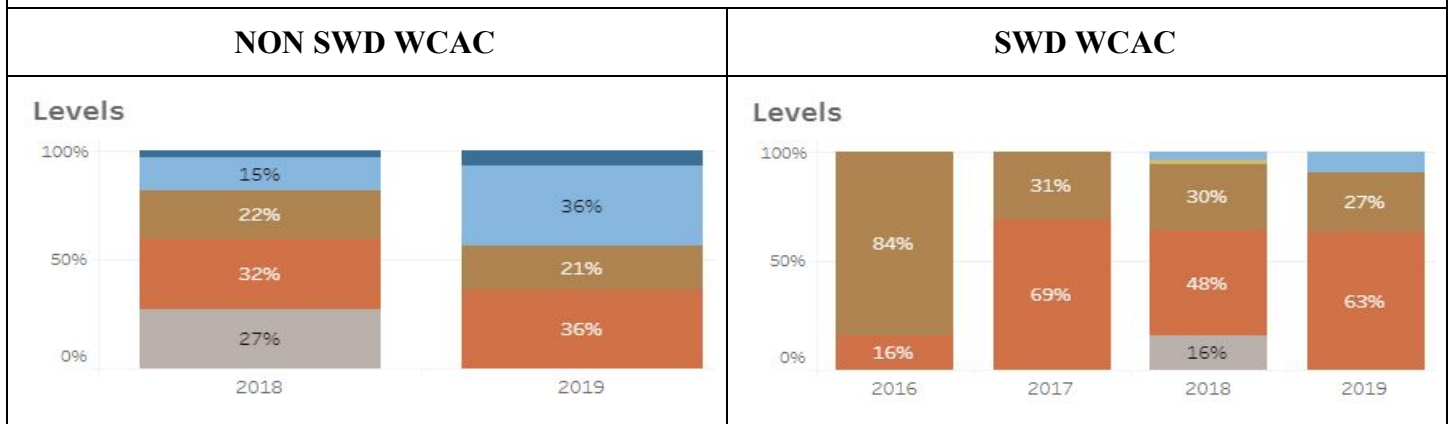
- White students increased their passing rate from 0% in 2018 to 65% in 2019.

Source: CEE/ISDD

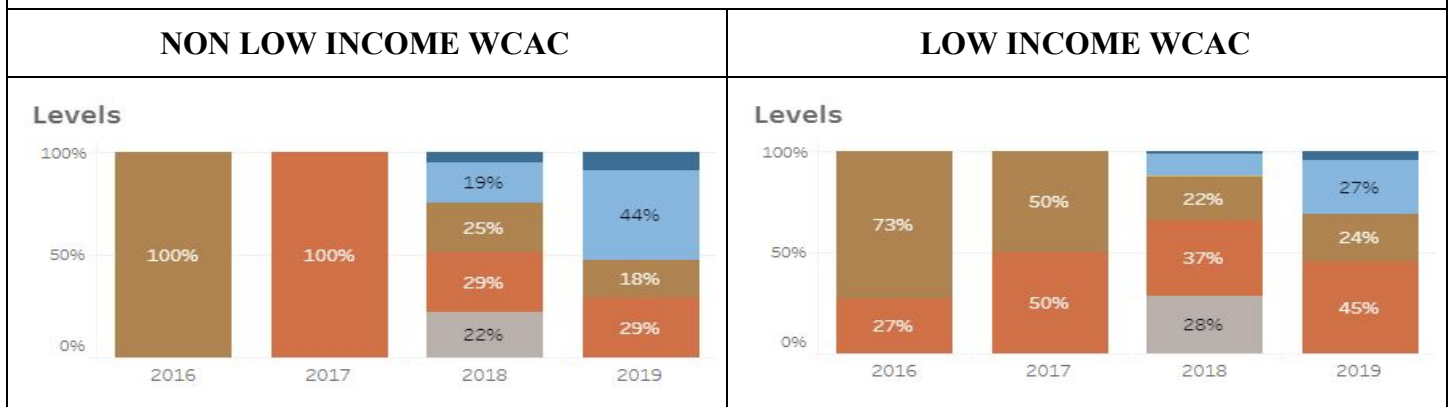
NON EL WCAC	EL WCAC
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- Non EL students improved from 0% meeting standard on the science WCAC in 2017 to **46% in 2019**.
- EL students improved from 2% meeting standard in 2018 to **4% in 2019**
- Non-EL students had a 42% higher success rate in passing the WCAC vs. EL students in 2019.



- Non SWD improved from 18% meeting standard on the science WCAC in 2018 to 42% in 2019.
- SWD improved from 0% meeting standard in 2017, to **10% in 2019**
- Non-SWD students had a 32% higher success rate in passing the WCAC vs. SWD students in 2019.



- Students not on Free/Reduced meal plans improved from 24% meeting standard on the science WCAC in 2018 to **53% in 2019**.
- Students on Free/Reduced meal plans improved from 12% meeting standard in 2017, to **31% in 2019**
- Student not on Free/Reduced had a 22% higher success rate in passing the WCAC vs. SWD students in 2019.

Source: CEE/ISDD

Credit Attainment/F Data

Write a summary of the analysis of your school's Credit Attainment and F data. Disaggregate your data by special populations (ethnicity, special education, ELL, low income) to identify performance gaps. Include multiple years to look for trends over time.

ALL CREDIT ATTAINMENT 2017-2020

Credit Attainment for English Learners (ELL) as compared to Non-English Learners

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
ELL	977	79.43%	1019	76.35%	1379	79.84%	1316	76.67%	1598	73.03%	1539	72.51%	1876	72.55%
Non	8079	94.05%	7635	94.49%	7615	88.89%	7516	94.40%	7246	88.42%	7025	87.20%	7188	86.69%
	ELL Gap	14.62%	ELL Gap	18.14%	ELL Gap	9.05%	ELL Gap	17.73%	ELL Gap	15.39%	ELL Gap	14.69%	ELL Gap	14.14%

- **Non-EL students** have earned course credits at a **9.05% to 18.14%** higher percentage vs. **EL students** from 2017 to 2020.

Credit Attainment for Students with Disabilities (SWD) as compared to SWno/D

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
SWD	1071	75.35%	993	79.05%	951	84.12%	986	77.99%	1105	78.10%	1054	80.65%	1147	78.12%
Non	7985	85.03%	7661	85.34%	8043	87.90%	7846	84.62%	7739	86.72%	7510	85.11%	7908	84.71%
	SWD Gap	9.68%	SWD Gap	6.29%	SWD Gap	3.78%	SWD Gap	6.62%	SWD Gap	8.62%	SWD Gap	4.47%	SWD Gap	6.59%

- **Gen Ed students** have earned course credits at a **3.78% to 9.68%** higher percentage vs. **SWD** from 2017 to 2020.

Credit Attainment for Students from Low Income as compared to Non-Low Income

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
LowInc	5904	81.22%	5645	81.17%	5367	84.13%	5195	80.25%	5332	82.61%	5138	81.16%	5321	80.19%
Non	3152	88.90%	3009	91.09%	3627	92.50%	3637	89.06%	3512	90.23%	3426	89.67%	3734	89.05%
	L.I. GAP	7.68%	L.I. GAP	9.92%	L.I. GAP	8.38%	L.I. GAP	8.81%	L.I. GAP	7.62%	L.I. GAP	8.51%	L.I. GAP	8.85%

- **Non-Low Income students** have earned course credits at a **7.62% to 9.92%** higher percentage vs. **Low-Income students** from 2017 to 2020.

Credit Attainment for Students of Color (SoC) as compared to White & Asian (W&A)

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
SoC	5192	80.57%	4997	80.95%	5224	84.09%	5076	80.20%	5233	81.65%	5041	80.48%	5624	78.68%
W&A	3864	88.35%	3657	89.64%	3770	92.23%	3756	84.88%	3611	91.42%	3523	90.49%	3431	92.33%
	SoC GAP	7.79%	SoC GAP	8.69%	SoC GAP	8.14%	SoC GAP	4.68%	SoC GAP	9.76%	SoC GAP	10.01%	SoC GAP	13.66%

- **White & Asian students** have earned course credits at a **4.68% to 13.66%** higher percentage vs. **Student of Color (SoC)** from 2017 to 2020.

Credit Attainment for Native American students as compared to White & Asian students.

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
NAT		208	74.04%	193	74.61%	154	82.47%	156	75.64%	173	84.97%	172	83.14%	198	79.29%
W&A		3864	88.35%	3657	89.64%	3770	92.23%	3756	84.88%	3611	91.42%	3523	90.49%	3431	92.33%
		NAT GAP	14.32%	NAT GAP	15.02%	NAT GAP	9.76%	NAT GAP	9.24%	NAT GAP	6.44%	NAT GAP	7.35%	NAT GAP	13.04%

- White & Asian students have earned course credits at a 6.44% to 15.02% higher percentage vs. Native American students from 2017 to 2020.

Credit Attainment for **Black/African American students as compared to White & Asian students**

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
Black		805	83.73%	807	85.25%	892	84.98%	860	79.19%	810	85.93%	775	83.35%	824	83.74%
W&A		3864	88.35%	3657	89.64%	3770	92.23%	3756	84.88%	3611	91.42%	3523	90.49%	3431	92.33%
		B/AA GAP	4.63%	B/AA GAP	4.38%	B/AA GAP	7.25%	B/AA GAP	5.69%	B/AA GAP	5.49%	B/AA GAP	7.14%	B/AA GAP	8.60%

- White & Asian students have earned course credits at a 4.38% to 8.60% higher percentage vs. Black/African American students from 2017 to 2020.

Credit Attainment for **Hispanic or Latinx students as compared to White and Asian students**

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
Latinx		2923	80.05%	2788	80.56%	2986	83.79%	2869	80.79%	3136	81.03%	2982	81.89%	3277	78.46%
W&A		3864	88.35%	3657	89.64%	3770	92.23%	3756	84.88%	3611	91.42%	3523	90.49%	3431	92.33%
		Latinx GAP	8.30%	Latinx GAP	9.08%	Latinx GAP	8.44%	Latinx GAP	4.08%	Latinx GAP	10.39%	Latinx GAP	8.60%	Latinx GAP	13.88%

- White & Asian students have earned course credits at a 4.08% to 13.88% higher percentage vs. Hispanic or Latinx students from 2017 to 2020.

Credit Attainment for **Pacific Islander/Native Hawaiian students as compared to White & Asian students**

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
P.I.		501	80.84%	505	77.82%	588	81.46%	582	74.91%	546	73.08%	505	67.33%	573	64.75%
W&A		3864	88.35%	3657	89.64%	3770	92.23%	3756	84.88%	3611	91.42%	3523	90.49%	3431	92.33%
		P.I. GAP	7.52%	P.I. GAP	11.81%	P.I. GAP	10.77%	P.I. GAP	9.96%	P.I. GAP	18.34%	P.I. GAP	23.16%	P.I. GAP	27.59%

- White & Asian students have earned course credits at a 7.52% to 27.59% higher percentage vs. Pacific Islander/Native Hawaiian students from 2017 to 2020.

MATH CREDIT ATTAINMENT 2017-2020 - ALL Math Courses

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
ALL	1294	81.61%	1245	81.04%	1272	87.11%	1222	82.24%	1217	83.57%	1197	78.86%	1303	77.82%
W&A	558	87.63%	519	87.28%	524	91.98%	525	87.62%	499	89.18%	494	85.63%	491	90.43%
SoC	736	77.04%	726	76.58%	748	83.69%	697	78.19%	718	79.25%	703	74.11%	812	71.31%
SoC gap vs W&A	SoC GAP	10.60%	SoC GAP	10.70%	SoC GAP	8.29%	SoC GAP	9.43%	SoC GAP	9.93%	SoC GAP	11.52%	SoC GAP	19.12%

- **White & Asian (W&A)** students have earned course credits at a **4.87% to 12.61%** higher percentage *as compared to ALL AHS students* from 2017 to 2020.
- **White & Asian (W&A)** students have earned course credits at a **8.29% to 19.12%** higher percentage *as compared to Students of Color (SoC)* from 2017 to 2020.

MATH CREDIT ATTAINMENT 2017-2020

Adv Algebra/Trig, Pre-Calculus, Calculus, Computer Science, and Personal Finance

AHS Students of Color (SoC) as compared to White & Asian (W&A)

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
SoC	267	90.64%	244	91.39%	272	96.69%	270	92.59%	231	94.37%	220	90.05%	252	94.44%
W&A	220	79.09%	211	81.52%	269	88.84%	224	88.84%	222	81.98%	212	78.77%	288	78.13%
	SoC GAP	-11.55%	SoC GAP	-9.88%	SoC GAP	-7.85%	SoC GAP	-3.75%	SoC GAP	-12.39%	SoC GAP	-11.27%	SoC GAP	-16.32%

- **White & Asian** students have earned **Advanced MATH** credits at a **3.75% to 16.32%** higher percentage *as compared to Student of Color (SoC)* from 2017 to 2020.

MATH CREDIT ATTAINMENT 2017-2020

Algebra, Geometry, and Adv Algebra/Trig

AHS English Learners (ELL) as compared to Non-English Learners

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
ELL	140	73.57%	146	63.70%	193	72.54%	183	69.40%	225	70.67%	224	65.18%	250	56.00%
Non	1154	82.58%	1099	82.98%	1079	81.85%	1039	84.50%	992	86.49%	973	82.01%	1053	83.00%
	ELL Gap	9.01%	ELL Gap	19.29%	ELL Gap	9.31%	ELL Gap	15.11%	ELL Gap	15.83%	ELL Gap	16.84%	ELL Gap	27.00%

- **Non-ELL** students have earned **MATH** credits at a **9.01% to 27%** higher percentage *as compared to ELL* students from 2017 to 2020.

AHS Students with Disabilities (SWD) as compared to Non-SWD

Source: Tableau

	2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
SWD	55	63.64%	49	63.27%	44	86.36%	44	77.27%	52	67.31%	44	61.36%	62	66.13%
Non	1239	82.41%	1196	81.77%	1228	94.86%	1178	82.43%	1165	84.29%	1153	79.53%	1241	78.40%
	SWD Gap	18.77%	SWD Gap	18.51%	SWD Gap	8.49%	SWD Gap	5.16%	SWD Gap	16.98%	SWD Gap	18.17%	SWD Gap	12.28%

- **Gen Ed** students have earned **MATH** credits at a **5.16% to 18.77%** higher percentage *as compared to SWD* students from 2017 to 2020.

AHS Low Income as compared to Non-Low Income

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
LowInc	Non	840	78.69%	805	77.14%	769	83.62%	725	78.34%	731	80.57%	723	74.27%	784	72.45%
	GAP		8.31%		11.04%		8.83%		9.58%		7.49%		11.59%		13.49%

- **Non-Low Income** students have earned **MATH** credits at a **7.49% to 13.49%** higher percentage *as compared to Low-Income* students from 2017 to 2020.

AHS Students of Color (SoC) as compared to White & Asian (W&A)

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
SoC	W&A	736	77.04%	726	76.58%	748	83.69%	697	78.19%	718	79.25%	703	75.53%	812	70.20%
	SoC GAP		10.60%		10.70%		8.29%		9.43%		10.53%		10.09%		20.23%

- **White & Asian** students have earned **MATH** credits at a **8.29% to 20.23%** higher percentage *as compared to Student of Color (SoC)* from 2017 to 2020.

AHS Native American (NAT) as compared to White & Asian

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
NAT	W&A	21	76.19%	21	71.43%	16	81.25%	16	62.50%	20	80.00%	18	83.33%	25	68.00%
	NAT GAP		11.44%		15.85%		10.73%		25.12%		9.78%		2.29%		22.43%

- **White & Asian** students have earned **MATH** credits at a **2.29% to 25.12%** higher percentage *as compared to Native American* students from 2017 to 2020.

AHS Black/African American as compared to White & Asian

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
Black	W&A	111	81.98%	110	82.73%	126	89.68%	120	76.67%	113	79.65%	115	74.78%	115	80.00%
	B/AA GAP		5.65%		4.56%		2.30%		10.95%		10.13%		10.84%		10.43%

- **White & Asian** students have earned **MATH** credits at a **2.30% to 10.95%** higher percentage *vs. Black/African American* students from 2017 to 2020.

AHS Hispanic or Latinx as compared to White and Asian

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
Latinx		426	74.41%	423	76.12%	438	81.28%	400	80.75%	428	78.27%	408	76.96%	479	68.48%
W&A		558	87.63%	519	87.28%	524	91.98%	525	87.62%	499	89.78%	494	85.63%	491	90.43%
		Latinx GAP	13.22%	Latinx GAP	11.16%	Latinx GAP	10.71%	Latinx GAP	6.87%	Latinx GAP	11.51%	Latinx GAP	8.67%	Latinx GAP	21.95%

- **White & Asian** students have earned **MATH** credits at a **6.87% to 21.95%** higher percentage *as compared to Latinx students* from 2017 to 2020.

AHS Pacific Islander/Native Hawaiian *as compared to White & Asian*

Source: Tableau

		2017 SEM 1		2017 SEM 2		2018 SEM 1		2018 SEM 2		2019 SEM 1		2019 SEM 2		2020 SEM 1	
		N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned	N	% Earned
P.I.		76	80.26%	77	71.43%	86	80.23%	82	69.51%	79	78.48%	83	61.45%	81	56.79%
W&A		558	87.63%	519	87.28%	524	91.98%	525	87.62%	499	89.78%	494	85.63%	491	90.43%
		P.I. GAP	7.37%	P.I. GAP	15.85%	P.I. GAP	11.75%	P.I. GAP	18.11%	P.I. GAP	11.30%	P.I. GAP	24.18%	P.I. GAP	33.64%

- **White & Asian** students have earned **MATH** credits at a **7.37% to 33.645%** higher percentage *as compared to Pacific Islander/Native Hawaiian students* from 2017 to 2020.

ELA CREDIT ATTAINMENT 2017-2020

2017 SEM 1					
Group	N Size	% of Passing Grades	(9) 2020 Cohort	(10) 2019 Cohort	(11) 2018 Cohort
AHS	1204	78.5%	79.3%	74.5%	69.0%
American Indian	20	55.0%	55.6%	25.0%	71.4%
Asian	73	90.4%	92.0%	83.5%	82.3%
Black	102	75.5%	78.4%	73.3%	74.3%
Latinx	395	62.6%	69.1%	80.4%	64.5%
Multi Race	101	73.3%	83.8%	71.8%	60.0%
Pacific Islander	65	80.0%	81.5%	94.4%	66.6%
White	451	74.5%	85.5%	92.5%	71.4%

source: Tableau

2017 SEM 2					
Group	N Size	% of Passing Grades	(9) 2020 Cohort	(10) 2019 Cohort	(11) 2018 Cohort
AHS	1270	76.6%	75.7%	78.0%	76.0%
American Indian	19	52.6%	71.4%	50.0%	33.3%
Asian	74	91.8%	88.0%	96.8%	88.9%
Black	119	79.0%	69.6%	87.5%	83.0%
Latinx	426	70.0%	65.3%	73.7%	70.3%
Multi Race	108	75.0%	79.4%	68.1%	81.5%
Pacific Islander	78	73.1%	78.6%	69.6%	70.4%
White	446	81.8%	83.6%	82.3%	78.6%

source: Tableau

2018 SEM 1					
Group	N Size	% of Passing Grades	(9) 2021 Cohort	(10) 2020 Cohort	(11) 2019 Cohort
AHS	1166	82.3%	82.8%	87.4%	73.2%
American Indian	18	77.8%	75.0%	80.0%	100.0%
Asian	89	88.8%	85.7%	87.0%	93.5%
Black	112	79.5%	77.9%	87.5%	67.9%
Latinx	380	77.6%	80.0%	81.5%	69.7%
Multi Race	86	79.1%	76.0%	97.0%	58.3%
Pacific Islander	72	81.5%	83.3%	82.9%	73.7%
White	409	87.1%	84.4%	92.3%	84.1%

source: Tableau

2018 SEM 2					
Group	N Size	% of Passing Grades	(9) 2021 Cohort	(10) 2020 Cohort	(11) 2019 Cohort
AHS	1197	78.1%	81.6%	79.2%	72.7%
American Indian	15	66.7%	62.5%	66.6%	100.0%
Asian	91	89.0%	87.9%	88.5%	90.6%
Black	118	73.7%	75.7%	77.5%	65.6%
Latinx	394	72.8%	75.4%	74.6%	68.0%
Multi Race	88	72.7%	74.1%	84.4%	58.6%
Pacific Islander	76	72.4%	88.0%	62.1%	69.2%
White	415	84.6%	88.3%	86.0%	78.4%

source: Tableau

2019 SEM 1					
Group	N Size	% of Passing Grades	(9) 2022 Cohort	(10) 2021 Cohort	(11) 2020 Cohort
AHS	1064	77.1%	81.2%	76.8	72.0%
American Indian	19	74.2%	97.5%	85.7%	75.0%
Asian	98	89.8%	94.6%	84.2%	91.3%
Black	106	81.1%	84.5%	79.4%	77.8%
Latinx	367	70.0%	75.4%	71.9%	61.1%
Multi Race	77	75.4%	75.0%	72.2%	79.0%
Pacific Islander	62	62.9%	77.3%	57.2%	52.8%
White	335	82.7%	84.2%	81.9%	80.6%

source: Tableau

2019 SEM 2					
Group	N Size	% of Passing Grades	(9) 2022 Cohort	(10) 2021 Cohort	(11) 2020 Cohort
AHS	1049	77.5%	79.5%	80.7%	72.3%
American Indian	19	73.7%	75.0%	85.7%	50.0%
Asian	99	85.9%	78.4%	86.9%	95.8%
Black	101	83.2%	77.3%	89.6%	85.7%
Latinx	335	73.6%	76.6%	80.7%	61.6%
Multi Race	82	69.5%	69.1%	66.7%	72.7%
Pacific Islander	60	56.6%	81.0%	52.6%	35.0%
White	333	83.2%	84.4%	82.8%	82.2%

source: Tableau

2020 SEM 1					
Group	N Size	% of Passing Grades	(9) 2022 Cohort	(10) 2021 Cohort	(11) 2020 Cohort
AHS	1064	77.1%	80.4%	82.5%	63.0%
American Indian	19	74.2%	55.6%	80.0%	40.0%
Asian	98	89.8%	93.0%	94.6%	79.8%
Black	106	81.1%	83.0%	66.7%	60.0%
Latinx	367	70.0%	72.4%	82.7%	51.0%
Multi Race	77	75.4%	78.3%	79.5%	72.2%
Pacific Islander	62	62.9%	60.9%	72.7%	19.7%
White	335	82.7%	93.0%	82.9%	80.2%

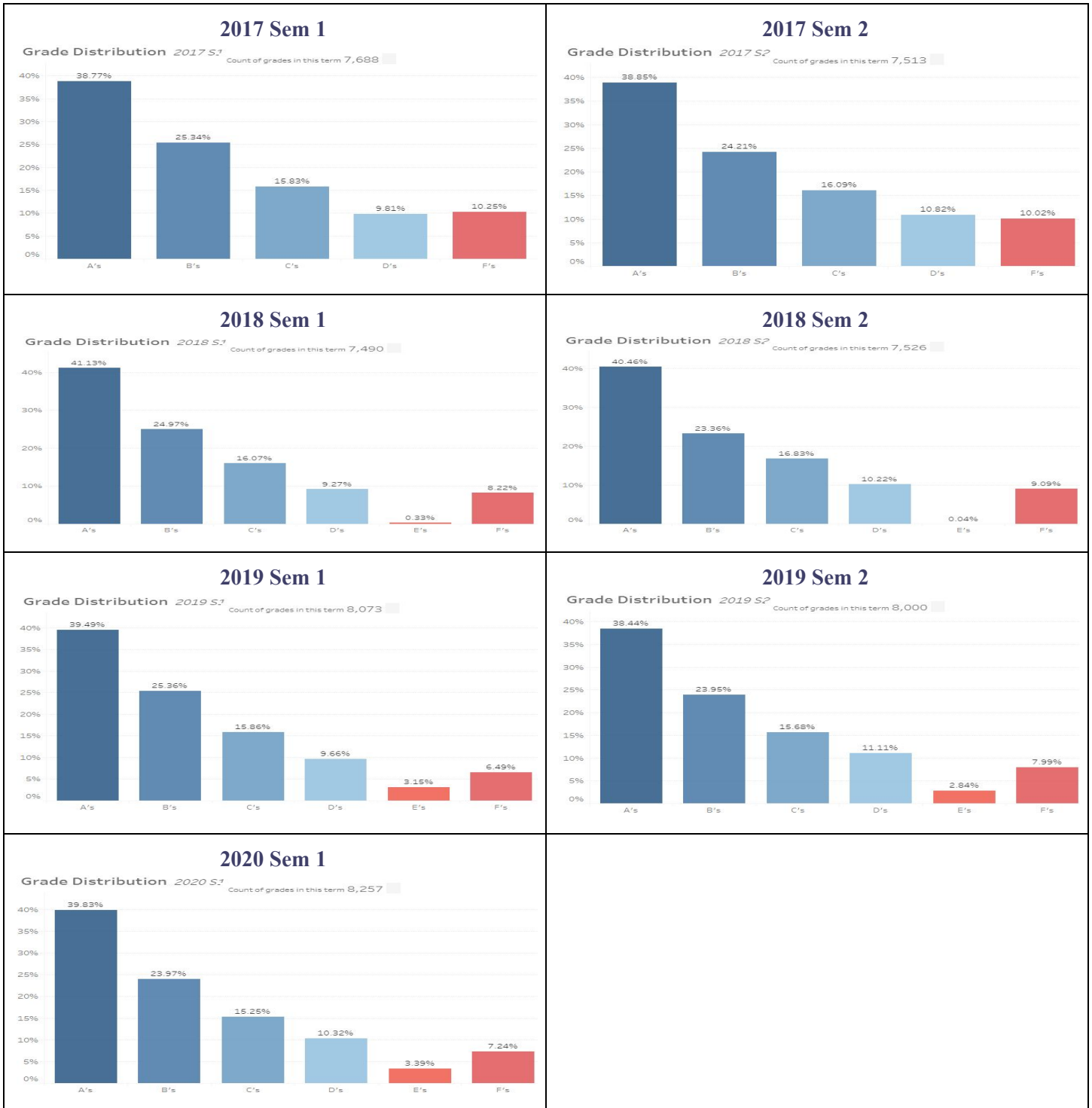
source: Tableau

2020 SEM 2					
Group	N Size	% of Passing Grades	(9) 2022 Cohort	(10) 2021 Cohort	(11) 2020 Cohort
AHS					
American Indian					
Asian					
Black					
Latinx					
Multi Race					
Pacific Islander					
White					

source: Tableau

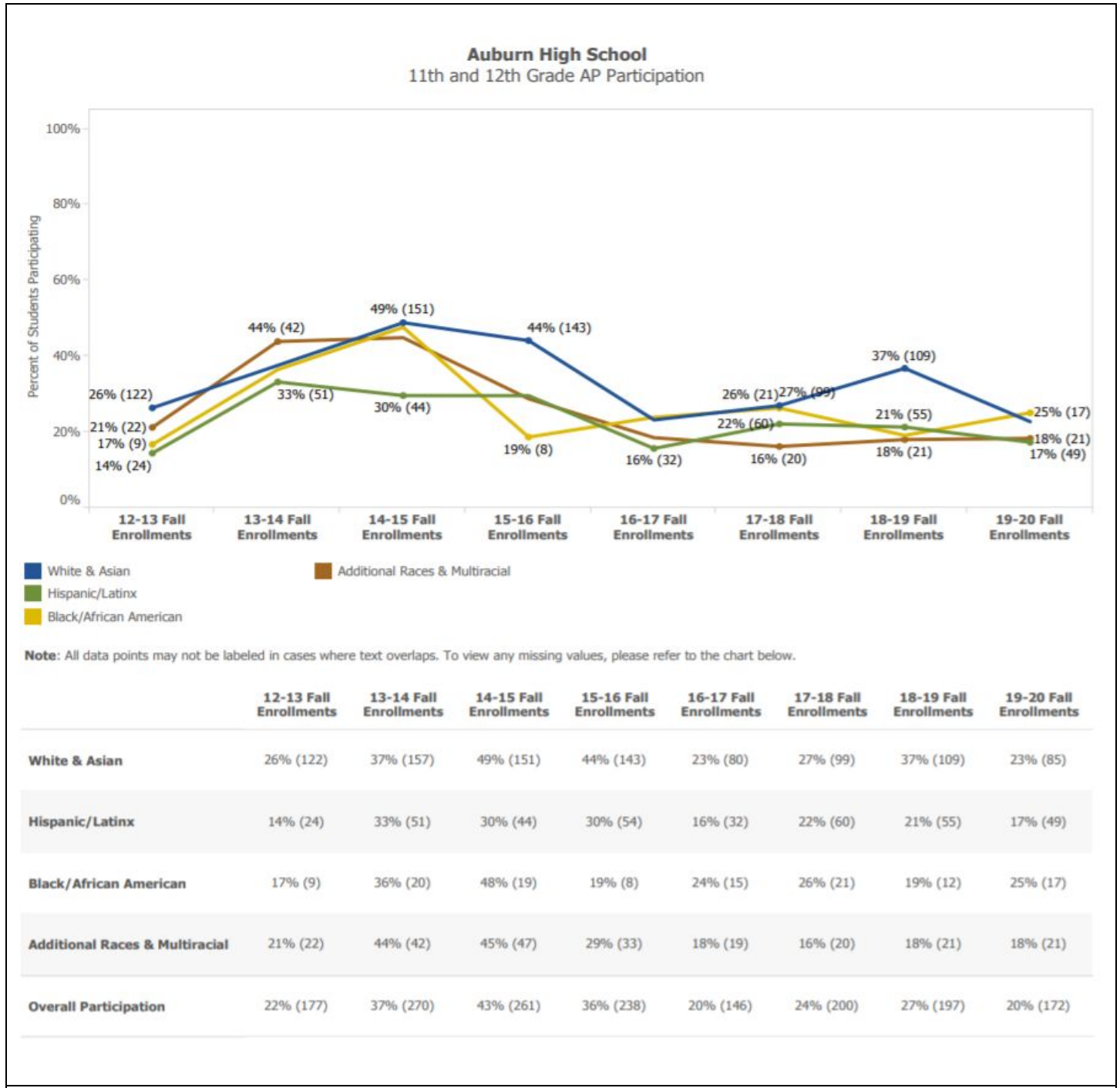
COVID-19 GRADING

Course Completion Biology 9th Grade Credit Attainment



AVID, Accelerated, Honors/AP Enrollment

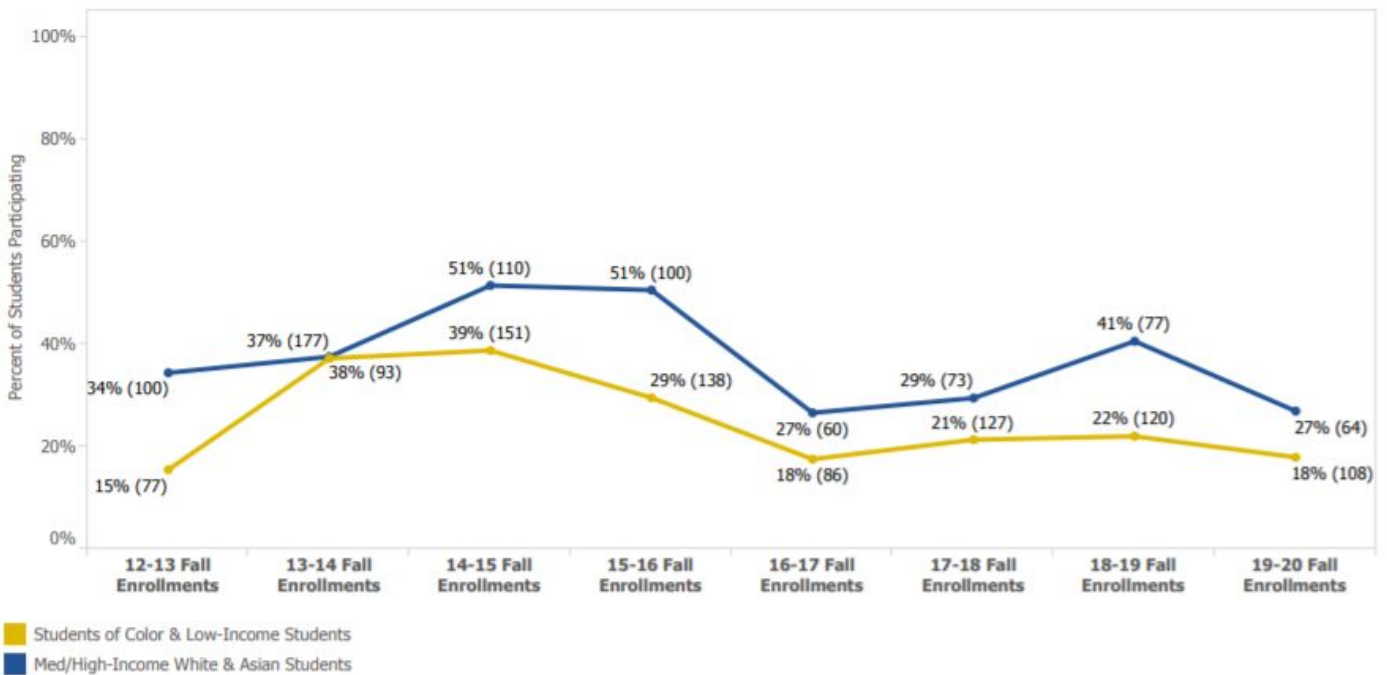
Write a summary of the analysis of students enrolled in accelerated, honors, and AP courses. Disaggregate your data by ethnicity, ELL, low income. Include multiple years to look for trends over time.



- AHSs has a fairly low participation rate in AP courses (22%-20%) for students in grades 11 and 12 from 2012-2019. In looking at AP by ethnicity, **Students of Color** are significantly under represented as compared to their **White and Asian** peers based on their demographic data from 2017-2020.

- AP overall participation rates and number of students enrolled have remained constant at 22% (177 students) and 20% (172 students) from 2012 to 2019.
- AP participation rates for **Black students** increased from 17% (9 students) to 25% (17 students) from 2012 to 2019.
- AP participation rates for Latinx students increased from 14% (24 students) to 17% (49 students) from 2012 to 2019.

Auburn High School
11th and 12th Grade AP Participation



Note: All data points may not be labeled in cases where text overlaps. To view any missing values, please refer to the chart below.

	12-13 Fall Enrollments	13-14 Fall Enrollments	14-15 Fall Enrollments	15-16 Fall Enrollments	16-17 Fall Enrollments	17-18 Fall Enrollments	18-19 Fall Enrollments	19-20 Fall Enrollments
Students of Color & Low-Income Students	15% (77)	37% (177)	39% (151)	29% (138)	18% (86)	21% (127)	22% (120)	18% (108)
Med/High-Income White & Asian Students	34% (100)	38% (93)	51% (110)	51% (100)	27% (60)	29% (73)	41% (77)	27% (64)
Overall Participation	22% (177)	37% (270)	43% (261)	36% (238)	20% (146)	24% (200)	27% (197)	20% (172)

- **Med/High Income White and Asian students** AP participation rates and number of students enrolled decreased from 34% (100 students) to 27% (64 students) from 2012 to 2019.
- **SoC and Low-Income students** AP participation rates and number of students enrolled increased from 15% (77 students) to 18% (108 students) from 2012 to 2019.

AUBURN HIGH SCHOOL	NATIVE AM			ASIAN			BLACK			LATINX			MULTI RACE			PACIFIC IS			WHITE			
	YEAR	N=	N= %	#, % STS Honors	N=	%	#, % STS Honors	N=	%	#, % STS Honors	N=	%	#, % STS Honors	N=	%	#, % STS Honors	N=	%	#, % STS Honors	N=	%	#, % STS Honors
2016-2017	1,695	46	3%	4 / N<1	105	6%	17 / 16%	149	9%	9 / N<1	508	30%	39 / 8%	135	8%	9 / 7%	88	5%	7 / N<1	664	39%	90 / 14%
2017-2018	1,766	36	2%	1 / N<1	126	7%	22 / 17%	178	10%	16 / N<1	563	32%	33 / 6%	119	7%	11 / 9%	101	6%	6 / N<1	643	36%	100 / 16%
2018-2019	1,734	36	2%	2 / N<1	150	9%	31 / 21%	154	9%	13 / N<1	587	35%	45 / 7%	117	7%	16 / 14%	110	6%	1 / N<1	580	33%	90 / 16%
2019-2020	1,776	37	2%	2 / N<1	154	9%	28 / 18%	162	9%	12 / N<1	616	35%	40 / 6%	144	8%	26 / 18%	101	6%	4 / N<1	562	32%	86 / 15%

- **Native American, Black, and Pacific Islander students** are significantly underrepresented (N<1) in Honors classes as compared to AHS demographic makeup from 2017-2020.
- The number of **White students** enrolled in Honors classes is 25% to 17% lower based on their demographic data from 2017-2020.

Data Analysis- CEE Perceptual Survey

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.

Staff

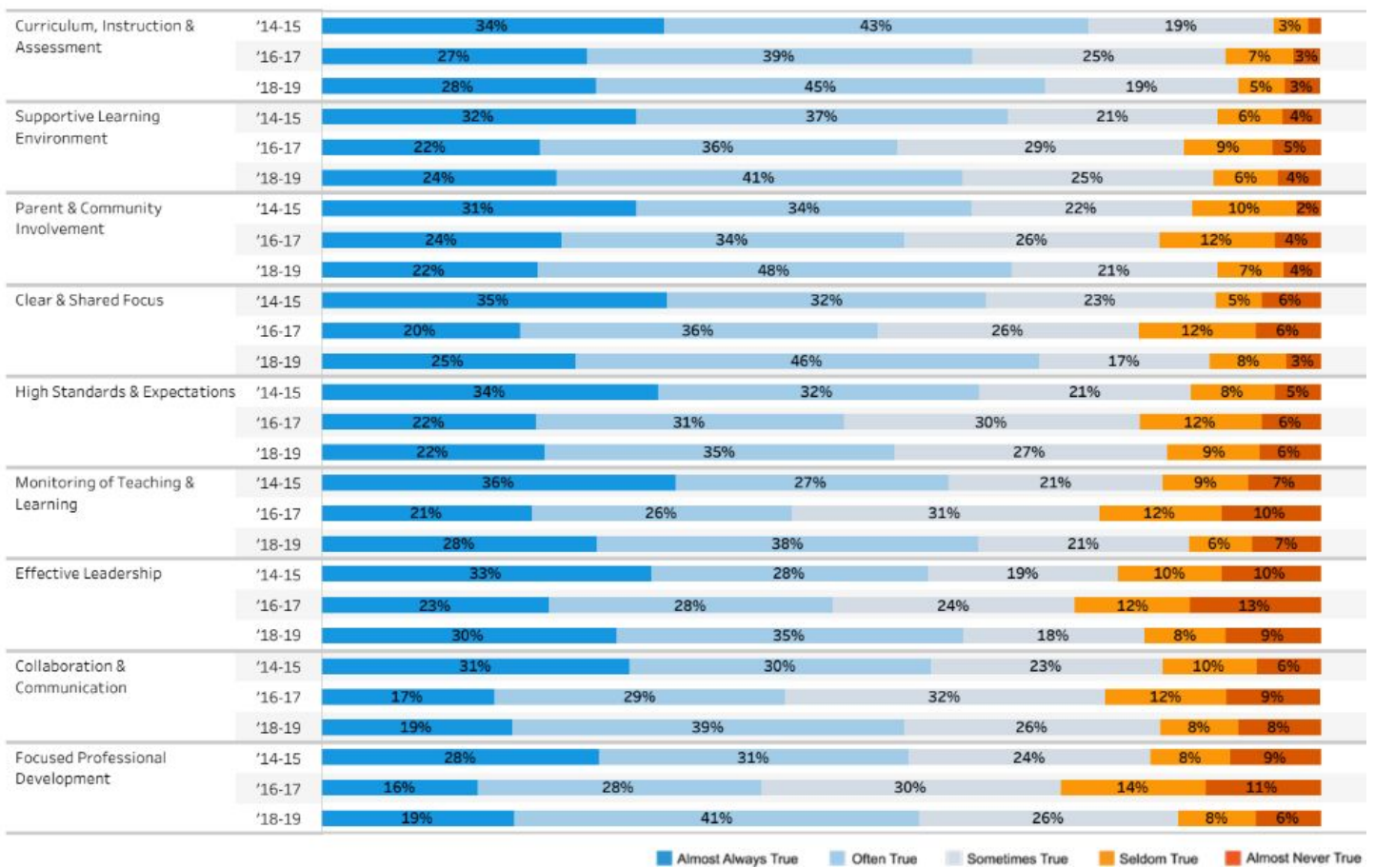
'14-15 N = 75

'16-17 N = 114

'18-19 N = 98

9 Characteristics of High-Performing Schools Summary

Auburn High School



Parent

'14-15 N = 63

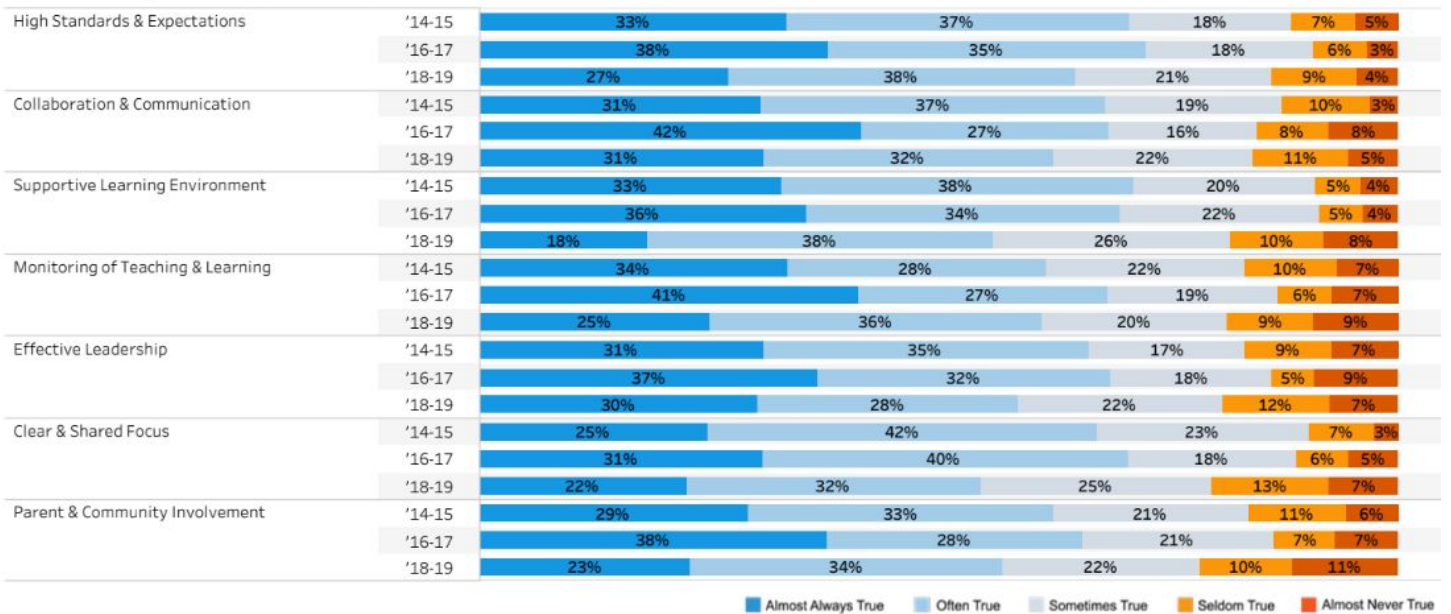
'16-17 N = 79

'18-19 N = 53

9 Characteristics Student Summary

Auburn High School

The Characteristics, "Curriculum, Instruction, and Assessment" and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report



Student

'14-15 N = 997

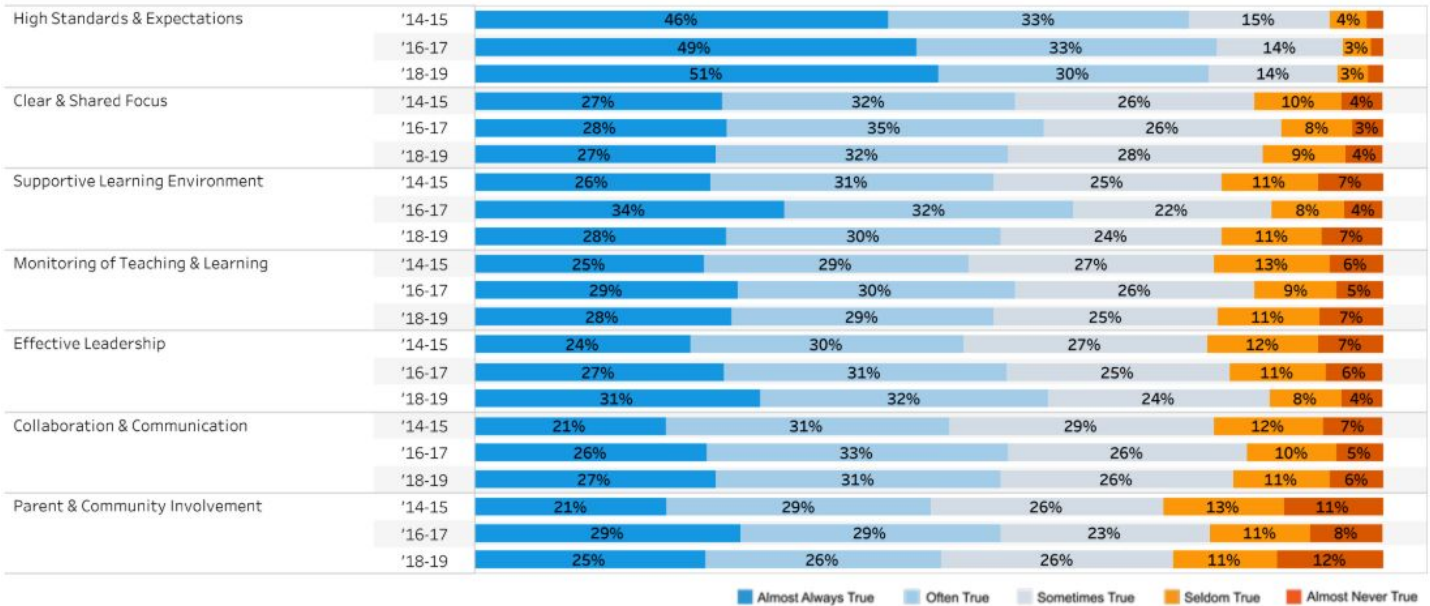
'16-17 N = 1,373

'18-19 N = 469

9 Characteristics Student Summary

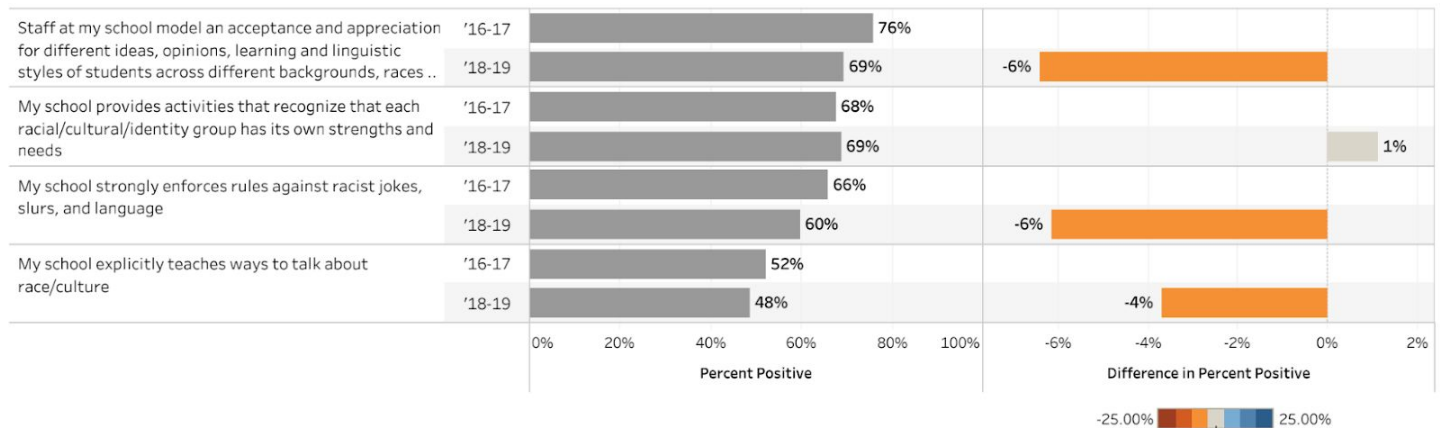
The Characteristics, "Curriculum, Instruction, and Assessment" and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report

Auburn High School



Equity Potential

Auburn High School



- According to the CEE Perceptual Survey, there is a significant decrease in agreement that AHS enforces rules against racist jokes, slurs, and language, with 60% of both parents and students agreeing with that statement in 2018-19 (versus 70% for parents and 66% for students in 2016-17). 68% of staff agreed with that statement in 2018-19, which was a decrease from 91% in 2016-17.
- 37% of staff believed the curriculum we teach reflects the diversity of the community we serve in 2016-17, versus 54% believing that statement in 2014-15. (It was not asked in the most recent survey).

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- In the 2018 survey, 60% of students said they felt comfortable asking their teachers for help; 62% of students agreed with the same statement in the previous two surveys. Also in 2018, 58% of parents believe adults at AHS care about their students as compared to 71% in 2014, and 81% in 2016.
- 55% of students reported in 2018 that discipline problems were handled fairly and quickly as compared to 66% in 2016.

Parent Engagement – SWT 2/LAP

Auburn High School administrators and teachers explicitly communicate (w/ translations & interpreters), partner and collaborate with families towards increasing student success through the following activities:

- Open House and Curriculum Night: Inclusive of breakout sessions for parents on navigating school systems and high school graduation requirements.
- Fall Parent Teacher Conferences
- Quarterly Parent Summit Meetings
- Home Visits
- University of Washington Tacoma Info Night for Spanish speaking families
- Future Freshman Night

Student Transitions – SWT 2 & 3/LAP

Auburn High School is in years 2 to 3 for implementing a Multi-Tiered System of Support (MTSS) for all students.

8th to 9th Grade Transition:

- Middle school admin/counselors provide important roll-up student data for placement purposes in March.
- CTE and elective teachers showcase at the middle school to showcase their program(s).
- Future Freshman Night & HS registration - March
- Individual invitations are made to incoming freshmen by our Troy Crew Leaders (11th and 12th graders).

9th -12th Grade Transition:

Tier I: ALL 9th Grade Students

- 9th graders experience peer support in the form of Link Crew. with 3 core teachers at 9th grade.
- All students will complete **Career Cruising milestone activities** during Troy Time designed to stimulate more awareness and relevance for designing their HS plan and post-secondary aspirations.
- Counselors complete credit checks for students during late-winter registration.
- AHS has one 9th grade Team called **Spear 9**. Spear 9 will have 60-80 of our most academically at-risk 9th graders. Spear 9 is supported with daily intervention time, common planning time, individual/group counseling, administrative support and a collaborative monitoring protocol completed weekly.
- Seniors and their families participate in ASD College Night/FAFSA Assistance programs
- Seniors complete a Post-Secondary exit Survey in June.
- Counselors meet with non-graduating seniors and their families to create a plan to meet graduation requirements.

Assessment Decisions – SWT 3/LAP

ELA and math teachers at AHS utilize timely formative assessments to formally and informally inform instructional decisions. Additionally, all ELA and math teachers utilize classroom and standards based assessments to inform instruction and to decide on needed interventions for students who have not yet met standard.

Effective, Timely Assistance – SWT 2 &3/LAP

- Students will be assigned to **academic core interventions** in math, English, science, or social studies following each grading period, during Troy Time for D, E, or F grades. Students must establish a C grade to transition out.
- Students on-track and succeeding will be able to self-select **choice/enrichment opportunities** during Troy Time.
- All 9th grade students have access to our **after school tutoring program** on M,Tu, W, Th 2:45 to 4:35.
- SPEAR 9, Core Instruction, Intervention Time, Social Emotional Support with school counselors.
- SPEAR 10, Core Instruction, Intervention Time, Social Emotional Support with school counselors.
- All students at AHS receive SEL throughout their school day through Capturing Kids' Hearts trained teachers and classroom support staff.
- Students are provided time during the school day weekly for intervention (Troy Time). Students who have failed a class qualify to recapture courses.
- After school tutoring is available four days a week two hours each day.
- Students needing support in math and/or language arts have access to online intervention tutorials designed to backfill and/reinforce core skills needed to attain higher learning.
- **Tier II targeted group support structures with AHS counselors during Troy Time**
- Counselors' complete credit checks for students during late-winter registration; identify students who have not met standard on state assessments; and identify students who would benefit from summer school to maintain on-time graduation status.
- Targeted Tier II and Tier III support for male students of color, contracted services for social-emotional and life skills support to help navigate a productive and successful high school and beyond plan.
- Targeted support for Latinx students, CCLI team supports for HS&B planning and financial aid support to help navigate a productive and successful high school and beyond plan.
- Students who are not on track to graduate may take online courses (Course Completion, Credit REcap and Competency Based Credit) available through APEX.

AHS is a PBIS school that is implementing a Multi-Tiered System of Support (MTSS). There are three Tiers of support.

- **TIER I:** Is considered as universal, and is intended for all students
- **TIER II:** Is considered as supportive, and is intended for some students.
- **TIER III:** Is considered as intensified and/or extended support, and is intended for a few students.

As part of our implementation, Tiered Fidelity Assessments (TFA) will be carried out each year, with the plan to follow up with needed professional development to fill the learning gaps of staff until we are at full implementation with our MTSS and our PBIS models.

As a part of culturally responsive instruction Auburn High School believes arts education contributes to a well-rounded education. The “well-rounded education” provision in ESSA includes courses, activities, and programming inclusive of music and the arts. At Auburn High School music as part of every child’s education is important. At Auburn High School we will spend Title I funds in the areas of music and the arts to engage students and promote self-efficacy as well as increase attendance, and school climate/culture. Most expenditures of Title I funds associated with music education will be in support of student instruments for those that do not have the financial means to rent, or purchase instruments of their own.

Auburn High School's **arts education** will support the development of attention, motivation, and persistence necessary to succeed in college, career, and beyond. It will reinforce with students turning barriers into opportunities, persistence in the face of challenge, and mastery of important skills.

Arts education at Auburn High School will support school and family connections through participation, with community partnerships and parent engagement. Additionally, arts education will encourage parental and community engagement through attendance at school performance and community based events and volunteer opportunities.

Prioritized Challenges

GOAL 1: Prioritized Challenges

- **ELL** students had a double to triple failure rate in **Math** classes during the 2019 school year and for the first quarter of the 2020 school year vs. their non-EL peers.
- **Black/African American** students met standard at a significantly lower percentage rate vs. other students on the **Math SBA**. (<9% vs. >18%)
- **Low-income students** had the largest gap vs. other students in the **Math SBA** for meeting standard. (7.9% vs. 35.8%)
- Students with disabilities had a significant gap vs. all other students on the **Math SBA** for meeting standard. (<6% vs. 20.0%)
- **ELL** students have a significantly lower percentage reaching standard on the **ELA** and **Math SBA** vs. all others.
- **Black/African American** males have significantly lower percentage of students earning credits.

GOAL 2: Prioritized Challenges

- **EL** students had a double failure rate in **ELA** classes during the 2019 school year and for the first quarter of the 2020 school year vs. their non-EL peers.
- **Pacific Islander** and **Native American** students met standard at a significantly lower percentage rate vs. other students on the **ELA SBA**. (<10% vs. >55.3%)
- **Black/African American MALE** students met standard at a significantly lower percentage rate vs. other students on the **ELA SBA**.
- Students with disabilities had a significant gap vs. all other students on the **ELA SBA** for meeting standard. (8.5% vs. 61.9%)

GOAL 3: Prioritized Challenges

- 55% of our **Pacific Islander/Native Hawaiian** students were chronically absent from school during the 2018-19 school year vs. 37% in 2016-2017.
- 45% of our **students with disabilities** were chronically absent from school during the 2018-19 school year vs. 32% in 2016-2017.
- 45% of our **American Indian/Alaska Native** students were chronically absent from school during the 2018-19 school year vs. 33% in 2017-2018.
- 60% of all students feel comfortable asking their teachers for help (2018 CEE)
- There is a significant decrease in agreement that AHS enforces rules against **racist jokes, slurs and language** (Longitudinal: 2014, 2016, 2018)
- 9th-12th grade student on-time grad on-track rates are significantly below 80% unless they are from Asian, White, or mixed-race groups.

SMART Goal 1:

Increase our Math credit attainment rates 5% each year from 81.75% (2017 to 2020 avg) to 94.6% by Spring of 2023, while targeting students of color (SoC) to decrease the -11.43% gap for credit attainment in math compared to W&A students an additional 2% per year.

SMART Goal 2:

Increase our ELA credit attainment rates by 5% per year from 78.71% (2017 to 2020 avg) to 91.1% by Spring of 2023, while targeting EL students to decrease the -13.00% gap for credit attainment in literacy compared to Non-EL students an additional 2% per year.

SMART Goal 3:

Increase our on-track attendance rates in the next three years by 2%, 3%, and 5% respectively. (From 63.3%, to 64.8%, to 66.7%, to 70%), while decreasing attendance gaps between our SoC sub-groups and W&A groups an additional 2% per year.

Auburn High School Equity Statement

All staff at Auburn High School firmly believe by developing and sustaining positive relationships and using culturally responsive teaching practices, policy, and structures, equity will be achieved for all students and staff. Through caring educators and cultural awareness our students will be provided access and develop agency to receive a variety of educational experiences. The AHS staff will strive to continually improve access and opportunities while developing social-emotional growth for our students as part of their educational experience.

Through multi-tiered systems of support (MTSS), and explicitly taught expectations, our students will gain important understandings and experience opportunities to share their own backgrounds and stories. This is essential for our students to gain a sense of belonging to our community. And as a result, our students are empowered to take ownership in supporting a positive and productive culture for their school and community. In support of our aspirations to deliver a just and transformational education, our educators will have opportunities to attend diversity and equity training opportunities as part of our train-the-trainer model. This includes culturally responsive core instruction as well as professional development aligned to social justice and the recognition of inequities to help our school overcome existing disparities.

As a part of culturally responsive instruction Auburn High School believes arts education contributes to a well-rounded education. The “well-rounded education” provision in ESSA includes courses, activities, and programming inclusive of music and the arts. At Auburn High School music as part of every child’s education is important. At Auburn High School we will spend Title I funds in the areas of music and the arts to engage students and promote self-efficacy as well as increase attendance, and school climate/culture. Most expenditures of Title I funds associated with music education will be in support of student instruments for those that do not have the financial means to rent, or purchase instruments of their own.

Auburn High School’s arts education will support the development of attention, motivation, and persistence necessary to succeed in college and beyond. It will reinforce with students turning barriers into opportunities, persistence in the face of challenge, and mastery of important skills.

Arts education at Auburn High School will support school and family connections through participation, with community partnerships and parent engagement. Additionally, arts education will encourage parental and community engagement through attendance at school performance and community based events and volunteer opportunities.

SMART Goal 1			
Subject Area: Math			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Hispanic / Latino and Pacific Islander/Native Hawaiian students have the largest credit attainment gap among our Students of Color at AHS. All students of color have experienced a gap in credit attainment compared to their white and asian peers.		
Our Reality: <i>(based on assessment data analysis)</i> <i>Low Passing Rates</i>	<ul style="list-style-type: none"> Based on our 3.5 year average (2017, 18, 19, 20) our credit attainment in Math Courses for all students is at 81.75%, White and Asian students attain credit in Math courses at a 88.54% rate, while Students of Color (SoC) attain credit in Math at a 77.1% rate. The credit 3.5 year SoC attainment gap is at -11.43% for all Math classes. 		
Our SMART Goal: <i>(based on target population and your reality)</i>	Increase our Math credit attainment rates 5% each year from 81.75% (2017 to 2020 avg) to 94.6% by Spring of 2023, while targeting students of color (SoC) to decrease the -11.43% gap for credit attainment in math compared to W&A students an additional 2% per year.		
Action Plan			
Action Step 1 Utilizing assessment	Regular and intentional use of data by math teachers to make instructional decisions (ie MAP, Big Ideas, CBAs)		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p>July - August Roll Out & PD</p> <p><i>Math Teachers will attend AVID training in July and be trained on WICOR/CRT strategies.</i></p> <p>WICOR Strategies TBD by August, 2020</p> <p><i>Math diagnostic training of all math teachers and collaboratively develop a monitoring protocol for recording passing grades throughout the year.</i></p> <p><i>Teachers will develop a clear plan/recording tools for identifying gap needs, interventions, and the recording of results.</i></p>	N/A	Department Chairs in SpEd & Math, and Math Admin	<p>Diagnostic tool (Big Ideas, MAP or IXL) training during August 31st, Sept 1st- LID Day training</p> <p>July AVID Training</p>

<p><i>September-October</i> <i>By the end of September, all math students will complete a fall baseline math diagnostic assessment in all math courses.</i></p> <p>All teachers administer a Math Diagnostic in the first 2 weeks of school.</p> <p>Teachers will identify students and recommend additional supports based on initial analysis of math diagnostic assessment.</p> <p>Teachers will receive additional WICOR booster training in October. Math teachers will include collaborative and inquiry based practices.</p> <p>Students will be placed in appropriate Troy Time classes based on analysis of “The Tool(s)” CBA, MAP, Big Ideas “tools for regular assessments”- analyze the progress of these students in Troy Time through quarterly reports.</p>	<p>Analyze student diagnostic results from all Big Ideas classrooms to identify gaps and plan instructional changes semi-quarterly.</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>Review Scores: > PLC time to be used October 5th.</p> <p>October WICOR booster session.</p> <p>Use of PLC Time.</p>
<p><i>Mid-November - January</i></p> <p>Teachers will identify potential classroom or curriculum adjustments.</p> <p>Students will be identified and recommended for additional support based on Math diagnostic assessment and passing grades every grading period.</p>	<p>Data for students from efforts from the left (evidence of implementation)</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>Review Scores. Consider instructional, pacing or content adjustments</p>
<p><i>February - March</i> <i>By the end of February, all math students will complete a winter math diagnostic assessment</i></p> <p>All teachers log on to view results after a diagnostic is given and evaluation of data.</p> <p>Teachers will receive additional WICOR booster training in February and March.</p>	<p>All students will take the math diagnostic assessment.</p> <p>Students will be in Additional interventions and supports will be identified for students with continued gaps</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>Evaluation of data during PLC times.</p> <p>Feb/Mar booster trainings on WICOR.</p>

<p>April - June <i>By the end of June, all students will complete the spring math diagnostic assessment</i></p> <p><i>Adjust Review implementation and impact Action Step 1 for next year, as needed.</i></p> <p>Plans will be written for individual students not earning credit.</p> <p><i>Review intervention strategies</i> <i>Revise Action Step 1 for next year.</i></p>	<p>All students will take the math diagnostic assessment and passing grades will be evaluated for gaps still present.</p> <p>Identify successful intervention strategies.</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p> <p>Department Chair and Math Admin</p>	<p>Staff meeting with Math subgroup</p> <p>PLC time.</p>
<p>Action Step 2 Connecting Rigor and Credit Attainment</p> <p>Evaluation and response to course grades throughout the course of the semester to make and execute best practice instructional decisions leading to higher achievement and credit attainment.</p>			
<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Leadership Responsibility</p>	<p>PD</p>
<p>July - August <i>Work with IT to set up Canned Reports on student grades.</i></p> <p>Teachers will set up skyward reports of student grades</p> <p><i>Teachers will work with the district around culturally responsive teaching practices for math.</i></p> <p><i>Math Teachers will attend AVID training in July and be trained on WICOR/C RTP strategies. TBD in August.</i></p>	<p>Students with low grades will be in appropriate Troy Time classes.</p> <p>Teachers will work with district PD</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>August 31st, September 1st training</p> <p>July AVID training.</p>
<p>September-Mid-November <i>Teachers will identify all students not obtaining passing grades and identify instructional changes or intervention strategies for all students at each grading period.</i></p> <p><i>All teachers will implement at least 1 CRTP strategy to support specifically black and pacific island students by the end of September</i></p>	<p>Students will be identified and be assigned intervention opportunities.</p> <p>CRTP is visible in classrooms</p>	<p>Department Chairs, Math Teachers, and Math Admin</p> <p>Math Teachers</p>	<p>Use of PLC time on Oct...to complete.</p> <p>PLC time.</p>

<p><i>Teachers will develop and implement re-entry procedures for absent students by the end of September</i></p> <p><i>All math teachers will use notebooks for note taking by the end of September.</i></p>	<p>Students will use re-entry procedures when absent.</p> <p>All students will keep a math notebook.</p>	<p>Math Teachers</p>	
<p>Mid-November - January <i>Teachers will participate in peer-to-peer observations (learning walks) to identify best practices within the department.</i></p> <p><i>Teachers will evaluate and use additional best practices for culturally responsive teaching.</i></p>	<p>Peer to Peer observations (Learning Walks) scheduled and completed.</p> <p>All teachers will evaluate effectiveness of strategies and use at least 1 additional strategy by the end of January.</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>Learning Walks Support from Title \$ for Substitutes.</p> <p>PLC time.</p>
<p>February - March <i>Teachers will identify all students not obtaining course credit and identify instructional and/or intervention changes or for all students.</i></p> <p><i>Teachers will evaluate culturally responsive teaching practices on student credit attainment.</i></p>	<p>Students will be given additional instructional supports and/or support classes.</p> <p>All teachers will identify additional supports needed for students not obtaining credit by the end of February.</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>PLC time.</p>
<p>April - June <i>Math teacher observation best practice exchanges</i></p> <p><i>Teachers will review culturally responsive teaching practices which had the largest impact on black and pacific island student credit attainment and revise Action Step if needed.</i></p>	<p>2nd round of Learning Walks scheduled and completed.</p> <p>All Teachers will identify strategies found to be successful in helping SOC attain credit by June 15th.</p>	<p>Department Chairs in SpEd & Math, and Math Admin</p>	<p>Learning Walks Support from Title \$ for Substitutes. (Moving to Planning periods)</p> <p>PLC time.</p>

SMART Goal 2:

SMART Goal 2			
Subject Area: ENGLISH/LANGUAGE ARTS			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Students in all grade levels who are enrolled in English/ Language Arts courses will have increased rates of credit attainment. In particular, English Learners will increase rates of credit attainment, narrowing the gap with the non-EL population.		
Our Reality: <i>(based on assessment data analysis)</i>	<ul style="list-style-type: none"> ● Based on our 3.5 year average (2017, 2018, 2019, 2020), credit attainment in ELA courses for all students is 78.71%, ● Non-EL students pass ELA courses at an average of 80.21%, while EL students attain credit in ELA at a rate of 67.21%. ● The credit attainment gap between non-EL and EL students is -13.0% for all ELA classes. 		
Our SMART Goal: <i>(based on target population and your reality)</i>	Increase our ELA credit attainment rates by 5% per year from 78.71% (2017 to 2020 avg) to 91.1% by Spring of 2023, while targeting EL students to decrease the -13.00% gap for credit attainment in literacy compared to Non-EL students an additional 2% per year.		
Action Plan			
Action Step 1 SWT 2 & 3/LAP	Implement WICOR reading and writing strategies and school-wide writing strategy to develop and strengthen students' skills.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p>July - August ELA, AVID, and EL teachers introduce WICOR strategies in staff-wide professional development; ELA and EL departments are trained (or re-trained) on the school-wide writing strategy and policies along with software to promote academic honesty; staff complete an exit ticket indicating their levels of understanding of WICOR and school-wide writing strategies</p> <p style="background-color: yellow;"><i>WICOR Strategies TBD by August, 2020</i></p>		ELA, AVID, and EL teachers; Guest presenter	ELA 9 teachers will attend AVID workshop July 22-24, 2020, to learn how to implement WICOR strategies; all ELA teachers will be trained by 2023; school-wide writing strategy and introduction to software promoting academic honesty-funded by Title I

<p><i>September-Mid-November</i> ELA and EL departments teach the school-wide WICOR strategy to all other departments; teachers team up for instruction (veteran with teacher who is less familiar with strategy); ELA and EL departments teach students writing skills and encourage practice through the use of IXL</p>	<p>Ninth-graders can identify the benefits of using a specific WICOR strategy; the majority of students can identify components of a paragraph</p>	<p>ELA and EL department chairs, AVID teachers</p>	<p>WICOR training; writing strategy for all staff- funded by LAP; ELA IXL is funded by LAP</p>
<p><i>Mid-November-January</i> ELA department chairs, EL department chairs, and AVID teachers connect with individual departments (specifically social studies, science, health, and CTE) to support close-reading instruction and practice; staff teaches students how writing strategy applies to writing in their discipline; students write chunks (topic sentence, concrete detail, commentary, for example) for each class, demonstrating understanding of expectations for that class</p>	<p>80% of students are able to use WICOR strategies on their own; students demonstrate understanding of essay components; the majority of students are able to adapt writing strategy to fit subject area (ratio of evidence to analysis, in particular)</p>	<p>ELA, EL, AVID, social studies, science, health, CTE</p>	<p>Ed Camp session to support writing instruction</p>
<p><i>February-April</i> Teachers bring examples of WICOR strategies completed by students to discuss, and teachers brainstorm what is working well and where they need support; teachers administer quick exit ticket assessing student understanding of WICOR strategies; staff introduces assignments requiring students to write full paragraphs; ELA and EL teachers work with individual departments on grading</p>	<p>80% of ninth-graders are able to utilize WICOR strategies on assignments with little prompting needed; student grades on reading comprehension increase; students are able to write full paragraphs demonstrating understanding of school-wide writing strategy</p>	<p>ELA and EL department chairs, AVID teachers</p>	<p>Booster session on WICOR strategy during an Ed Camp; grading booster session on writing strategy during Ed Camp</p>
<p><i>April-June</i> ELA and EL department chairs and AVID teachers assess the WICOR strategies used over the course of the school year and determine what the focus will be for the following year; ELA and EL teachers conduct a booster session with all departments to determine what supports are needed moving forward; teachers identify students in need of credit retrieval via summer school or APEX</p>	<p>80% of ninth-graders use WICOR strategies without prompting; students can articulate the benefits of using WICOR strategies; student confidence in their writing has grown based on self-assessment</p>	<p>ELA and EL department chairs, AVID teachers</p>	<p>Booster session with each department</p>

Action Step 2 SWT 2 & 3/LAP			
Intentional use of assessment data and course grades to intervene with students and specific inclusion of SIOP strategies to decrease the gap in credit attainment between EL students and non-EL students.			
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p><i>July - August</i> General education teachers will identify EL students in their classes and work with EL teachers to identify effective strategies to support each student</p>		EL teachers and general education teachers	Information about EL support from EL department at August 31 and September 1 inservice
<p><i>September-Mid-November</i> Teachers will implement at least one SIOP strategy with students by the end of September; teachers implement standard grade-tracking protocol for student use throughout the year; teachers identify all students not obtaining passing grades and identify instructional changes or intervention strategies for all students.</p>	EL students will receive additional support from SIOP strategy and will show higher scores on assignments; students who are not passing will be identified and be assigned intervention opportunities.	EL department chairs and general education teachers	SIOP booster session hosted by EL teachers; use of PLC time in October to complete data on passing students
<p><i>Mid-November-January</i> Teachers participate in WICOR walkthroughs to identify best practices within the department; teachers will identify and use at least one additional SIOP strategy to support EL students by the end of January</p>	Students are engaged in learning, as evidenced by 80% student engagement during WICOR walkthrough; EL students experience better understanding and higher grades on specific assignments when SIOP strategies are used	EL and ELA department chairs and teachers, and AVID teachers	WICOR walkthrough support from Title money for substitutes; PLC time used to discuss effective SIOP strategies
<p><i>February-April</i> Teachers identify all students not obtaining course credit and determine instructional and/or intervention changes for all students (after-school tutoring, TROY Time, push-in services); teachers collaborate across departments to discuss strategies that are effective for specific students; evaluation of SIOP strategies on student credit attainment; all teachers review data from first semester and identify additional supports needed for</p>	Students will benefit from additional instructional supports and/or support classes to increase credit attainment; EL students pass their classes and earn credit	ELA and EL department chairs and teachers	Additional SIOP training; targeted time for professional conversations about at-risk students

students not earning credit by the end of February			
April-June Teachers participate in second round of WICOR walkthroughs to exchange best practices; review best SIOP strategies and determine which SIOP strategies to focus on during the coming year	Students are engaged in learning, as evidenced by 85% student engagement during walkthrough	ELA and EL department chairs and teachers	WICOR walkthroughs; additional SIOP training

SMART Goal 3:

SMART Goal 3

Goal Area: Equity & Culturally Responsive Teaching

Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Attendance Rates: Pacific Islander, Native American, Black/African American, Hispanic/Latinx, Students with Disabilities, and English Learners have on-track attendance rates trending downward.
Our Reality: <i>(based on assessment data analysis)</i>	Students of color (SoC) are disproportionately represented in credit attainment, on-time graduation rates, on-track attendance, and exclusionary and discretionary offense discipline as compared to asian and white students.
Our SMART Goal: <i>(based on target population and your reality)</i>	Increase our on-track attendance rates in the next three years by 2%, 3%, and 5% respectively. (From 63.3%, to 64.8%, to 66.7%, to 70%), while decreasing attendance gaps between our SoC sub-groups and W&A groups an additional 2% per year.

Action Plan

Action Step 1 SWT 2 & 3/LAP	Implement Culturally Responsive Teaching Practices (CRTP), 1, 2, and 3. In all classrooms, daily.
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Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August <i>(Remote Learning ???)</i> Teacher reflection or guiding cheat sheet of initiative with its strategies to connect to engagement/attendance, behavior and credit attainment (ABC's) Where do teachers feel they are in this work: CRPT 1, 2, & 3	Tableau quarter report	(Google Form) Team leaders of each Initiative	All PD Funded by Title I Refresh, Refine, Connect/Reconnect to the vision of each of these strategies (CKH's, PBIS, Visible Learning, CCLI, SIOP, GLAD, WICOR) with the lens

SIP Template

<p>(Google Form)</p> <p>Introduce and define the AHS Equity Team</p> <p>Teachers will inform students and promote the following opportunities in their classroom:</p> <p>All staff will use CRTP #1 for cultural reform to reduce tardiness creating school wide safe place, welcoming and inviting classrooms, common areas and hallways</p>	<p>Increase in teacher participation of the Equity Team</p> <p>Increase of student participation within these opportunities</p> <p>Increase number of students that sign up for YES cohort</p> <p>As a result of an increase of student participation in these opportunities students will feel more connected and increase of student attendance</p> <p>95% of students submit their “Who I Am” lesson in a variety of ways</p> <p>Assignments decorate hallway/door</p>	<p>Equity Team- (ATLA/ALOC/ individuals)</p> <p>Student Leadership/ Troy Crew/ Admin/ Selected Teachers/ Activity Coordinator/ Athletic Director</p> <p>Equity Team/Teachers that use this CRTP lesson</p>	<p>of improving attendance: (Tier I) CRTP#1-3</p> <p>How ALL staff can participate on the Equity Team.</p> <p>Student Initiatives/ Strategies-CRTP# 1&3 (YES, Troy Crew, Unleash the Brilliance, Servus Conference) All Staff/Student, Student/Student, & All Staff/ All Staff Relationships-CRTP #2</p> <p>Equity Team- Lesson” Who I am”- CRTP#1 Music & Art education (Student Funds Access)</p>
<p>September-Mid-November</p> <p>All staff will create & implement the social contracts and introduce the 4 responsive questions (CKH's) in their classrooms (CRTP1-3)</p> <p>Teacher will explain and model to students classroom expectations and procedures</p> <p>OCT Admin classroom walk through and inquiry cycles to evaluate CRTP #1-3 via observation rubric</p> <p>Parent/Student/Educator will affirm students in their cultural connections</p>	<p>100% Social contracts will be visible in classrooms</p> <p>Increase of attendance, decrease in behavior & discipline numbers/referrals with an increase in credit attainment</p> <p>To current date, an increase up 15% classroom visibility</p> <p>Increase of families or more in attendance from February 2020's Family Engagement Summit</p>	<p>ATLA/ CKH Process Champions</p> <p>Admin & dept chair(s)</p> <p>SIP Team/ PTSA/SSS/Equity Team</p>	<p>Sept-All Staff Meeting Unpackaging CRTP #1, 2 & 3 & the 3 stages: (Beginning/Developing/ Mastery) EXCEL (CKH)</p> <p>Review and update expectations of social contracts</p> <p>Oct-Inservice Day General Classroom Decor 101-CRTP #3 Team up with students from student initiative</p> <p>1st Family Engagement Quarterly Summit Optional Building hours</p>

<p>Mid-November- January</p> <p>Nov - All staff will acknowledge different cultures during the holidays (CRTP #1-3)</p> <p>Dec - Teachers are analyzing their discipline data to determine the effectiveness of their Social Contract and use of 4 response questions</p> <p>Equity Touch-assist teachers in understanding equity in a different context</p> <p>Jan - CRT #1-3 Parent/Student/Educator will affirm students in their cultural connections</p>	<p>Student assessment- School wide voting</p> <p>Increase instructional and learning time</p> <p>Exit ticket during PD for staff (anonymous) How did the story connect you to equity?</p> <p>Increase number of families in attendance from October's Summit</p>	<p>Guest Presenter, Robin Pratt, Cultural Clubs, ASB Leadership students & Activity Coordinator</p> <p>CKH Process Champions & Equity Team</p> <p>Equity Team</p> <p>SIP Team/ PTSA/SSS/Equity Team</p>	<p>Nov - Staff Meeting Acknowledgement of different cultures during the holidays (CRTP #1-3) Door Contest- ASB Leadership</p> <p>Check-in/support CKH's Strategies</p> <p>1st Equity Touch- Personable stories from a staff, student, or community member</p> <p>2nd- Family Engagement Quarterly Summit All Staff Optional Building Hours</p>
<p>February-March</p> <p>Teachers will review/create-Social Contract and 4 response questions</p> <p>Equity Touch-assist teachers in understanding equity in a different context</p> <p>March - Inservice Day PD Teachers will monitor Social Contract and morning culture to reduce tardiness - (CRTP #2)</p> <p>Parents/Students/Educators are aware of community partnerships to help support student success</p>	<p>Social contracts will be visible in classrooms</p> <p>Exit ticket during PD for staff (anonymous) How did the story connect you to equity?How did you apply Dec. Equity Touch to your students?</p> <p>Students will know the expectations of the teacher, classroom and other students with a decrease in behavior</p> <p>An increase of families in attendance from the previous summit</p>	<p>CKH Process Champions & Equity Team</p> <p>Equity Team</p> <p>CKH Process Champs</p> <p>SIP Team/ PTSA/SSS/Equity Team</p>	<p>Feb - Staff Meeting Staff share out on effectiveness of social contracts</p> <p>2nd Equity Touch- Personable stories from a staff, student, or community member</p> <p>March - Inservice Day PD Check-in/support CKH's Strategies- EXCEL</p> <p>3rd Family Engagement Quarterly Summit All Staff Optional Building Hours</p>
<p>April - June</p> <p>Teachers will share SSG, Lessons & Outcomes</p>	<p>Teacher survey</p>	<p>BLT</p>	<p>April - Staff Meeting SSG, Lesson & Outcome share out by departments(EDCamp)</p> <p>May - Inservice Day</p>

SIP Template

<p>May Equity Touch-assists teachers in understanding equity in a different context</p> <p>Parents/Students/Educators are aware of community partnerships to help support student success</p> <p>June Attendance rate of 68.7% 2020 will increase in 2021</p>	<p>Exit ticket during PD for staff (anonymous) How did the story connect you to equity? How did you apply Feb. Equity Touch to your students?</p> <p>Survey given during event of who attended (Race) via chromebook</p> <p>Closing the equity gap</p>	<p>Equity Team</p> <p>Cultural Clubs & Equity Team/ PTSA/SSS</p> <p>Admin</p>	<p>3rd Equity Touch- Personable stories from a staff, student, or community member</p> <p>4th Family Engagement Quarterly Summit (<i>Evening Cultural Event</i>) <small>All Staff Optional Building Hours</small></p> <p>June - Equity Touch/Celebrations (outcomes) Share out data finds</p>
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<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Implement CRT 4. In all classrooms, daily.</p>
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Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
<p>August Google Form to check all staff in their CRTP # 1-4 awareness and understanding</p> <p>1-Beginning/Emergent 2- Developing 3-Mastery/Competent</p>	<p>Teachers are able to identify their levels of understanding and implementation</p>	<p>Equity Team (ATLA)</p>	<p>August PD Understanding the following three levels of CRTP #4 Learning expectations are clearly communicated using a variety of approaches. Teacher expresses a belief in the students' capacity and intelligence. Teachers frequently interact with individual students to check for understanding.</p>
<p>September to mid-November Sept- Teacher communicates the learning standard and success criteria through verbal and visual strategies and collaborates with students to create learning targets and assessment rubrics together.</p> <p>Teachers will learn the process (brainstorm, write and measure) when writing an Equity Student Growth goal</p> <p>OCT- Introduce Compass and (Classroom Social & Emotional Tools) - All Staff</p>	<p>Students have an opportunity to express learning targets & assessment rubrics in their own words.(Student Friendly)</p> <p>Increase of attendance, decrease in behavior & discipline numbers/referrals</p>	<p>SIP/BLTBuilding Instructional Support team/Admin</p>	<p>All Staff Meeting Effectiveness of learning targets WICOR and/or AVID</p>

<p><u>OCT-MAY</u> Admin & Peer teachers utilize walk-through tool for evidence of CRT 4 practices:</p> <p>Look fors:</p> <ul style="list-style-type: none"> • <i>LTs and SCs are clearly communicated using a variety of approaches.</i> • <i>Teacher efficacy for students is evident</i> • <i>Teacher frequently checks in with individual students</i> 	<p>with an increase in credit attainment.</p> <p>Pre/Post Assessment (teacher & student growth)</p> <p>Increase of attendance, decrease in behavior & discipline referrals with an increase in credit attainment</p>	<p>Equity Team/Admin team/ Mastery teachers of CRTP #4</p> <p>Equity Team & Nexus</p>	<p>Support on writing Equity Student Growth Goals</p> <p><u>Inservice: All Staff</u> Option for Social & Emotional Check- ins Compass-Classroom Tool</p>
<p><u>Mid-November- January</u></p> <p>Nov. Teachers provide the opportunity to reflect and discuss collaborating with students in creating learning targets and grading rubrics together.</p> <p>Jan. Review of August PD & digging deeper CRTP #4</p>	<p>monthly skyward reports to show an increase in individual grades</p> <p>Teachers are able to identify their levels of understanding and implementation</p>	<p>SIP team & BLT</p> <p>ATLA & mastery CRTP teachers</p>	<p>Nov - SIP & BLT then Meeting Staff DATA share out Attendance/Discipline & Credit Attainment Reports - Tableau</p> <p><u>Jan - CRT #1-3 (Optional)</u> Review the three levels of CRTP #4</p>
<p><u>February-March</u></p> <p><u>Feb - SIP & BLT Meeting</u></p> <ul style="list-style-type: none"> • Attendance/Discipline & Credit Attainment Reports - Tableau <p><u>March -</u> Tiered Fidelity Assessments (TFA) Update (CRTP #2)</p>	<p>Increase of attendance, decrease in behavior & discipline referrals with an increase in credit attainment</p> <p>Increase of attendance, decrease in behavior & discipline referrals with an increase in credit attainment</p>	<p>SIP Team & BLT</p> <p>Student Special Service (SSS A.K.A Annex)</p>	<p><u>All Staff Meeting</u> Data share out-Attendance/ Discipline & Credit Attainment</p> <p><u>Inservice Day PD</u> Data share out-Attendance/ Discipline & Credit Attainment</p>
<p><u>April to June (Reassessing SIP-Equity)</u></p> <p><u>April - SIP & BLT Meeting</u></p> <ul style="list-style-type: none"> • Attendance/Discipline & Credit Attainment Reports - Tableau (CRT #1-4) <p><u>May - Inservice Day PD</u></p> <ul style="list-style-type: none"> • Tiered Fidelity Assessments (TFA) CRTP #2 (Update) 	<p>Increase of attendance, decrease in behavior & discipline referrals with an increase in credit attainment</p> <p>Increase of attendance, decrease in</p>	<p>SIP Team & BLT, Equity Team</p> <p>Student Special Service (SSS A.K.A Annex)</p>	<p><u>April - Staff Meeting PD</u> Data share out Attendance/Discipline & Credit Attainment Reports Student Growth Goals (SGG) & Lesson share outs by departments or mix departments.</p> <p><u>Inservice Day PD</u> Data share out-Attendance/ Discipline & Credit Attainment</p>

SIP Template

<p><u>June - SIP & BLT Meeting</u></p> <ul style="list-style-type: none"> Attendance/Discipline & Credit Attainment Reports - Tableau 	<p>behavior & discipline referrals with an increase in credit attainment</p> <p>Increase of attendance, decrease in behavior & discipline referrals with an increase in credit attainment</p>	<p>SIP & BLT Teams, Equity Team</p>	<p><u>Staff Meeting</u></p> <p>Data Sharing & Celebrating Outcomes for the school year</p> <p>Math - Credit Attainment Reports</p> <p>Literacy - Credit Attainment Reports</p> <p>Equity - Credit Attainment Reports</p>
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CRT 1: Student’s cultural connections are affirmed

CRT 2: Teacher is personally inviting

CRT 3: Learning environments are physically and culturally inviting

CRT 4: Students are reinforced for academic development

Add dates and focus for Building 28+Principal 6, Staff Meetings, BLT Meetings, use of District/Waiver Days. If you are using Title funds to pay for resources(materials/pay staff) note in that section.

Implementation and PD Calendar – SWT 2 & 3/LAP

Budget – SWT- 4/LAP

Insert Budget Page here.