

AASB's Conditions for Learning Team Presents:

How do you know ?

Equity

April 20, 2023



The Conditions for Learning

SAFE

Human needs met,
physically,
emotionally,
& culturally safe

Engaged

High expectations &
academic rigor,
meaningful experiences,
learning with purpose



Supportive

Positive relationships, trust &
engagement among students,
staff, family & community

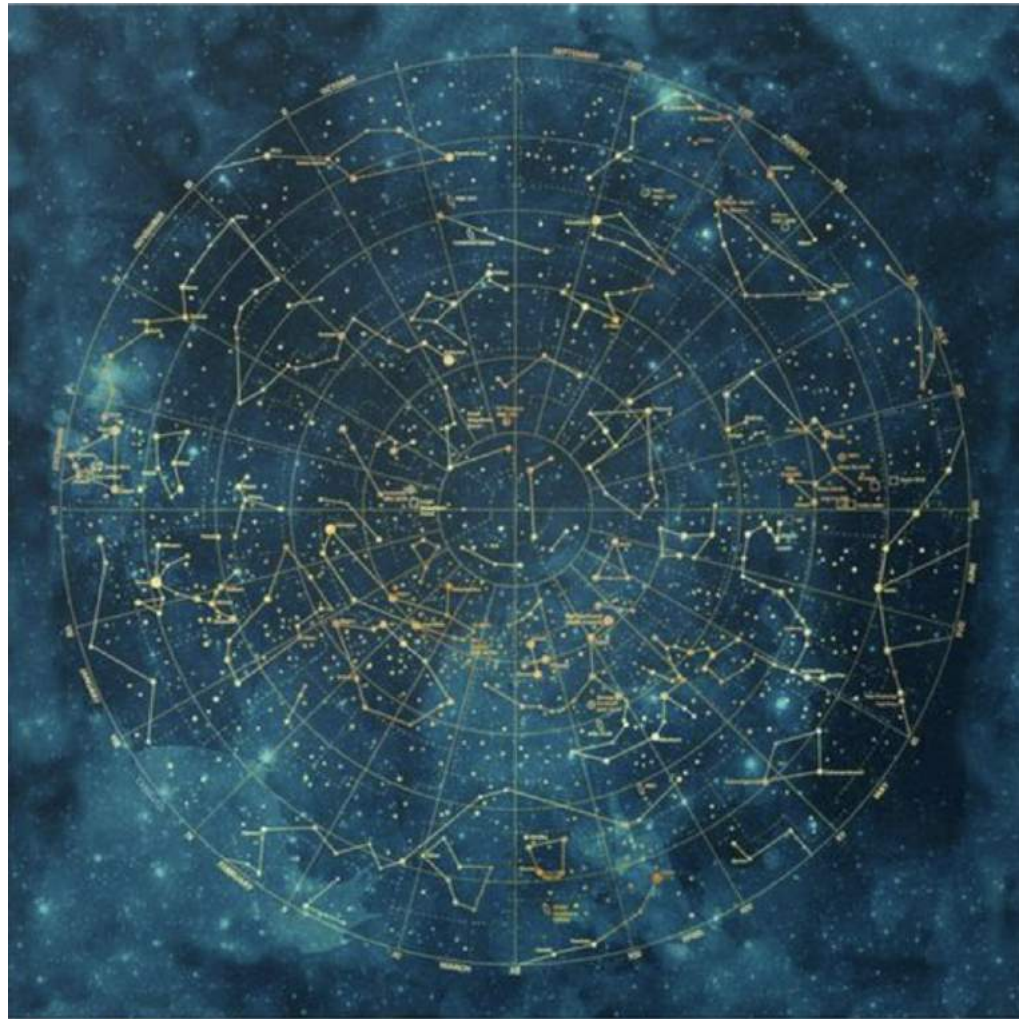


How do you know if you are creating the conditions where students can best learn & grow?

In the chat: What are some types of information schools and programs might consider?

**Individual stories
are like stars.**

**Data is like a
constellation of
stars helping us
make sense of
those stories.**



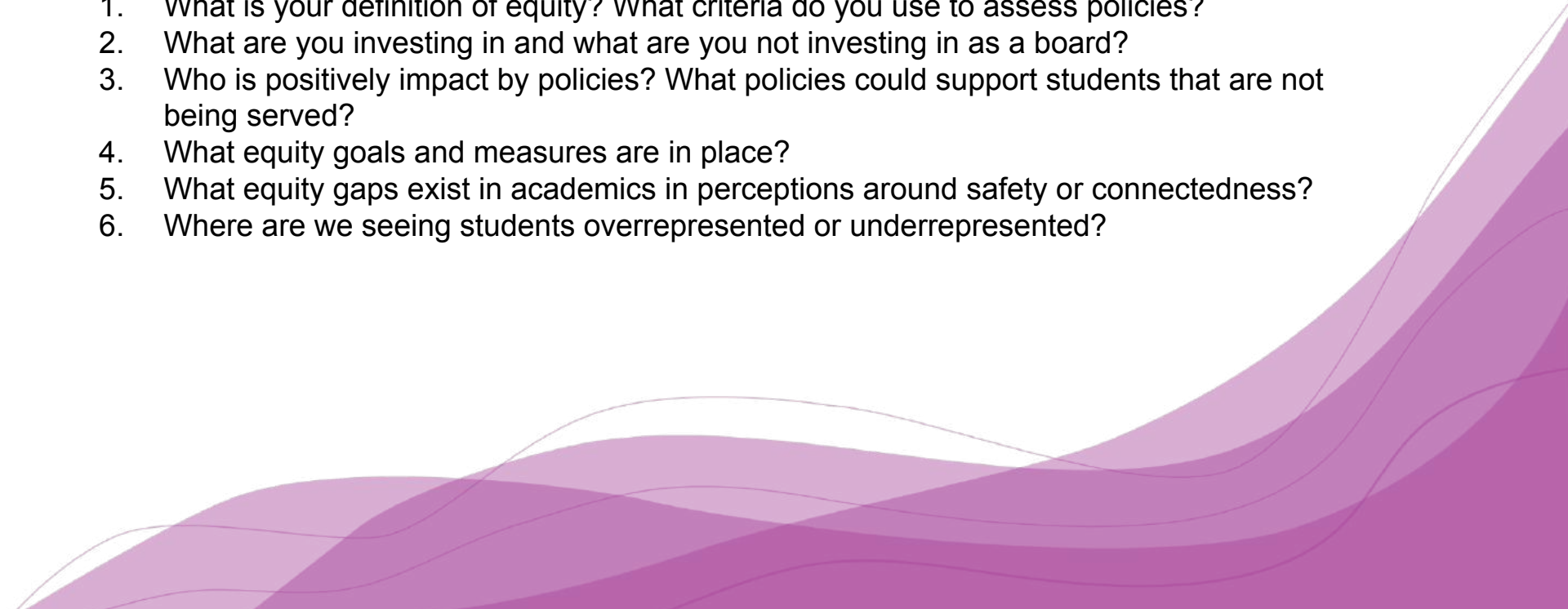
AASB Equity Statement

AASB believes in educational excellence for all of Alaska's students. Equity in public education means the fair allocation of resources, based on need, to address opportunity gaps and promote success for every student in Alaska. Students come to us from various backgrounds with different strengths and at varying degrees of readiness. What works for one student may not work for another.

AASB is obliged to support Alaska's students by providing school leaders with quality educational services such as policy, planning hiring, and training to ensure successful outcomes for all students by respecting their race, ethnicity, religion, language, abilities, socioeconomic status, country of origin, immigration status, sexual orientation, gender, and gender identity.

AASB offers tools and resources to school boards and school districts to identify and eliminate systemic barriers and discriminatory practices, prejudices, and beliefs.

Asking Questions for Equity

1. What is your definition of equity? What criteria do you use to assess policies?
 2. What are you investing in and what are you not investing in as a board?
 3. Who is positively impact by policies? What policies could support students that are not being served?
 4. What equity goals and measures are in place?
 5. What equity gaps exist in academics in perceptions around safety or connectedness?
 6. Where are we seeing students overrepresented or underrepresented?
- 

How do you know

How YOUR district is doing



- 1) **Disaggregated Data**
Lauren Havens, AASB
- 2) **Equity Framework**
Ted Wilson and Bridget Weiss, Juneau School District
- 3) **School Climate & Connectedness Survey**
Lauren Havens, AASB



Disaggregated Data

Lauren Havens



Disaggregated Data

What does it mean to look at disaggregated data?

What are some different groups you might be interested in looking at?

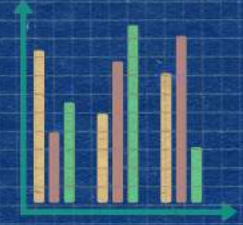
What data might you disaggregate?

Chart Type Best Practices



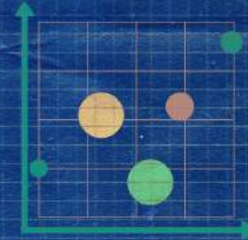
Type: Pie

Best use: Making sure everyone gets a piece.



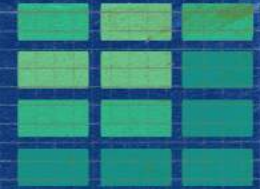
Type: Bar

Best use: Raising it.



Type: Bubble

Best use: Breaking out of yours.



Type: Heat

Best use: Turning it up on sources of discrimination and oppression.

The best data visualization is the one that tells a story which needs to be told.

There are no universal rules for how you should explain numbers with pictures. Make your data viz for the people who are your data.



Questions that boards should ask around data

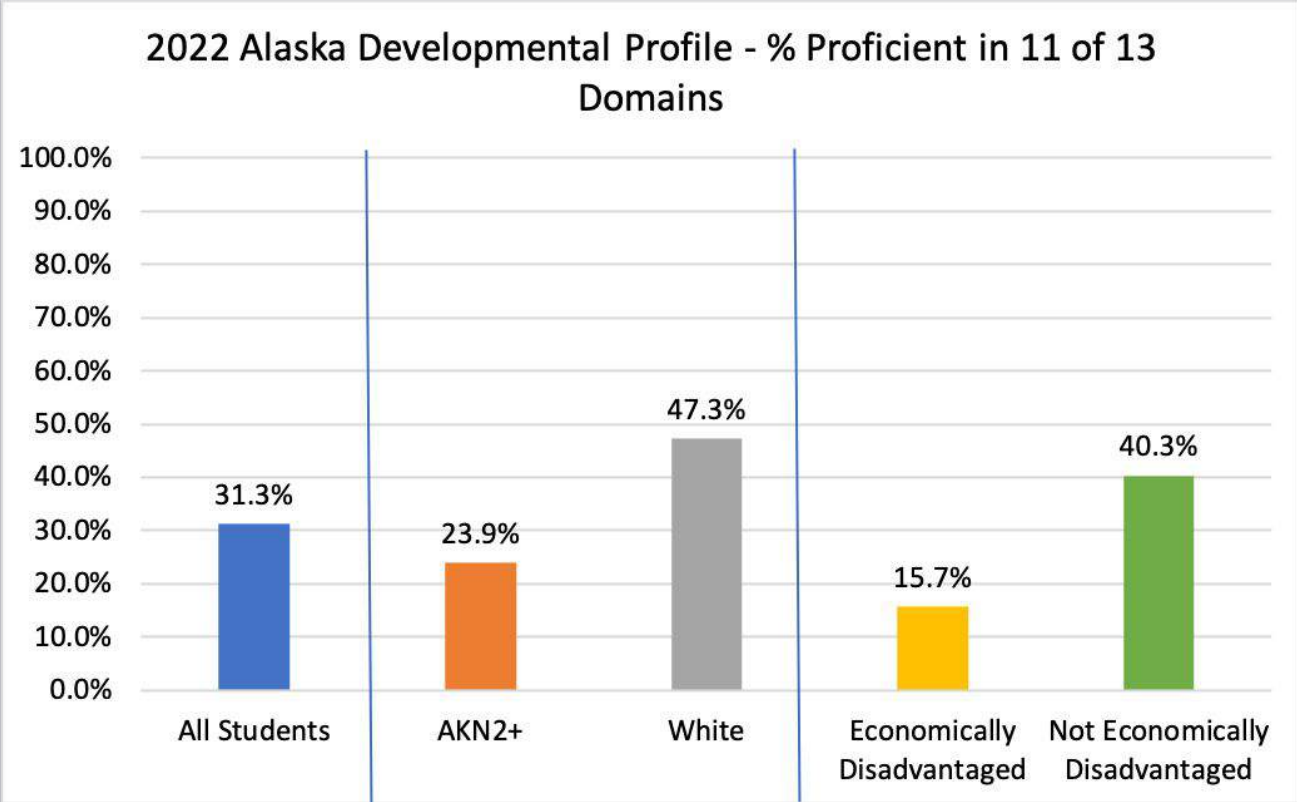
- How do outcomes look different for different groups?
- How do patterns of growth look different for different groups?
- Why?
- What is our district doing/ what can our district be doing to counteract?

A word of caution

“Data should be used as a tool to understand how to meet the needs of people as they navigate through education and into the workforce.”

[Data Quality Campaign](#)

Example 1 – STEPS (Some Southeast Communities)



Example 2 – Wooch.een Preschool

Overview

Statistics & Reports

Special Education Data

Accountability Links

Assessment Data

Data Management Links

Report Cards

Special Education Data

Special Education District Data Profile

Section 618 Data and State Disproportionality Reports

Special Education Child Count

Select Year Go



Overview

Statistics & Reports

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Assessment Data

Data Management Links

Report Cards

Statistics & Reports

> Enrollment Totals (as of October 1 of each year)

∨ Graduation Data

High School Graduates by District by School

Select Year ∨ Go

Graduation Rates by Subgroups

2021-2022 ∨ Go

Four Year Graduation Rate By District

Select Year ∨ Go

Four Year Graduation Rate By School

Select Year ∨ Go

Five Year Graduation Rate By District

Select Year ∨ Go

Five Year Graduation Rate By School

Select Year ∨ Go

> Dropout Rates (Grades 7-12)

> Average Daily Membership & State Entitlement

Prior Annual Revenues

Select Year ∨ Go

> School Facilities Reports

2010-2021 Quick Facts

Graduation and Dropout Rates in Alaska Fact Sheet

Carl Perkins IV Tech Education (CTE) Public Reports

Alaska's Public Schools: A Report Card to the Public: 2021-2022

Overview

Financial Data

Attendance,
Graduation, and
Dropout Rates

Educator
Quality

Civil Rights
Data Collection

Postsecondary
Enrollment

Accountability
Indicators

Access to
Technology
Data

2021-2022
AKSTAR
Assessment

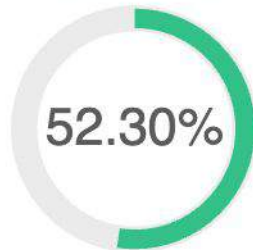
2021-2022

Attendance, Graduation, and Dropout Rates

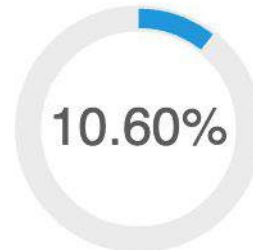
All Students



Attendance



Graduation



Dropout

Report Card Interpretation Guides

- [Attendance Rates](#)
- [Graduation Rates](#)
- [Dropout Rates](#)

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	86.89%	52.30%	10.60%
Male	86.39%	45.73%	12.33%
Female	87.42%	60.00%	8.78%
African American	93.02%	n/a	0.00%
Alaska Native/American Indian	86.71%	51.54%	10.83%

Example 3 – Internal Data

- Enrollment in Advanced Placement (AP) courses
- Participation in afterschool activities
- Participation in college prep programs
- Enrollment in Gifted/Talented programs, other special programs
- Participation in summer programs

Data to Look at Disaggregated

- Attendance
- Graduation
- AK STAR
- Alaska Developmental Profile
- Special Education
- Internal Data

Other ideas?

Equity Framework

Ted Wilson and Bridget Weiss



School Climate and Connectedness Survey

Lauren Havens



What is the School Climate and Connectedness Survey?

- Annual Survey - results available late April/ early May
- Family, Staff, Students 6th-12th grade, and Students 3rd-5th grade
- Covers important facets of a positive school climate that are linked to positive outcomes for students, including:
 - Cultural Responsiveness
 - Family Partnership
 - High Expectations
 - Safety and Peer Climate
 - Trauma Engaged

About the Survey (SCCS)

- **2006:** Developed in partnership with American Institutes for Research (AIR) & school districts.
- **2017:** Online interactive survey platform (Panorama Education)
- Student, Staff & Family Survey (s) Options
- **2018:** Validated National Tool



How does school climate impact equity?

A positive school climate is linked to:



Using the SCCS to Understand Equity

Group Name	Group Size	Caring Adults	Community Support	Cultural Connectedness	Family and Community Involvement	High Expectations	Peer Climate	Respectful Climate	School Safety	Social and Emotional Learning (Grades 6-12)	Student Involvement	Student Risk Behaviors: Delinquent Behaviors	Student Risk Behaviors: Drug and Alcohol Use
All respondents	20,352	59%	69%	49%	64%	71%	29%	54%	65%	70%	51%	81%	84%

During the past year, how many days did you miss (skip) school without permission?

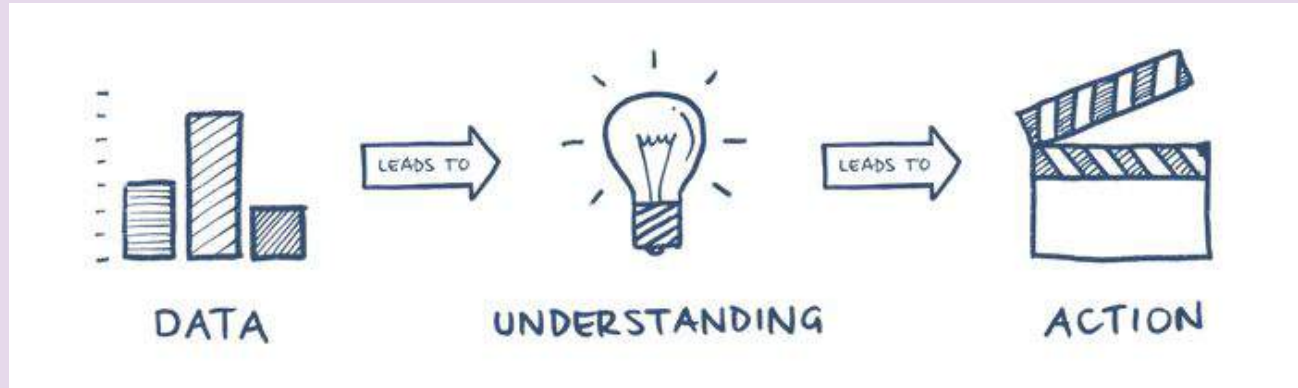
These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?

Not at all difficult	14,201	+3	+2	+1	+2	+3	+2	+3	+4	+2	+2	+1	+1
Somewhat difficult	5,465	-6	-4	-3	-3	-6	-4	-5	-8	-6	-3	-2	0
Very difficult	561	-13	-11	-8	-15	-15	-7	-11	-19	-14	-9	-14	-15

Using the SCCS to Understand Equity

Group Name	Group Size	Caring Adults	Community Support	Cultural Connectedness	Family and Community Involvement	High Expectations	Peer Climate	Respectful Climate	School Safety	Social and Emotional Learning (Grades 6-12)	Student Involvement	Student Risk Behaviors: Delinquent Behaviors	Student Risk Behaviors: Drug and Alcohol Use
All respondents	20,352	59%	69%	49%	64%	71%	29%	54%	65%	70%	51%	81%	84%
Male	9,954	+1	-1	-1	0	0	+3	+2	+3	+3	+2	+1	+2
Female	9,022	+1	+2	+2	+2	+2	-2	-1	-1	-2	0	0	-1
I identify in another way	618	-8	-8	-2	-11	-11	-8	-9	-15	-18	-8	-12	-9
I prefer not to answer	650	-12	-10	-5	-9	-9	-6	-8	-11	-13	-10	-5	-2

Using Data for Decision- Making



What does equity mean to us? What would we be doing if we were working to create an equitable school system?

How can we use SCCS to understand those things? Ex: Trauma Engaged, Culturally Responsive, etc.

Questions?

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What Do You Currently Use?

How Do You Know You're Making Progress?

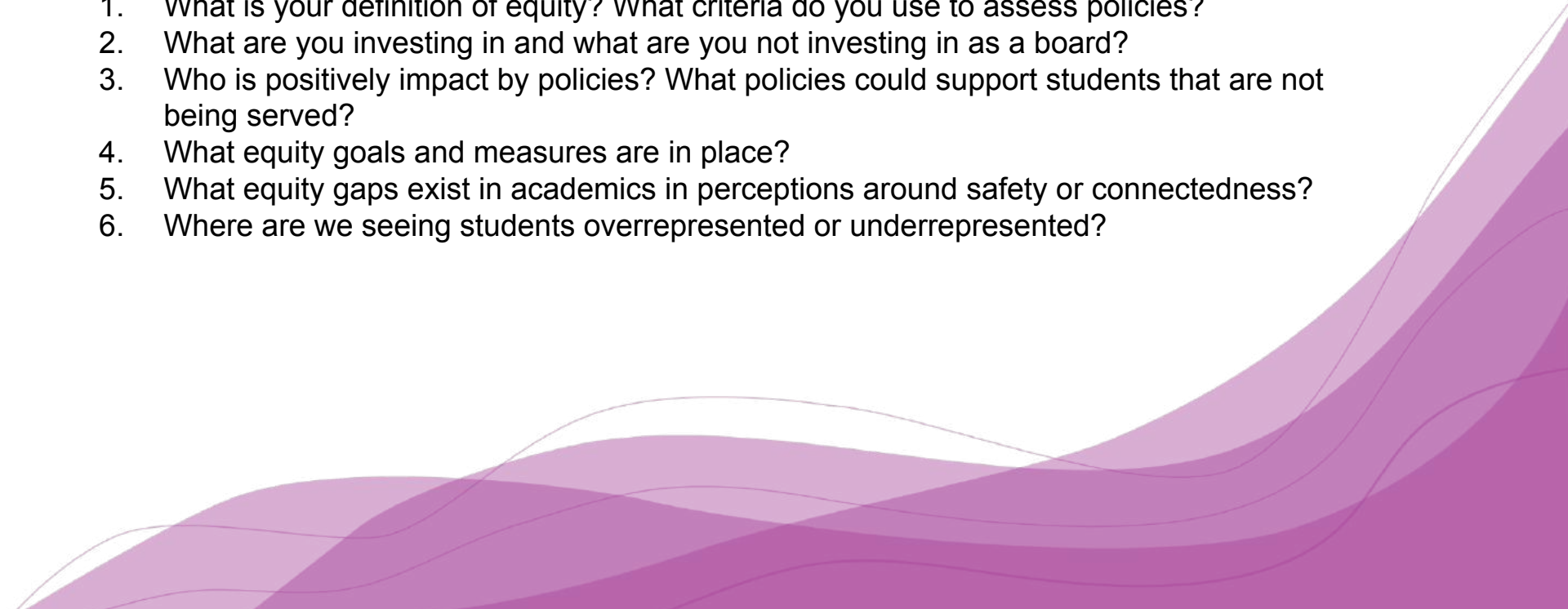


How AASB Can Help, Nome's Story

Sandy Martinson



Reminder– How do you systematically ask questions

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- 

AASB can help look at data...

Lauren Havens

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Lori Grassgreen

Director, Conditions for Learning

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Tiffany Jackson

Director of Membership Services

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907-463-1600

And workshops, policies, equity assessment



Workshops - Facilitation - Community Dialogues -
Tools & Recommendations - Grant partnerships

Where to find data?

[DEED Data Center](#)

From DEED Staff: “Data can be found on the DEED website. AK STAR results are shared with the districts in a fair amount of detail in reports from NWEA. Raw Alaska Development Profile and attendance data are available upon request.”

[Report Card to the Public](#)

Who in your district do you receive data reports from?

Disaggregated Data Resources

1. **AK DEED Staff Contact:**

Deborah Riddle

Division Operations Manager

Alaska Department of Education & Early Development

Division of Innovation and Education Excellence

Deborah.riddle@alaska.gov

907-465-2892

2. [Data Quality Campaign - Data for Equity](#) - information and guides about using data for equity
3. [Disaggregated Data: Not Just a Box Checking Exercise](#) - DQC Fact Sheet

How to access SCCS results

Statewide Link:

https://secure.panoramaed.com/aasb/understand?auth_token=6ZQqcW8-GbygPKde99fz

Your District's Public Link (reach out to your district coordinator or AASB)

Ask your Superintendent or SCCS Coordinator for a presentation/ report
(2023 results available next week!)

SCCS Resources

Panorama Education - [Statewide Link](#)

AASB Staff Contact:




Kami Moore

School Climate and Connectedness Survey Coordinator

kmoore@asb.org

AASB is available to host an SCCS workshop with your board or staff!

SCCS [Resource Page](#) on the AASB Website

	 <p>Trauma Engaged Schools</p>	 <p>Family Partnership</p>	 <p>School Climate & Connectedness</p>	<p>Additional areas of support</p> <ul style="list-style-type: none"> ● Culturally responsive education & SEL ● <u>Equity</u> ● Mental health supports ● Early childhood transitions ● Postsecondary transitions ● Youth leadership ● Community planning and dialogues ● Data and evaluation
Frameworks	Free to download, hardcopies available upon request	Free to download, hardcopies available upon request	Statewide survey on Panorama platform, Free resources & statewide results, Sliding scale for annual school district survey	
Tools & Resources	Free	Free		
Training: professional development & ongoing learning communities	Grant partnerships or fee for service*	Grant partnerships or fee for service*	Included in SCCS survey package	Grant partnerships or fee for service*
Planning: facilitation, strategy, community dialogues & collective impact	Grant partnerships or fee for service*	Grant partnerships or fee for service*	Included in SCCS survey package	Grant partnerships or fee for service*

What's one thing you want to tell someone (board member, administrator, colleague) about?

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Gunalchéesh, Quayana

Mahsi Choo, Haw'aa

(And thanks for filling out the survey!)

