



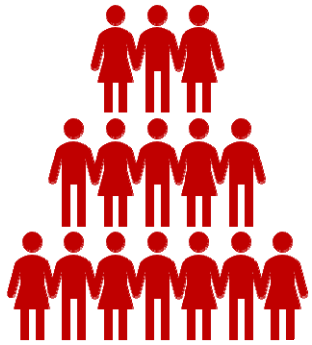
*Partnerships with
Families & Community*



*Efficient Systems &
Equitable Resources*



*Student &
Graduate Success*



Passionate People

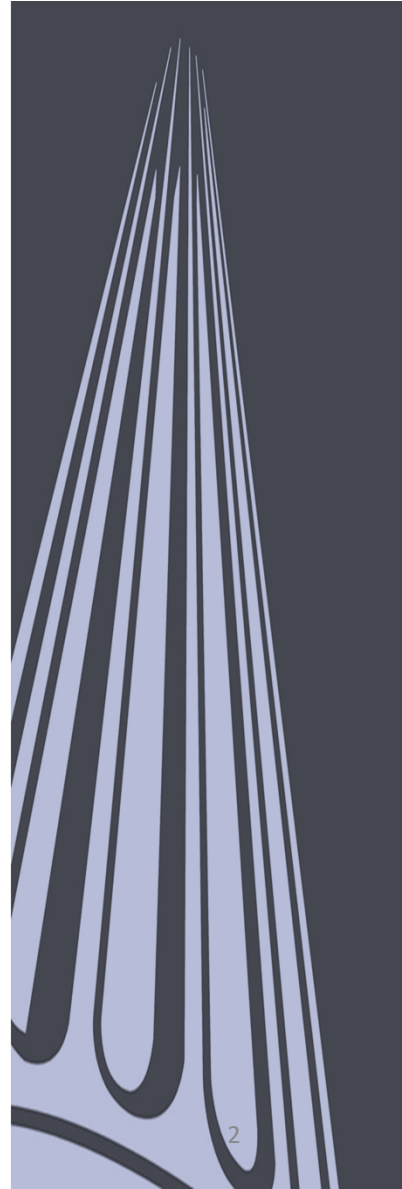
Schenectady City School District

Strategic Plan 2019-20 Draft Goals & Measures



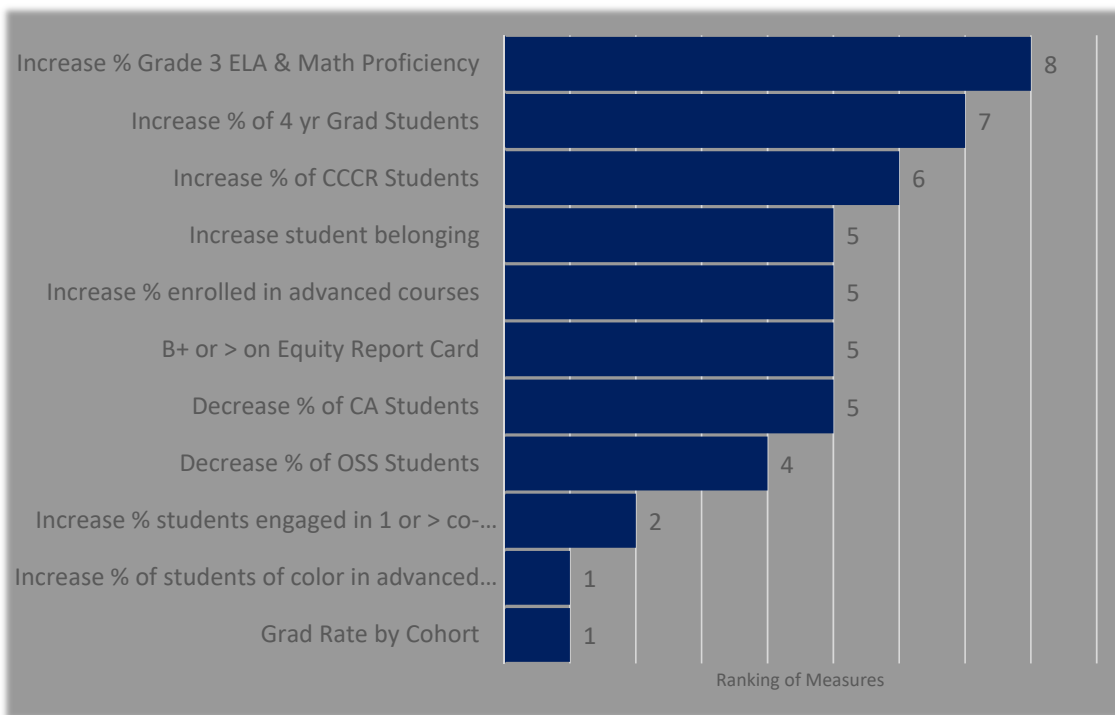
Student & Graduate Success

- We serve so that all students regardless of race, economics, and disability, graduate ready to achieve their college, career, and life aspirations through equitable access to programs, resources, and high-quality instruction
- We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging.
- Students and graduates demonstrate kindness, cultural competence and respect for diversity and each other.

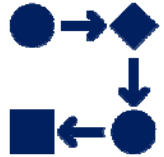




Student & Graduate Success Rankings



- 1** Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math
- 2** Increase the % of students who graduate in 4 years
- 3** Increase the % of students on the path to college, career, and life success
- 4** Tied Rankings:
 - Increase the students' perception of belonging and their sense that their culture and experiences are represented in curriculum and instruction
 - Increase the % of students enrolled in advanced learning opportunities
 - Achieve B+ or better on our internal Equity Report Card
 - Decrease the % of students who are chronically absent



Stages of Implementation



- 1 Measure(s) defined and universally understood
- 2 Baseline(s) and target(s) established
- 3 Theory(ies) of Action developed
- 4 Resourcing of materials, people and budget
- 5 Plan-Do-Study-Act: Cycles of Improvement
- 6 Revision of Target(s)
- 7 Adopt, Adapt or Abandon



Grade 3 Literacy & Math Proficiency

- 1 Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math

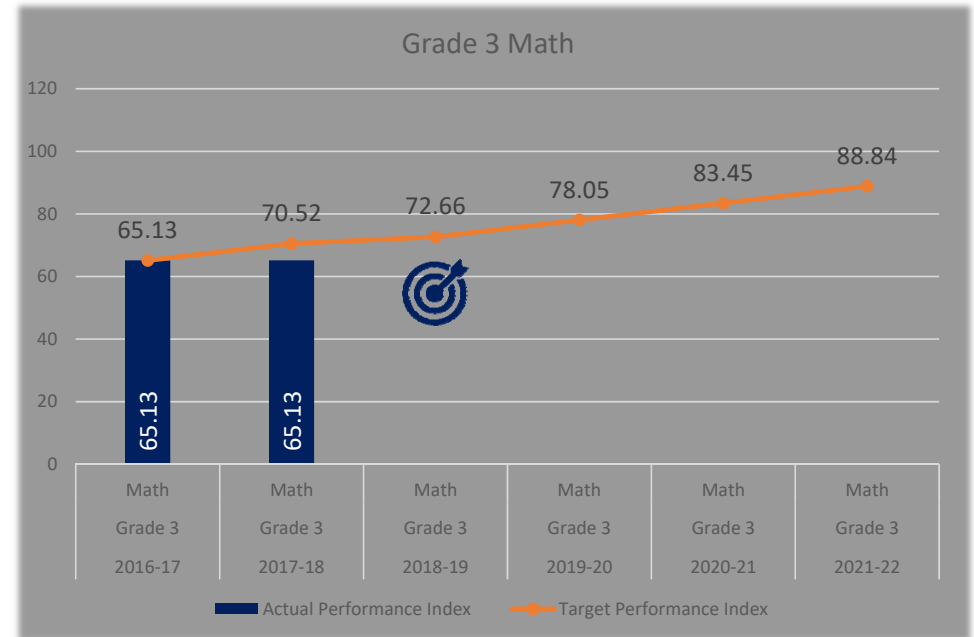
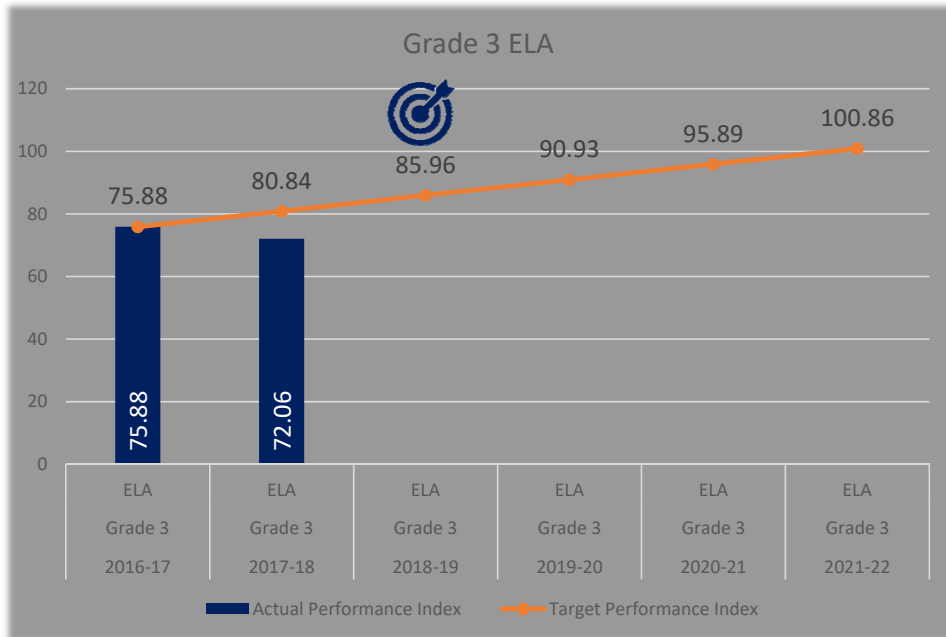
Performance Index (PI): is based on measures of proficiency on statewide assessments in each subject. ESSA has also moved to using PI in the calculation of Measures of Interim Progress (MIPs).

$$\mathbf{PI} = \frac{(L2 * 1) + (L3 * 2) + (L4 * 2.5)}{\textit{Enrollment}}$$



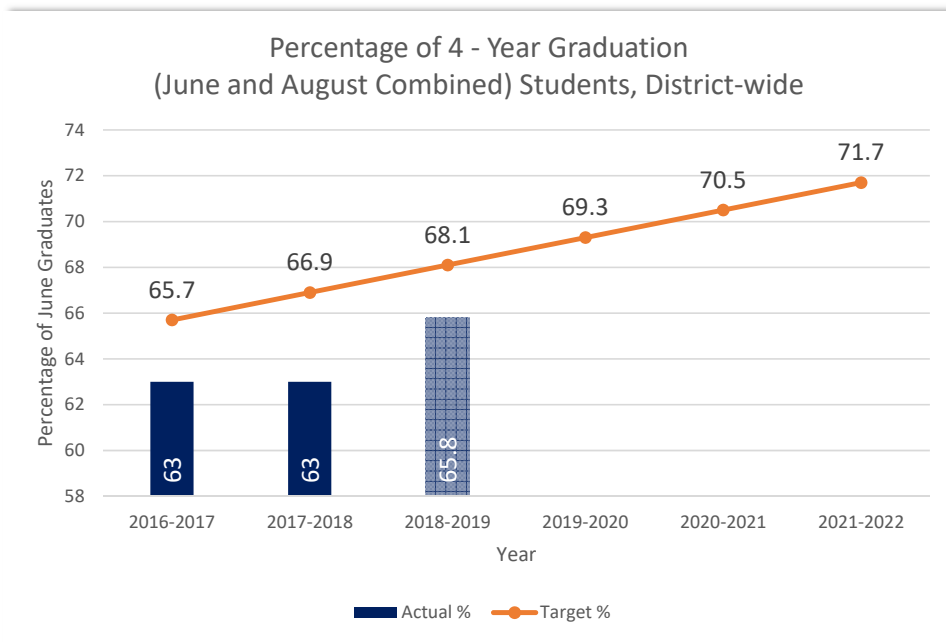
Grade 3 Literacy & Math Proficiency

- 1 Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math





Increase 4-year Graduation Rate

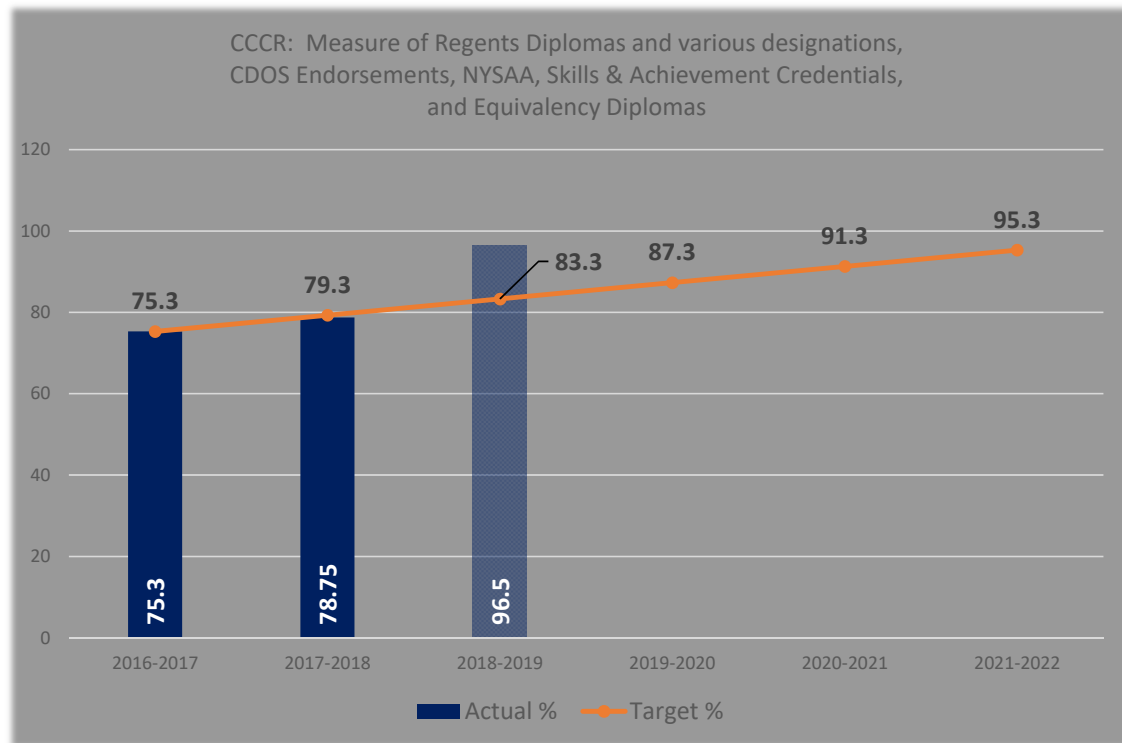


2 Increase the % of students who graduate in 4 years





College, Career & Civic Readiness (CCCR)



3 Increase the % of students on the path to college, career, and life success





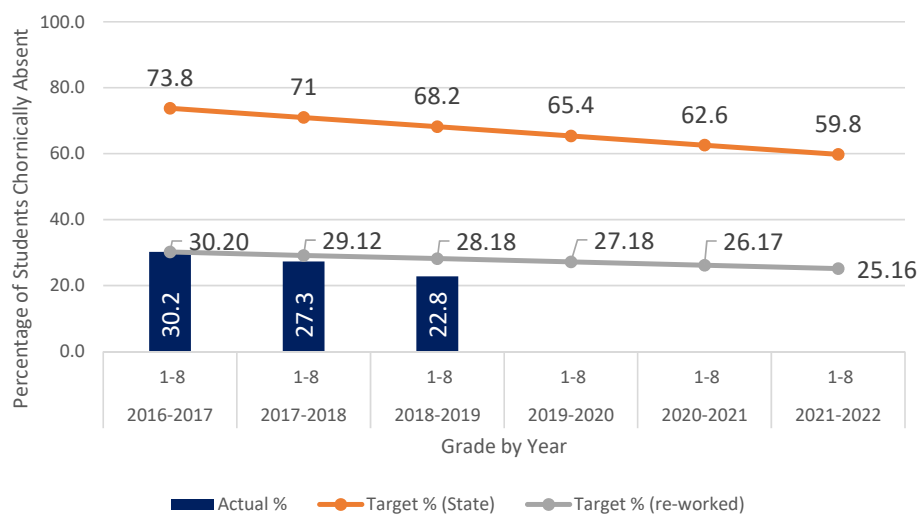
Tied Rankings

4

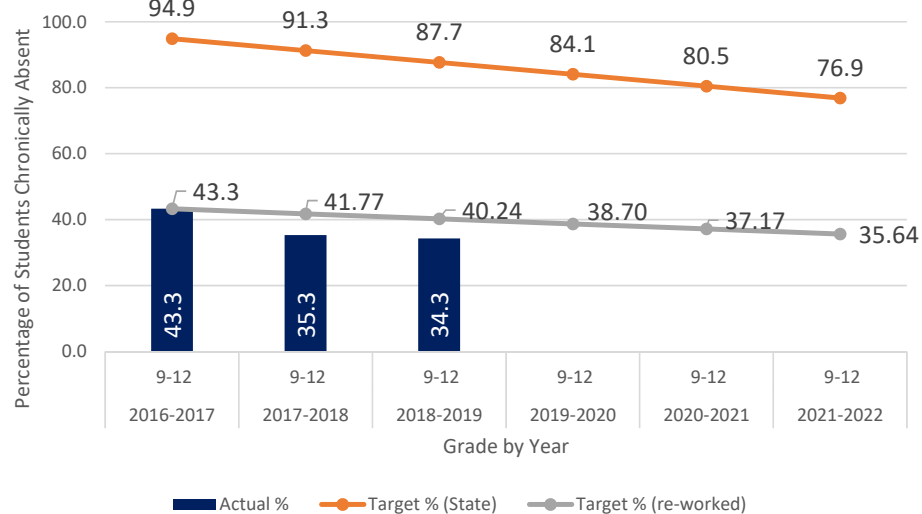
Tied Rankings:

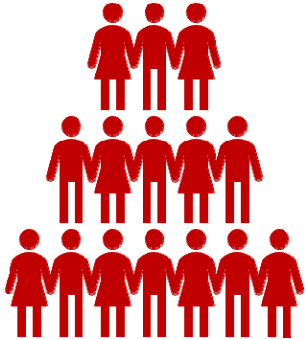
- Decrease the % of students who are chronically absent
- Increase the students' perception of belonging and their sense that their culture and experiences are represented in curriculum and instruction
- Increase the % of students enrolled in advanced learning opportunities
- Achieve B+ or better on our internal Equity Report Card

Percentage of Students Chronically Absent
Grades 1-8



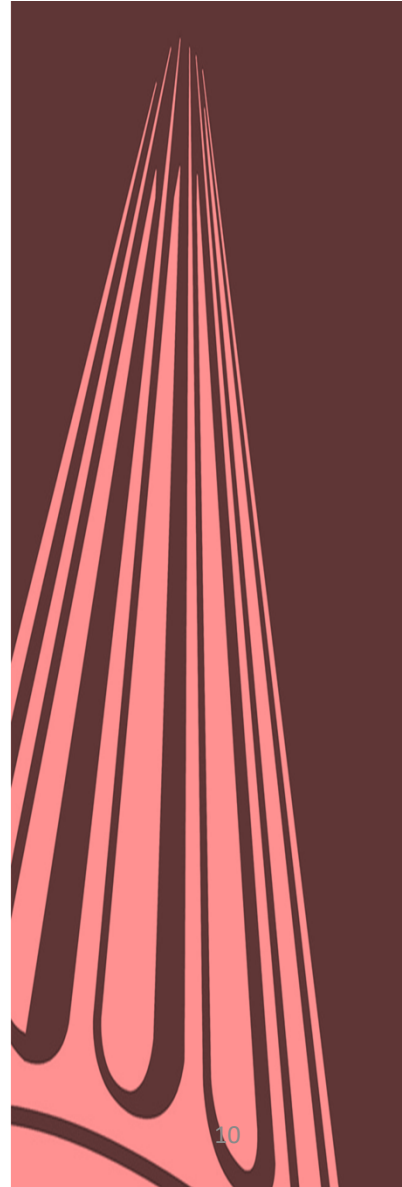
Percentage of Students Chronically Absent
Grades 9-12





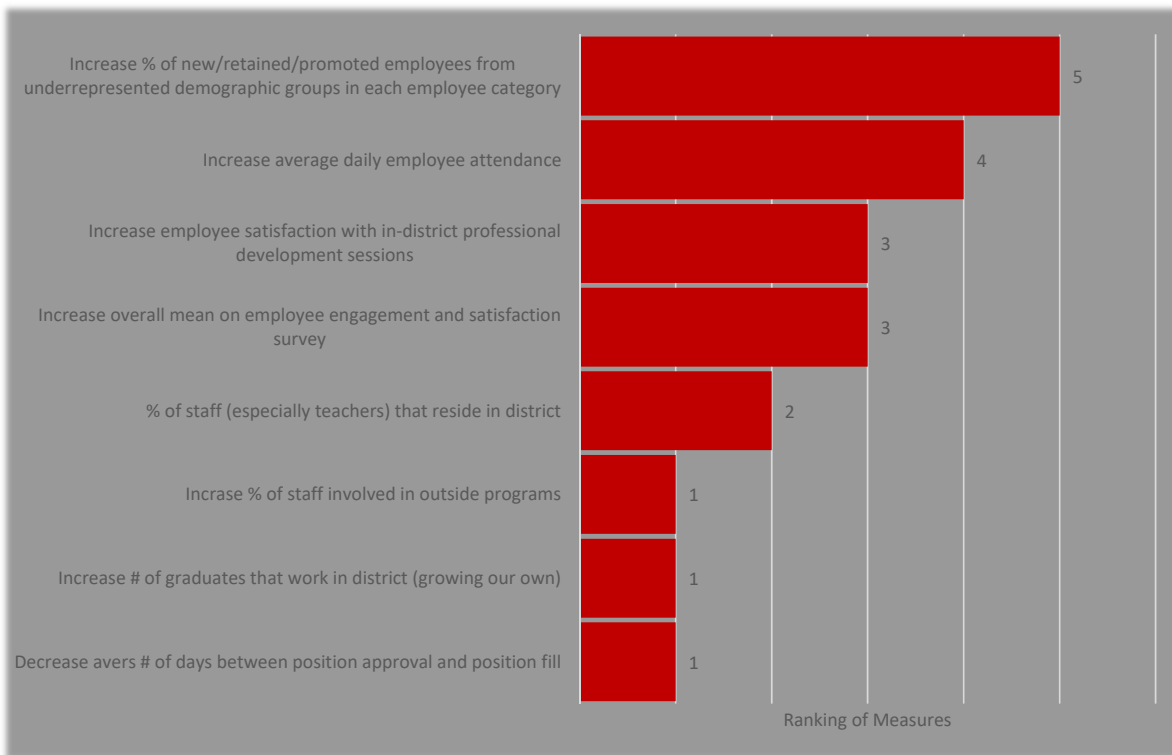
Passionate People

- We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success.
- Our team represents the diversity of our community.
- We deliver and receive excellent customer service.

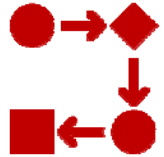




Passionate People Rankings



- 1** Increase % of new/retained/promoted employees from underrepresented demographic groups in each employee category
- 2** Increase average daily employee attendance
- 3** Tied Rankings:
 - Increase employee satisfaction with in-district professional development sessions
 - Increase overall mean on employee engagement and satisfaction survey



Stages of Implementation

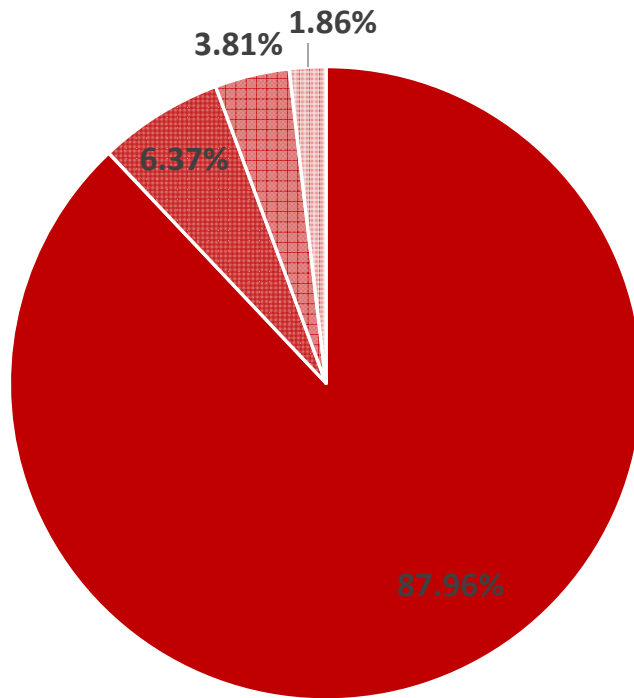


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Employees from underrepresented groups

Current Teacher Racial Makeup



■ White ■ Hispanic ■ Black ■ Asian

1

Increase % of new/retained/promoted employees from underrepresented demographic groups in each employee category

New Teacher Hires, 2016-17 to date

Race	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	3.45%	0.00%	3.70%	0.00%		
Black	5.17%	3.64%	12.96%	23.08%		
Hispanic	6.90%	3.64%	3.70%	15.38%		
White	84.48%	92.73%	79.63%	61.54%		

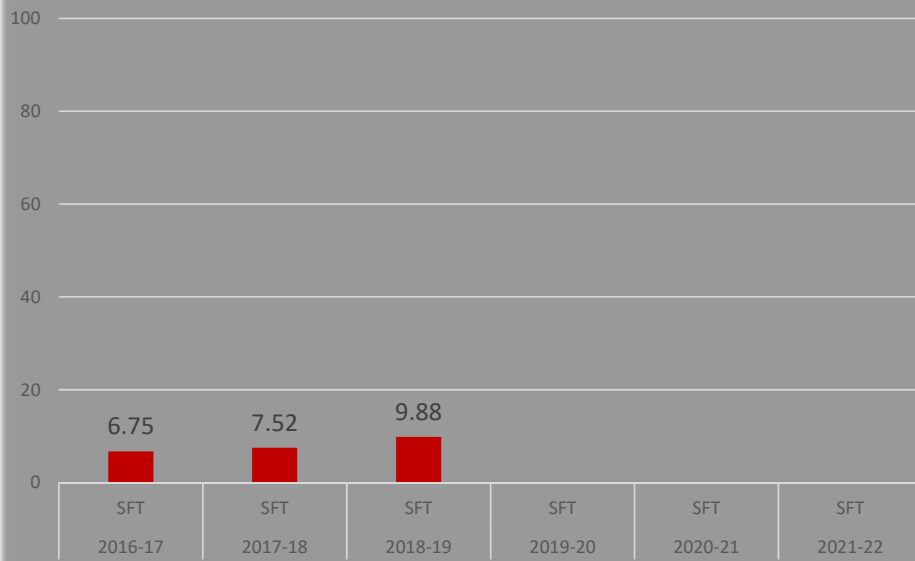


↑ Employee Average Daily Attendance

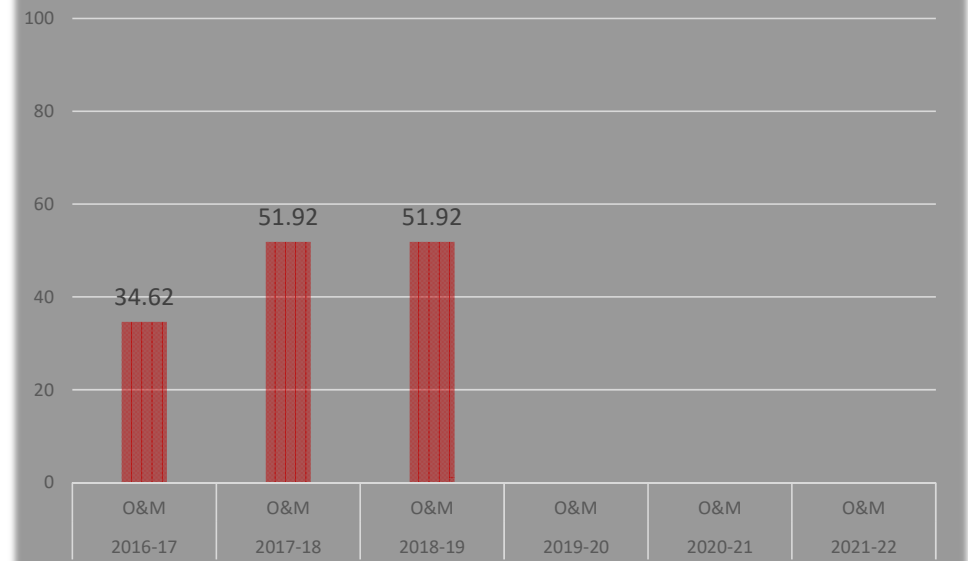
2

Increase average daily employee attendance

Chronic Absenteeism Rate - SFT



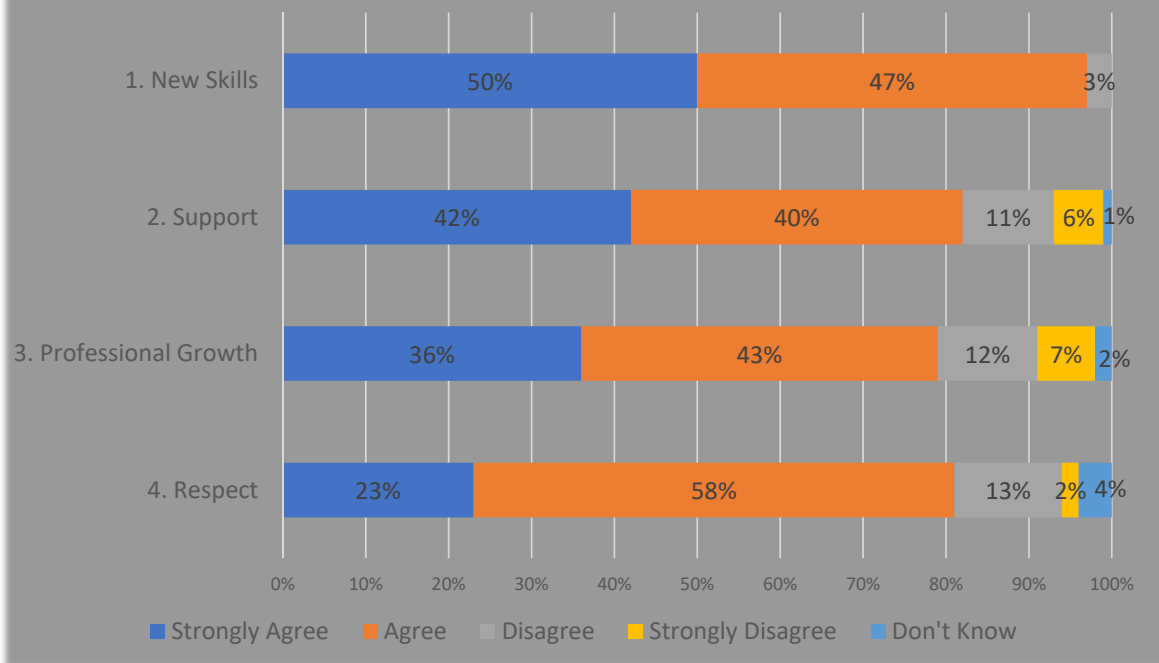
Staff Absent 25+ days - O&M





Tied Rankings

K-12 Insights DTSDE Survey, February 2019, Select Questions



3

Tied Rankings:

- Increase employee satisfaction with in-district professional development sessions
- Increase overall mean on employee engagement and satisfaction survey

1. I am continually learning **new skills** that improve my teaching
2. My principal/administrator **supports** me
3. My principal/administrator supports my **professional growth**
4. Staff members & families treat each other with **respect**



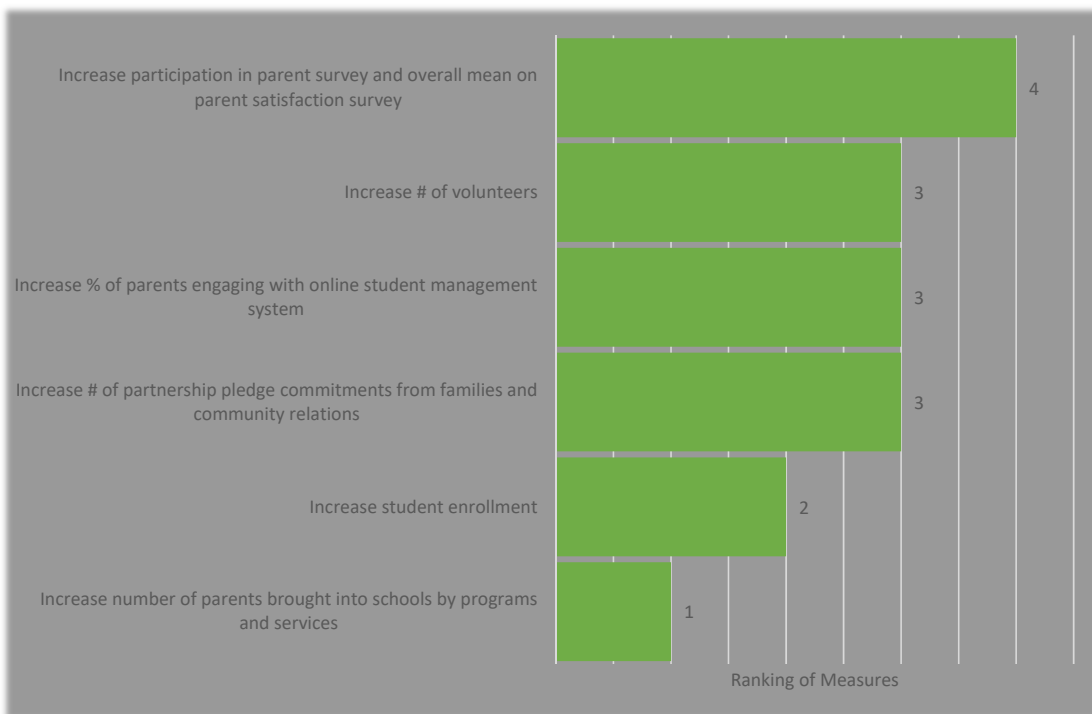
Partnerships with Families & Community

- We highly value our families and the community; we welcome and invite their collaboration and partnership.
- Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment

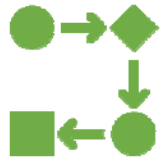




Partnerships with Families & Community Ranking



- 1 Increase participation in parent survey and overall mean on parent satisfaction survey
- 2 Tied Rankings:
 - Increase # of volunteers
 - Increase % of parents engaging with online student management system (Parent Portal)
 - Increase # of partnership pledge commitments from families and community relations



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Parent Survey Participation & Results

1

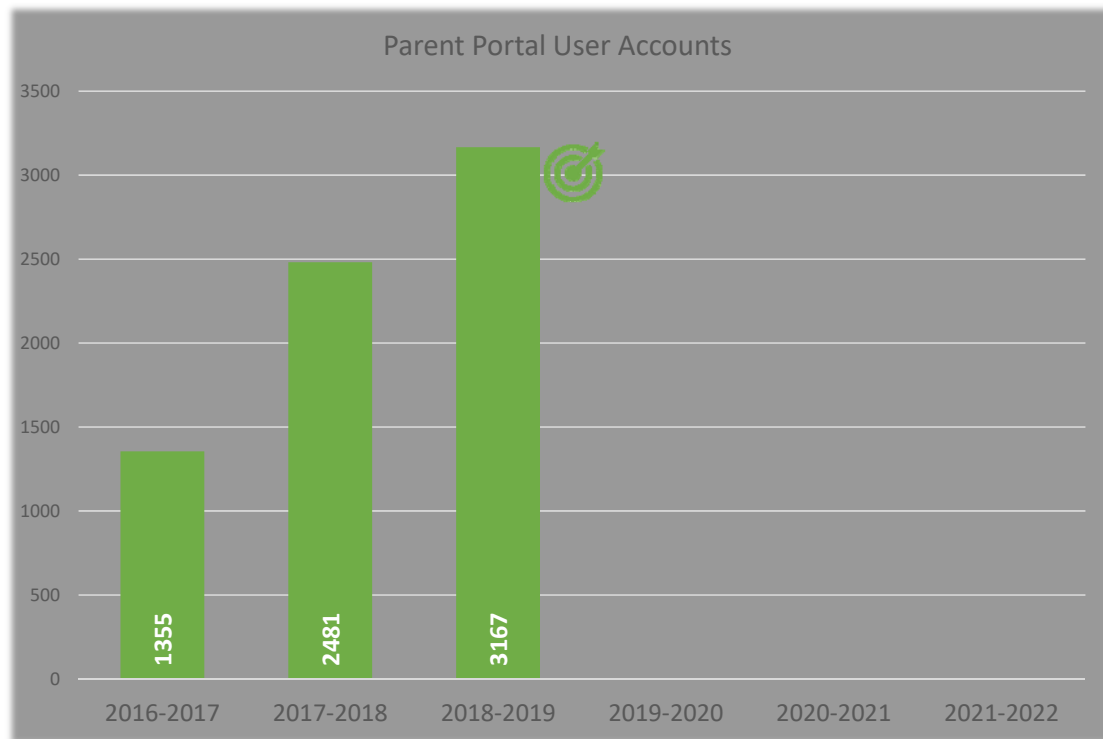
Increase participation in parent survey and overall mean on parent satisfaction survey

Parent Participation in DTSDE Survey			
School Year	Surveys Sent	Responded	Response Rate
2018-19	2277	561	24.64%
2019-20			
2020-21			
2021-22			





Tied Rankings



2

Tied Rankings:

- Increase % of parents engaging with online student management system (Parent Portal)
- Increase # of volunteers
- Increase # of partnership pledge commitments from families and community relations



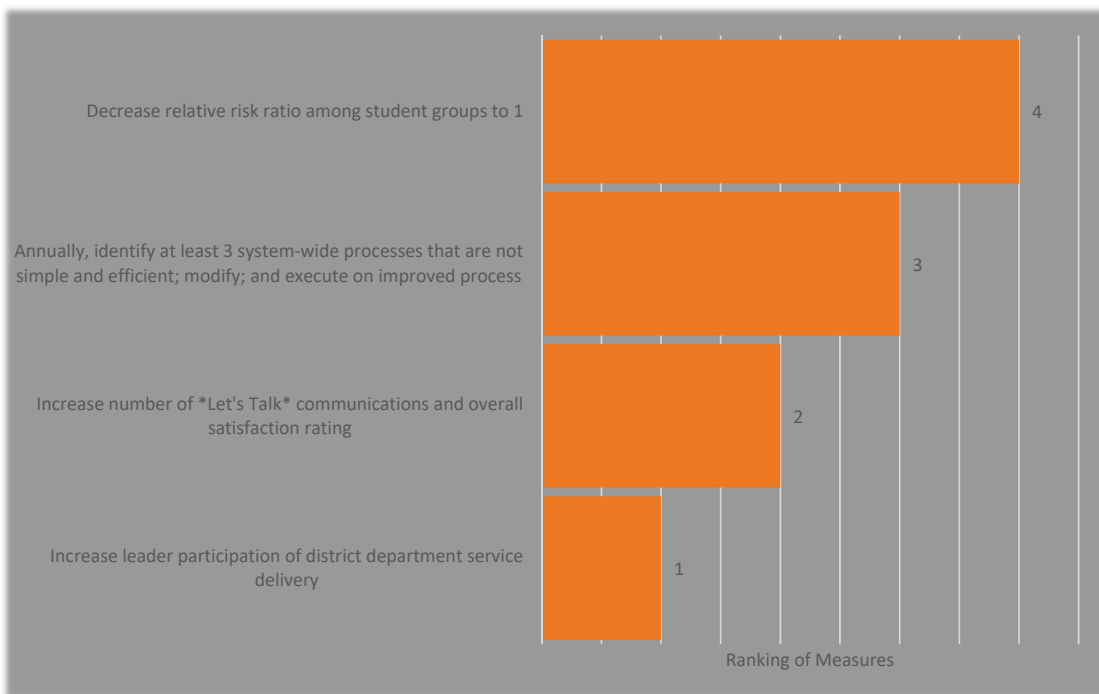


Efficient Systems & Equitable Resources

- We engage stakeholders to develop and improve inclusive systems and procedures.
- People know who to go for, for what, and receive a timely and fair response.
- We allocate resources to promote equitable access and outcomes for all.

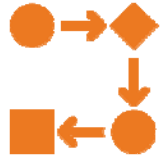


Efficient Systems & Equitable Resources Rankings



- 1** Decrease relative risk ratio among student groups to 1
- 2** Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process
- 3** Increase number of *Let's Talk* communications and overall satisfaction rating





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Decrease Relative Risk

Relative Risk:

The risk of a subgroup being suspended

compared to

The risk of all other students being suspended

Subgroup	2016-17 Relative Risk	2017-18 Relative Risk	2018-19 Relative Risk	2019-20 Relative Risk	2020-21 Relative Risk	2021-22 Relative Risk
Hispanic	-	1.17	1.04			
Asian	-	0.30	0.23			
Black	-	2.06	2.42			
White	-	0.76	0.66			
Two or more	-	0.78	0.75			
SWD	-	1.65	1.79			

1

Decrease relative risk ratio among student groups to 1

Other Potential Relative Risk Measures:

- *Absenteeism*
- *Behavior Referrals, Incidents, Superintendent Hearings*
- *Course Failures*
- *Enrollment in Advanced Courses*
- *Regents Proficiency*
- *Reading proficiency (STAR Reading)*
- *Math Proficiency (STAR Math)*
- *Perfect Attendance*
- *No Discipline Referrals*
- *No Course Failures*
- *GPA > 85*



Identify 3 system-wide processes to improve

Potential System-wide Processes:

- *New Employee Onboarding*
- *Creation of Computerized System User Accounts*
- *Progress monitoring and response to intervention*
- *Employee Recruitment and Hiring*
- *Improvement Science and Plan, Do, Study, Act Cycles*
- *Requisitions and Purchase Orders*
- *Professional Learning Community Protocols*
- *Operations & Maintenance Work Orders*
- *Vendor Remittance/Accounts Payable*

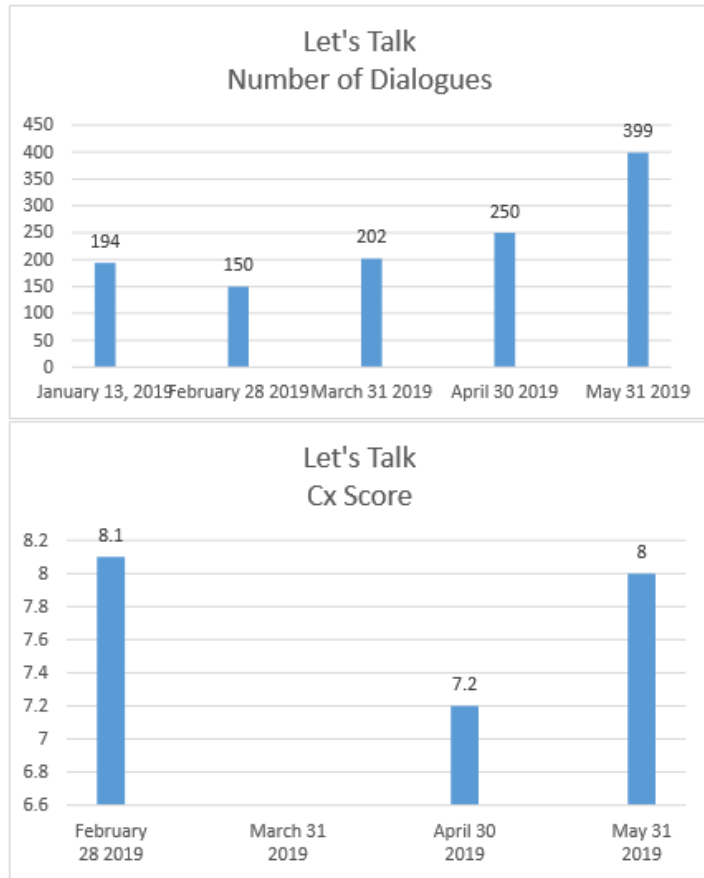
2

Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process





↑ “Let’s Talk” Communication & Satisfaction



- 3** Increase number of *Let's Talk* communications and overall satisfaction rating

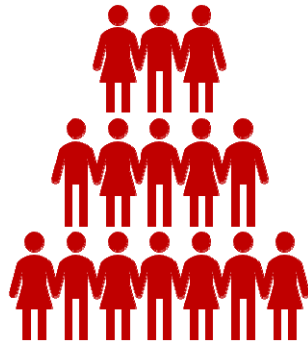




*Student &
Graduate Success*



Passionate People



*Partnerships with
Families & Community*



*Efficient Systems &
Equitable Resources*



Our Pillars

Our Vision: Schenectady City Schools will be a continually improving school district dedicated to excellence in teaching and learning, equity, engagement and efficiency