Schenectady City School District

Academic Data Report
Board of Education
December 1, 2021

Lynne Rutnik, Deputy Superintendent
Dr. Lorenda Chisolm, Assistant Superintendent of Teaching and Learning
Dr. Shaun M. Mason, Assistant Superintendent of Planning and Accountability

Strategic Plan 2019-2024

Adopted by the Board of Education, July 10, 2019

Schenectady City School District
STRATEGIC PLAN 2019-2024

District Vision

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

District Tagline

Everybody Counts. Everybody Learns.

Organizational Values

EQUITY *COLLABORATION* *LEARNING*

	Our Pillars	Our Goals
	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.
	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.
	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.
	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.

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The Schenectady City School District Board of Education adopted the Strategic Plan on 7/10/2019 and measures for the 2019-20 school year on 8/7/2019.

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Presentation Outline

Agenda
Mission and Vision
NYS Assessments
ELA Interims
STAR Early Literacy, Reading and Math
Course Failures
Cohort Data

OUR COVID Journey: Through the Lens of a Schenectady CSD Student, Teacher and Leader

TIMELINE

School Shut Down
March 2020

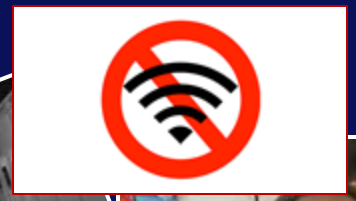
Schools *Closed* /Hybrid Learning
Sept. 2020 - June 2021

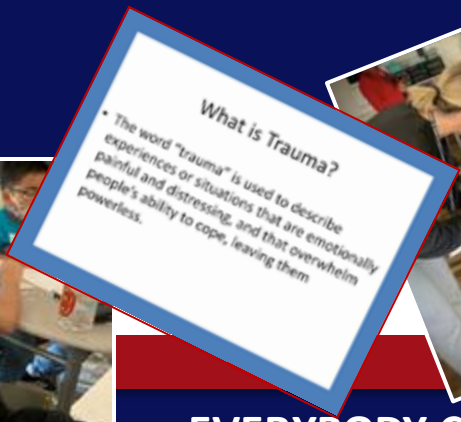
Schools Reopen
Sept. 2021

Assessments/Regents
Canceled
March- June 2020

Assessments/Regents
Canceled
March- June 2021

Benchmark
Assessments
Begin
Sept. 2021



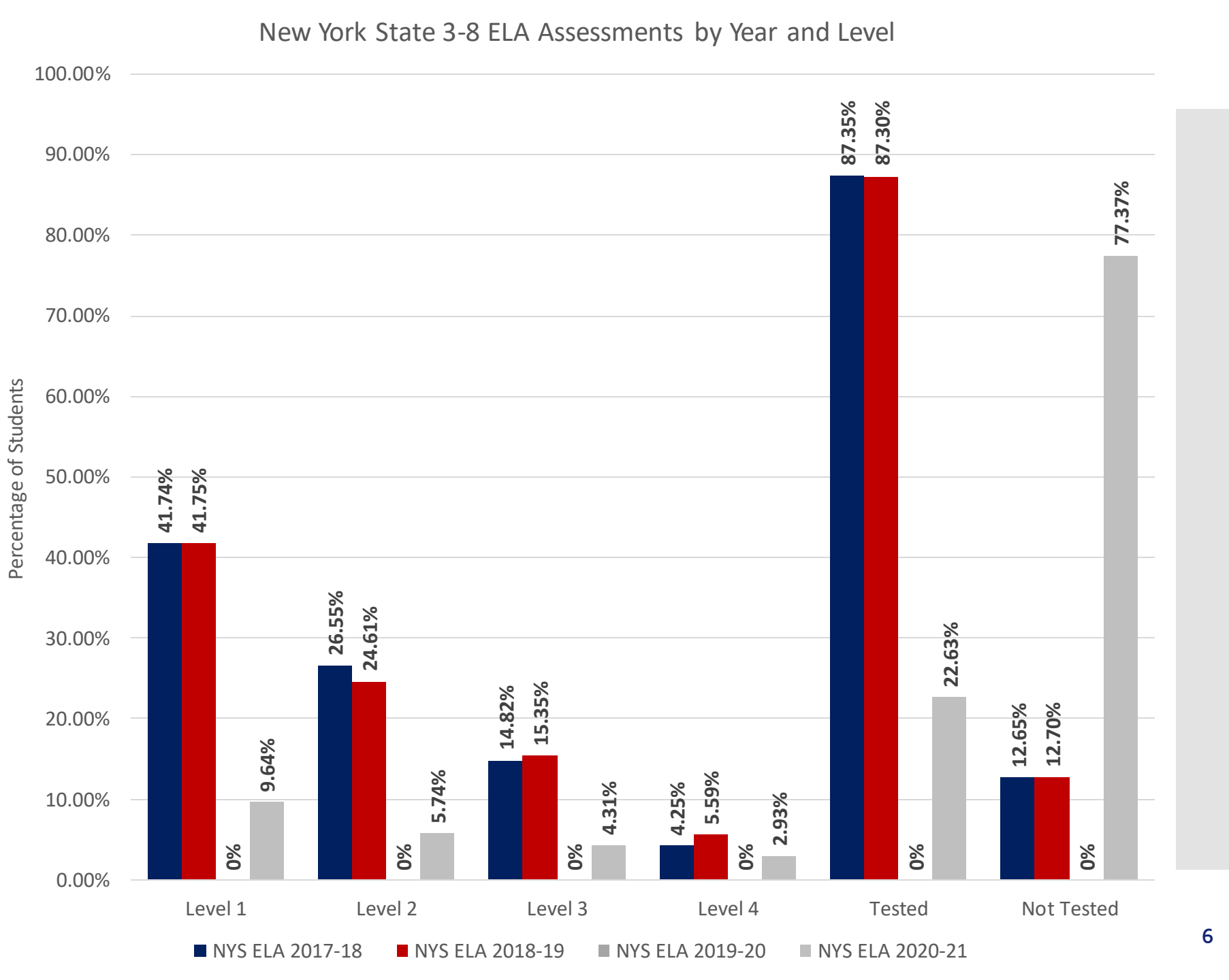


Schenectady City Schools Est. 1854

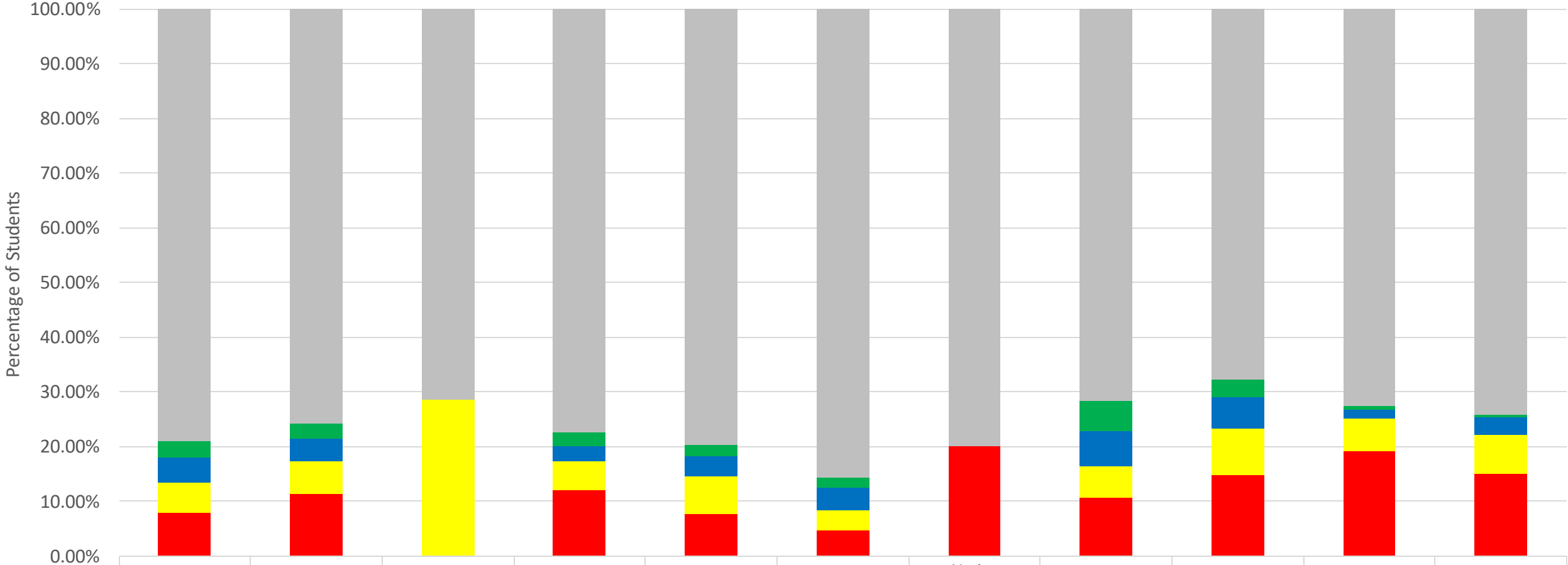
EVERYBODY COUNTS. EVERYBODY LEARNS.

NYS Assessments

NYS ELA Assessment

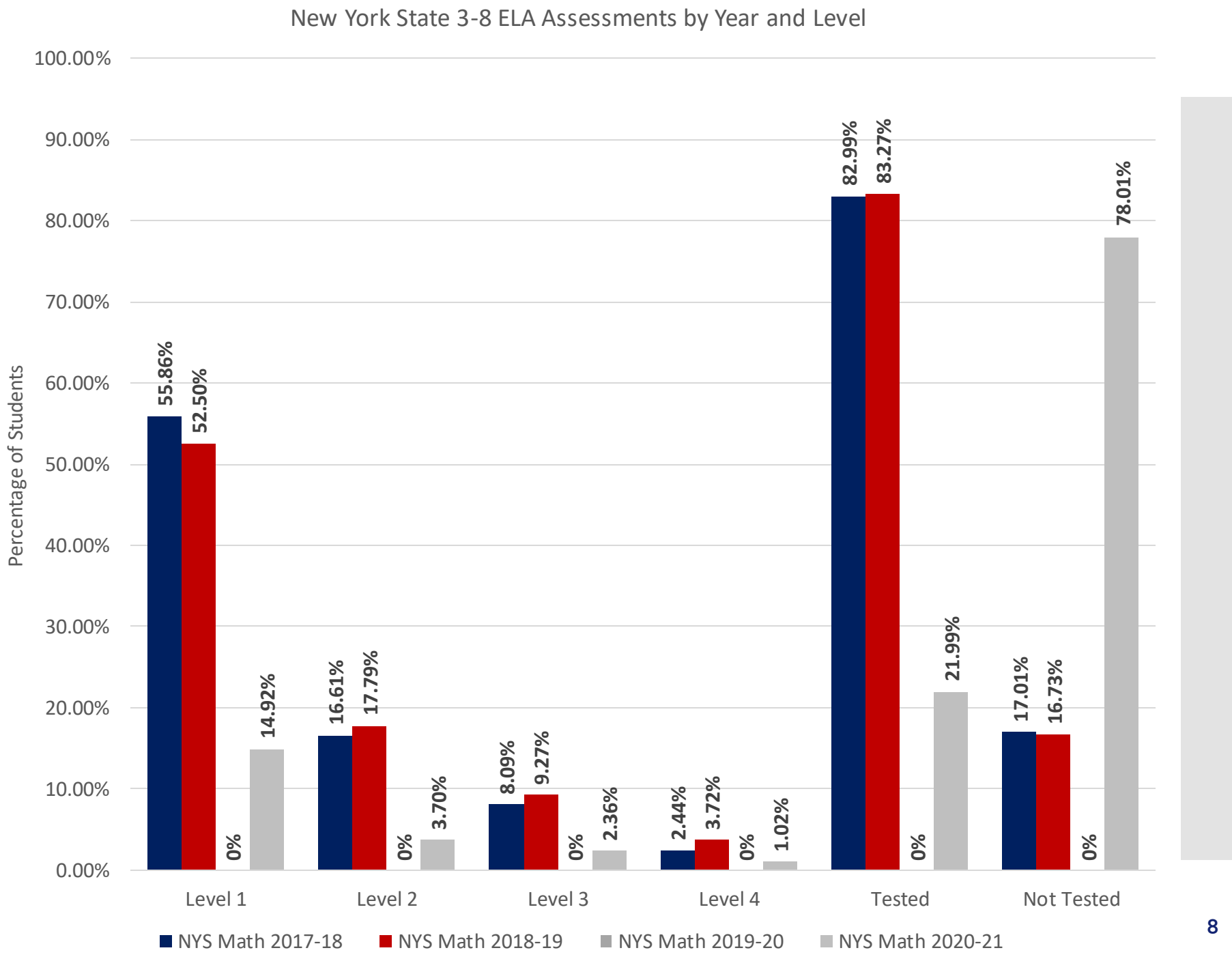


20-21 English Language Arts (ELA) NYS Assessment by Level and Recorded Group

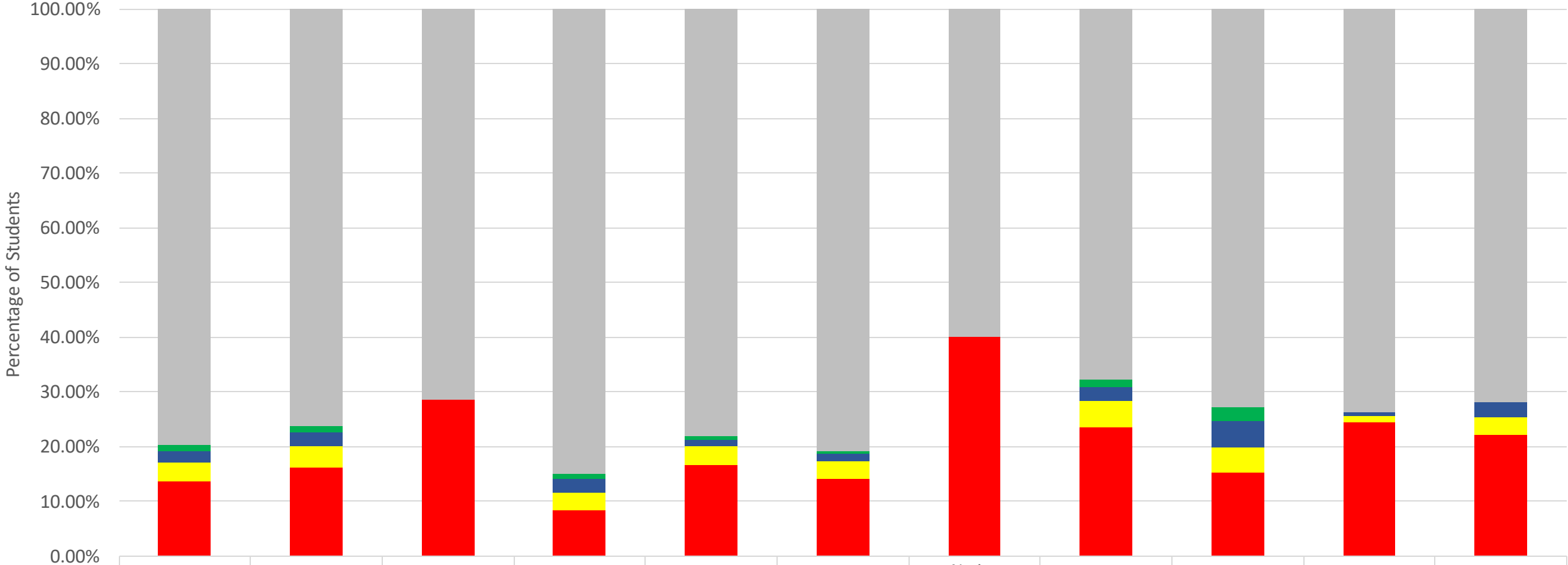


	Female	Male	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Multiracial	White	Students with Disabilities	English Language Learners
Not Tested	78.91%	75.90%	71.43%	77.42%	79.68%	85.61%	80.00%	71.72%	67.66%	72.52%	74.21%
Level 4	3.21%	2.66%	0.00%	2.53%	2.00%	1.90%	0.00%	5.42%	3.40%	0.70%	0.45%
Level 3	4.58%	4.06%	0.00%	2.78%	3.80%	4.16%	0.00%	6.50%	5.74%	1.53%	3.17%
Level 2	5.38%	6.09%	28.57%	5.22%	6.81%	3.57%	0.00%	5.78%	8.30%	6.00%	7.24%
Level 1	7.93%	11.28%	0.00%	12.05%	7.71%	4.76%	20.00%	10.59%	14.89%	19.25%	14.93%

NYS Math Assessment



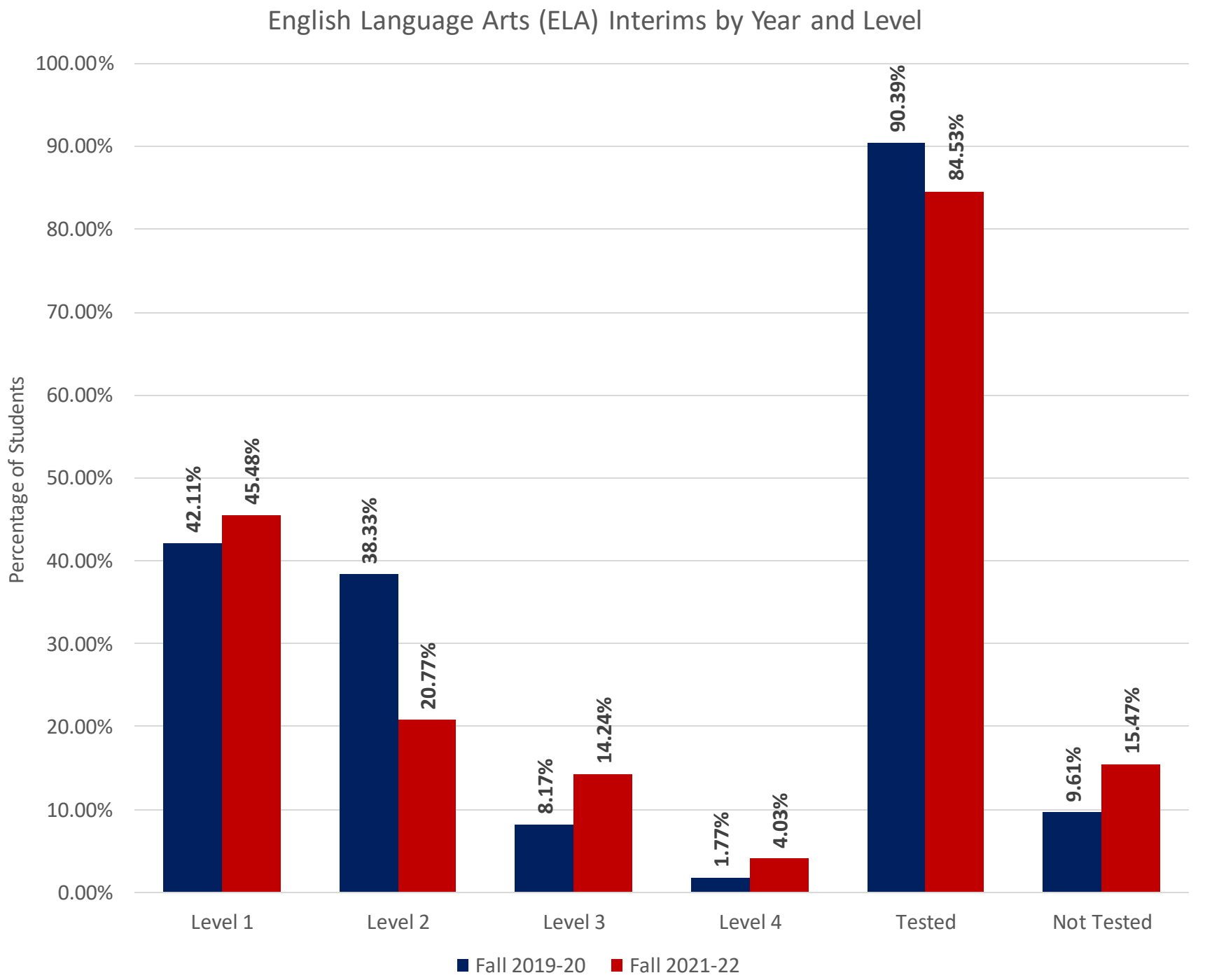
20-21 Math NYS Assessment by Level and Recorded Groups



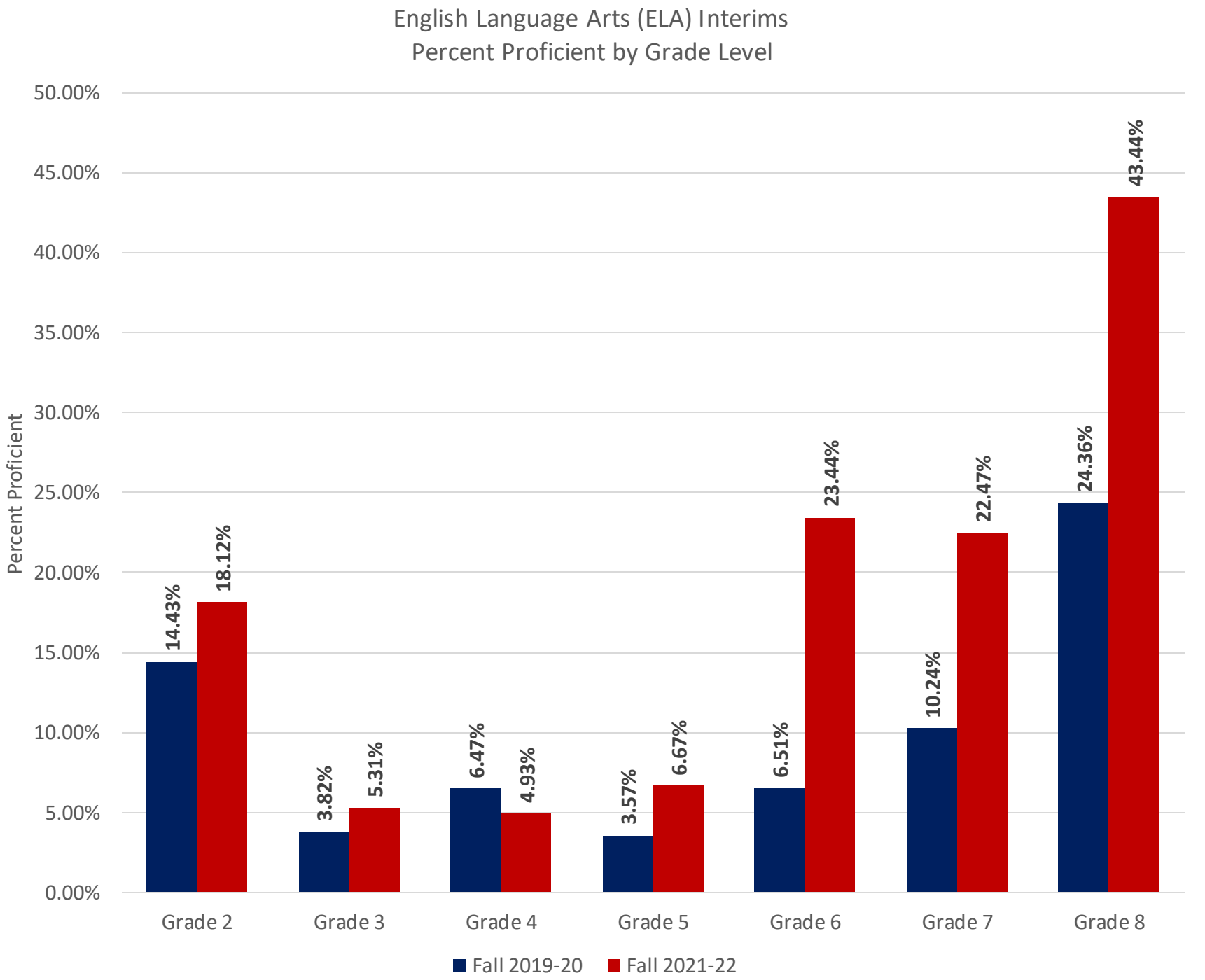
	Female	Male	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Multiracial	White	Students with Disabilities	English Language Learners
Not Tested	79.79%	76.30%	71.43%	85.27%	78.10%	80.94%	60.00%	67.74%	72.83%	73.63%	71.95%
Level 4	0.94%	1.09%	0.00%	0.83%	0.59%	0.30%	0.00%	1.28%	2.54%	0.00%	0.00%
Level 3	2.22%	2.49%	0.00%	2.49%	1.26%	1.50%	0.00%	2.56%	4.71%	0.70%	2.71%
Level 2	3.49%	3.89%	0.00%	3.21%	3.37%	3.11%	0.00%	4.91%	4.71%	1.12%	3.17%
Level 1	13.55%	16.24%	28.57%	8.37%	16.68%	14.14%	40.00%	23.50%	15.22%	24.54%	22.17%

English Language Arts (ELA) Interims

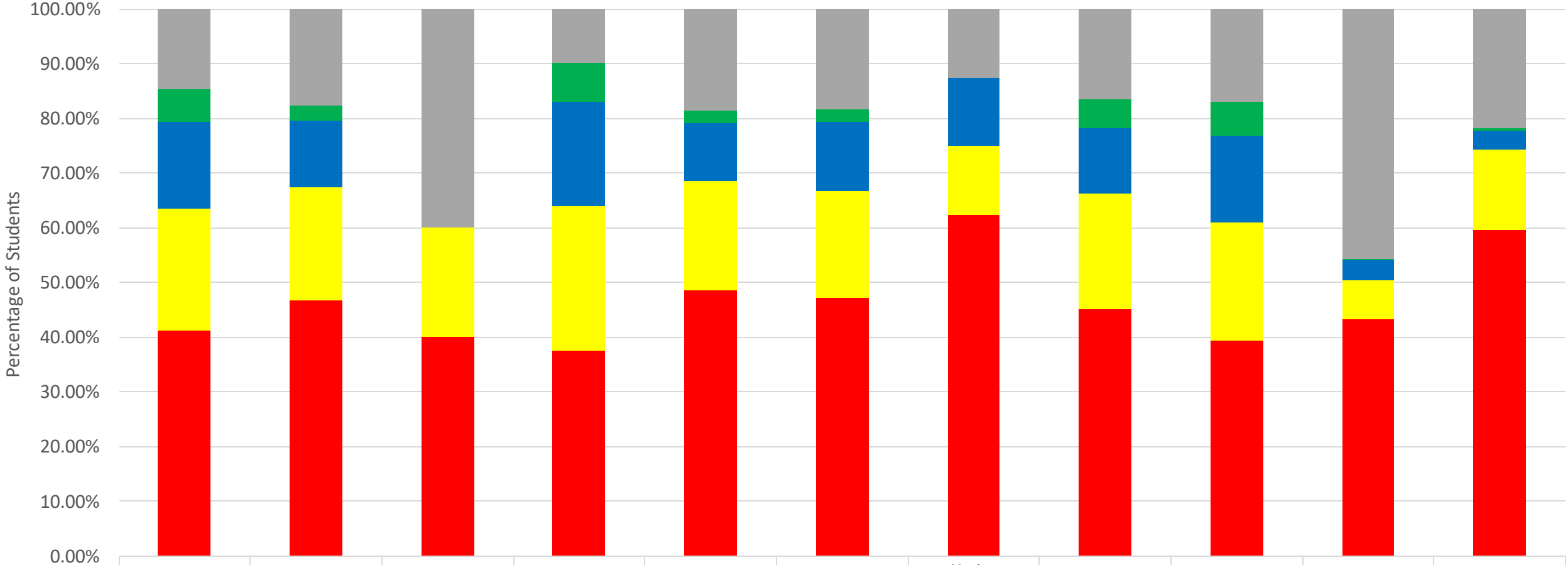
ELA Interims Grades 3-8



ELA Interims Grades 3-8



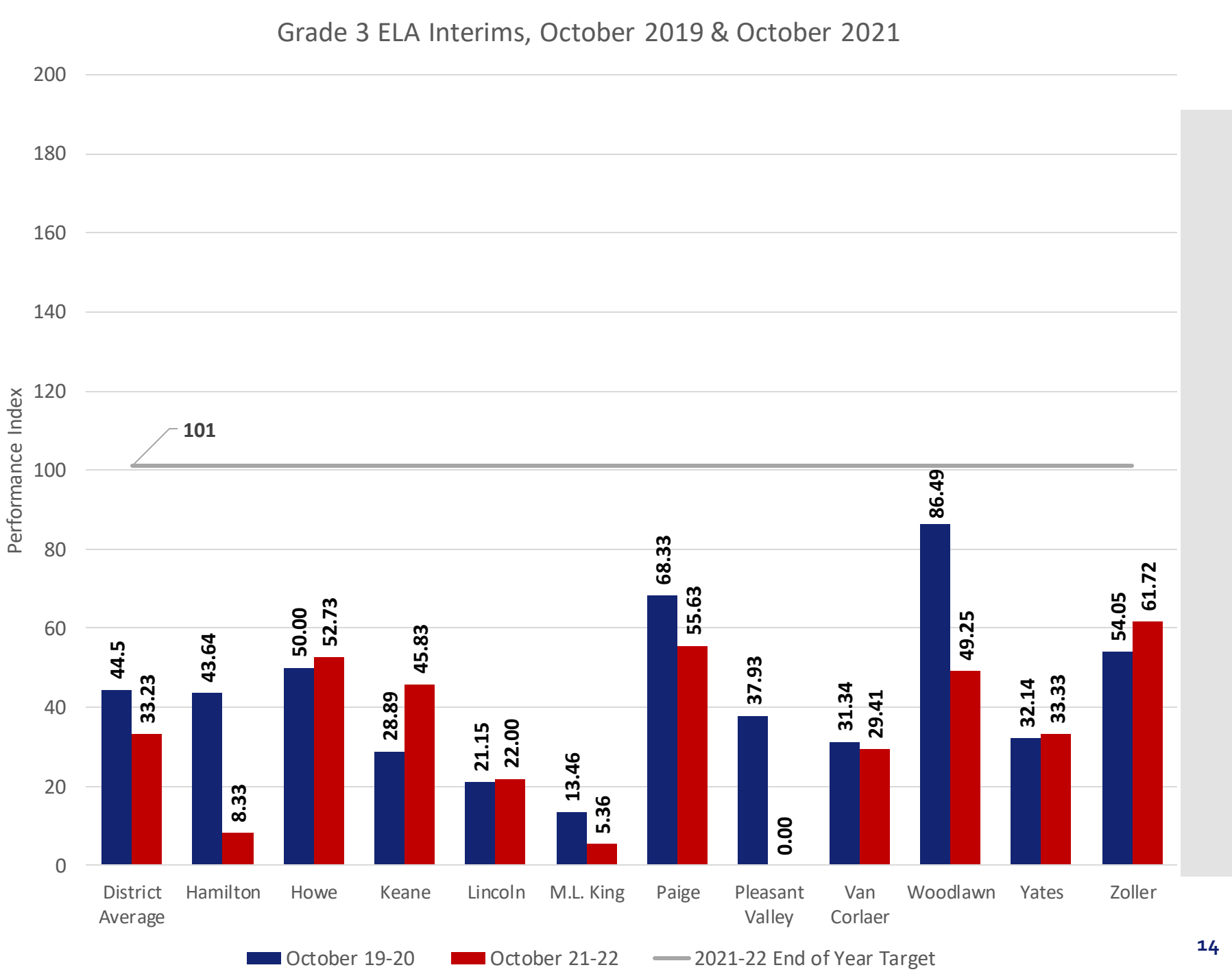
21-22 English Language Arts (ELA) Interims by Level and Recorded Group



	Female	Male	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or more races	White	Students with Disabilities	English Language Learners
Not Tested	14.68%	17.51%	40.00%	9.84%	18.49%	18.25%	12.50%	16.56%	16.85%	45.55%	21.67%
Level 4	5.82%	2.94%	0.00%	7.14%	2.37%	2.27%	0.00%	5.30%	6.16%	0.34%	0.49%
Level 3	15.89%	12.14%	0.00%	18.97%	10.56%	12.78%	12.50%	11.92%	16.03%	3.70%	3.45%
Level 2	22.47%	20.77%	20.00%	26.58%	19.95%	19.38%	12.50%	21.19%	21.51%	7.06%	14.78%
Level 1	41.14%	46.64%	40.00%	37.47%	48.63%	47.32%	62.50%	45.03%	39.45%	43.36%	59.61%

Level 1 Level 2 Level 3 Level 4 Not Tested

Grade 3 ELA Interims Fall Administration



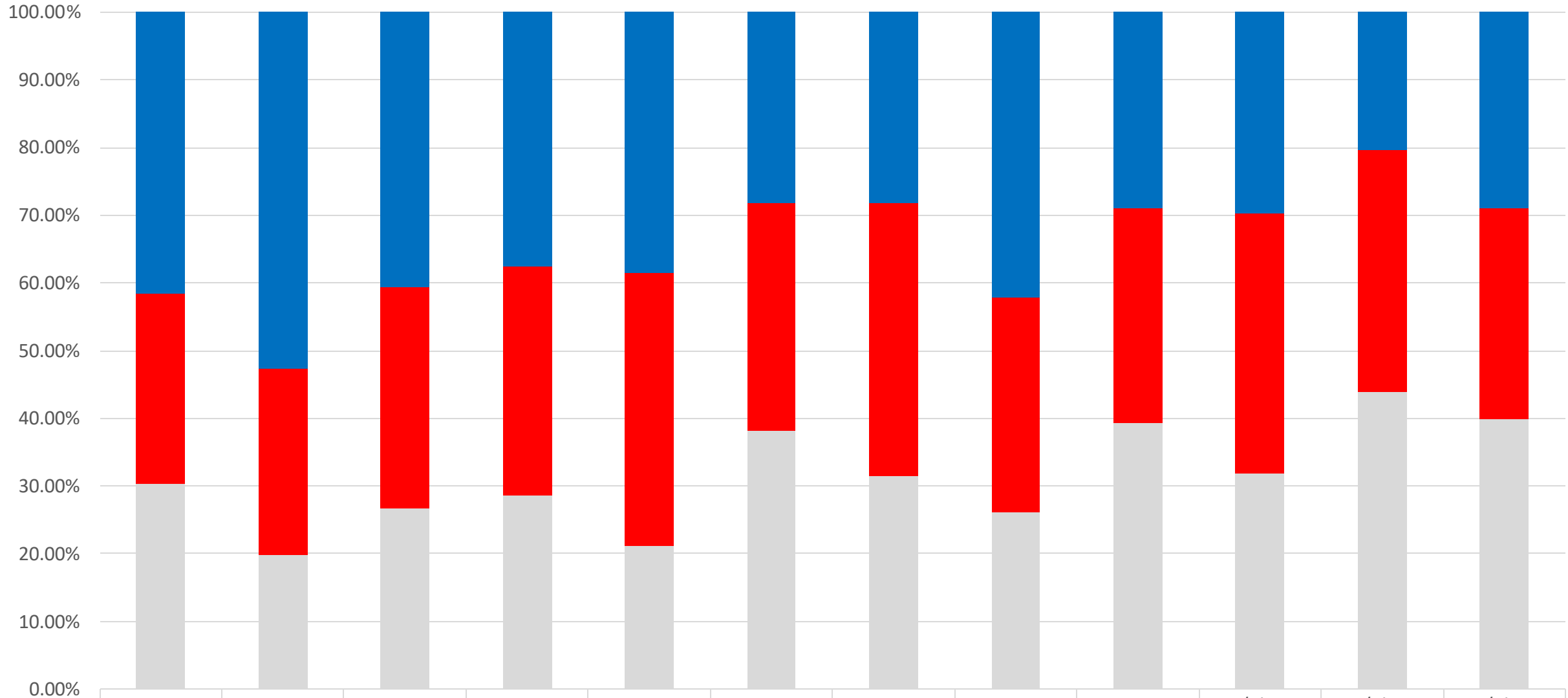
STAR Reading and Math

Early Literacy (K-2)

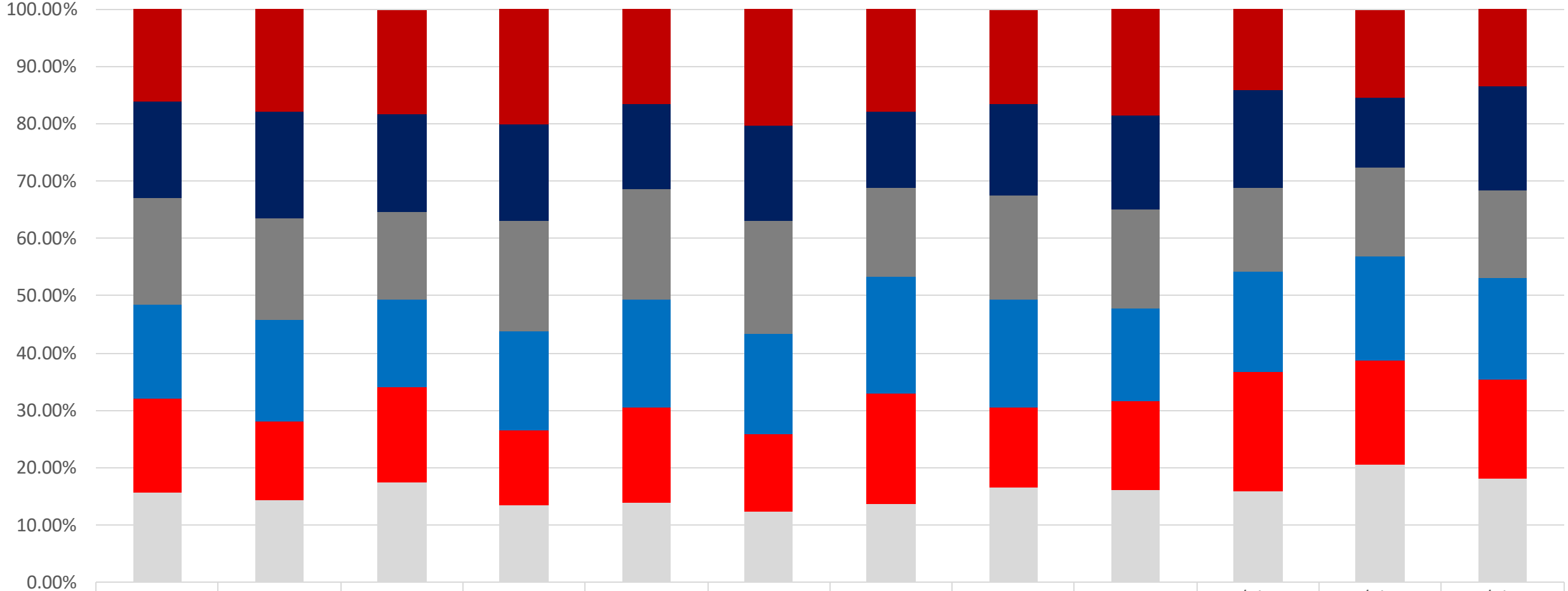
STAR Reading

STAR Math

STAR Early Literacy Grade Kindergarten through Grade 2 by Category and Grade Level

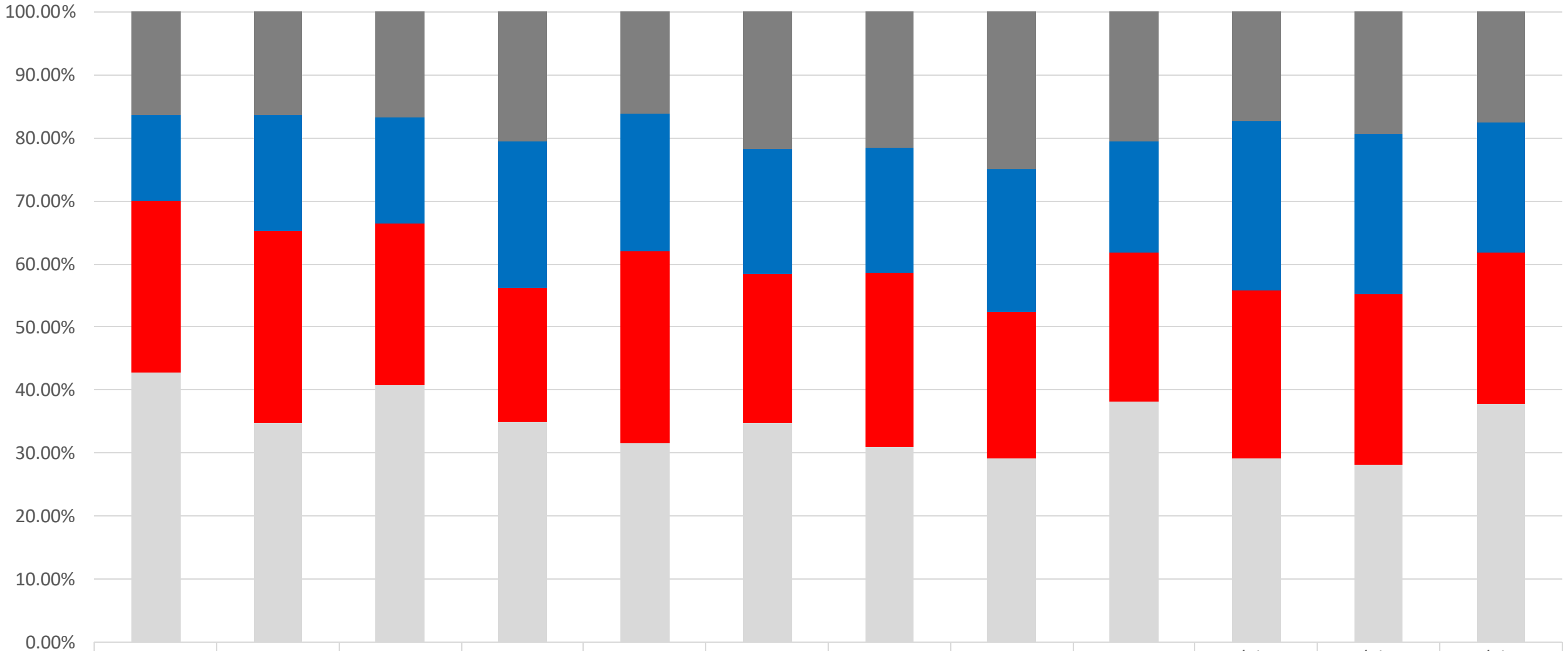


	Urgent Intervention 2019-20	Urgent Intervention 2020-21	Urgent Intervention 2021-22	Intervention 2019-20	Intervention 2020-21	Intervention 2021-22	On Watch 2019-20	On Watch 2020-21	On Watch 2021-22	At/Above Benchmark 2019-20	At/Above Benchmark 2020-21	At/Above Benchmark 2021-22
Grade 2	41.62%	52.67%	40.65%	37.61%	38.55%	28.16%	28.24%	42.22%	29.03%	29.74%	20.31%	28.97%
Grade 1	28.09%	27.48%	32.71%	33.85%	40.36%	33.66%	40.39%	31.67%	31.72%	38.32%	35.88%	31.15%
Kindergarten	30.29%	19.85%	26.64%	28.54%	21.09%	38.19%	31.37%	26.11%	39.25%	31.94%	43.82%	39.88%



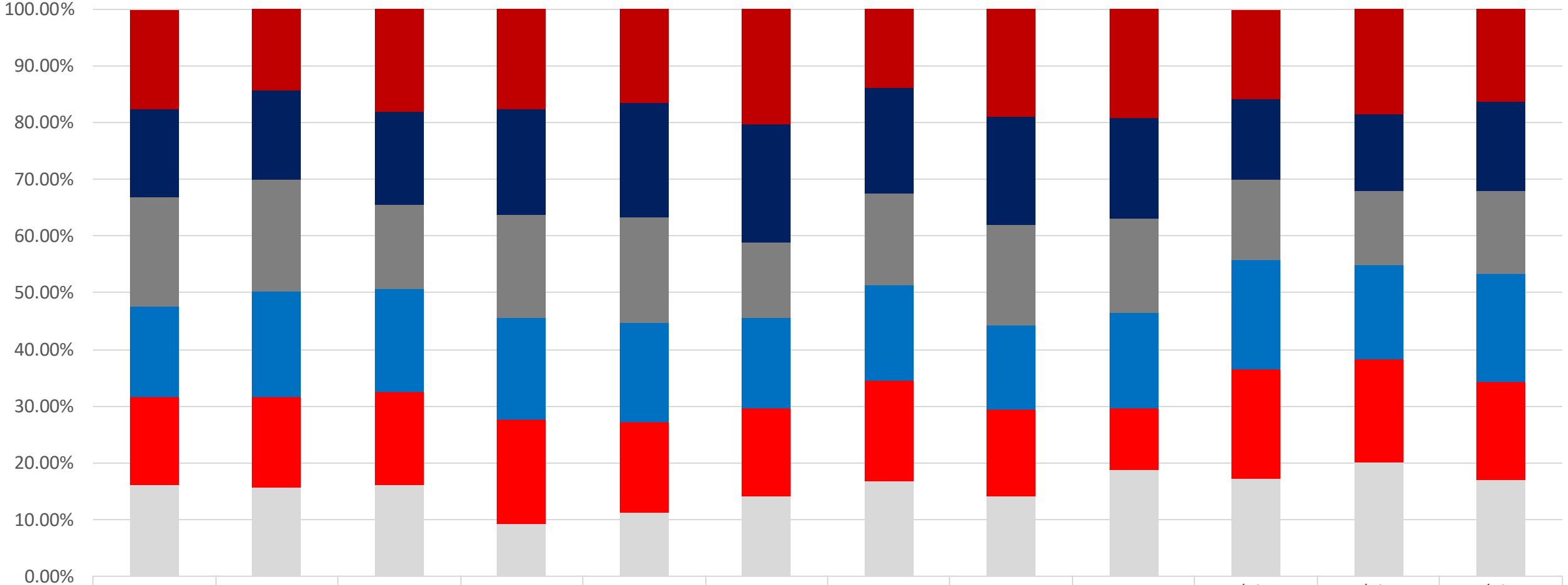
	Urgent Intervention 2019-20	Urgent Intervention 2020-21	Urgent Intervention 2021-22	Intervention 2019-20	Intervention 2020-21	Intervention 2021-22	On Watch 2019-20	On Watch 2020-21	On Watch 2021-22	At/Above Benchmark 2019-20	At/Above Benchmark 2020-21	At/Above Benchmark 2021-22
Grade 8	16.05%	17.89%	18.19%	19.97%	16.58%	20.21%	17.95%	16.60%	18.46%	14.13%	15.34%	13.50%
Grade 7	16.94%	18.63%	17.11%	16.94%	14.90%	16.69%	13.16%	15.85%	16.49%	17.01%	12.35%	18.11%
Grade 6	18.52%	17.72%	15.37%	19.28%	19.17%	19.74%	15.56%	18.30%	17.38%	14.68%	15.44%	15.30%
Grade 5	16.50%	17.64%	15.23%	17.29%	18.78%	17.51%	20.51%	18.68%	16.13%	17.47%	18.10%	17.66%
Grade 4	16.44%	13.93%	16.71%	13.20%	16.71%	13.63%	19.15%	13.96%	15.41%	20.91%	18.21%	17.44%
Grade 3	15.55%	14.19%	17.38%	13.32%	13.86%	12.22%	13.68%	16.60%	16.13%	15.80%	20.55%	18.00%

STAR Reading Grades 9 through 12 by Category and Grade Level



	Urgent Intervention 2019-20	Urgent Intervention 2020-21	Urgent Intervention 2021-22	Intervention 2019-20	Intervention 2020-21	Intervention 2021-22	On Watch 2019-20	On Watch 2020-21	On Watch 2021-22	At/Above Benchmark 2019-20	At/Above Benchmark 2020-21	At/Above Benchmark 2021-22
Grade 12	16.40%	16.29%	16.81%	20.52%	16.21%	21.73%	21.47%	25.00%	20.59%	17.43%	19.40%	17.44%
Grade 11	13.52%	18.53%	16.82%	23.29%	21.71%	19.78%	19.94%	22.54%	17.64%	26.76%	25.43%	20.77%
Grade 10	27.28%	30.35%	25.61%	21.15%	30.58%	23.67%	27.61%	23.36%	23.53%	26.56%	26.94%	24.10%
Grade 9	42.80%	34.83%	40.76%	35.04%	31.50%	34.82%	30.98%	29.10%	38.24%	29.25%	28.23%	37.69%

STAR Math Grades 3 through 8 by Category and Grade Level



	Urgent Intervention 2019-20	Urgent Intervention 2020-21	Urgent Intervention 2021-22	Intervention 2019-20	Intervention 2020-21	Intervention 2021-22	On Watch 2019-20	On Watch 2020-21	On Watch 2021-22	At/Above Benchmark 2019-20	At/Above Benchmark 2020-21	At/Above Benchmark 2021-22
Grade 8	17.58%	14.24%	18.11%	17.74%	16.60%	20.35%	13.84%	19.05%	19.18%	15.75%	18.43%	16.26%
Grade 7	15.58%	15.73%	16.43%	18.55%	20.03%	20.72%	18.56%	19.05%	17.67%	14.32%	13.58%	15.69%
Grade 6	19.37%	19.77%	14.88%	18.09%	18.63%	13.36%	16.29%	17.60%	16.59%	14.15%	13.18%	14.69%
Grade 5	15.87%	18.72%	18.04%	18.09%	17.62%	15.98%	16.81%	14.91%	17.03%	19.29%	16.65%	19.12%
Grade 4	15.44%	15.82%	16.49%	18.32%	15.84%	15.48%	17.69%	15.32%	10.78%	19.29%	18.04%	17.26%
Grade 3	16.15%	15.73%	16.04%	9.22%	11.28%	14.11%	16.81%	14.08%	18.75%	17.19%	20.12%	16.98%

"So What, Now What?"

Content Area Leaders
Curriculum Equity Audit
Piloting K-5 Literacy Programs
Shifting to Standards-Based Core Instructional Program
Instructional Technology Support Programs
Professional Learning Opportunities (PLOs)
Academic interventions coupled and supported with the work of SEL

Course Passing

Number of Students (K-6) Below Achievement for Grade Level
Quarter 1 Report Card

	1 course		2 courses		3 or > courses	
Building	19-20 Q1	21-22 Q1	19-20 Q1	21-22 Q1	19-20 Q1	21-22 Q1
Hamilton	46 (11.39%)	53 (12.83%)	44 (10.89%)	59 (15.01%)	66 (16.34%)	62 (15.01%)
Howe	60 (14.35%)	43(13.11%)	20 (4.78%)	19 (5.60%)	36 (8.61%)	36 (10.98%)
Keane	32 (10.16%)	35 (12.87%)	24 (7.62%)	19 (6.99%)	53 (16.83%)	28 (10.29%)
Lincoln	44 (13.62%)	34(11.33%)	40 (12.38%)	27 (9.00%)	48 (14.86%)	66 (22.00%)
M.L. King	85 (19.19%)	42(10.94%)	48 (10.84%)	33 (8.59%)	43 (9.71%)	64 (16.67%)
Paige	47 (10.68%)	60 (14.05%)	35 (7.95%)	46 (10.77%)	71 (16.14%)	74 (17.33%)
Pleasant Valley	96 (23.94%)	35 (10.70%)	30 (7.48%)	18 (3.67%)	43 (10.72%)	12(3.67%)
Van Corlaer	71 (18.93%)	28 (7.22%)	24 (6.40%)	14 (3.61%)	26 (5.78%)	12(3.09%
Woodlawn	67 (16.03%)	57 (13.51%)	27 (6.46%)	39 (9.24%)	68 (16.27%)	69 (16.35%)
Yates	58 (16.20%)	48 (16.22%)	40 (11.17%)	41 (13.85%)	69 (19.27%)	57 (19.26%)
Zoller	20 (4.44%)	39 (9.40%)	20 (4.44%)	22 (11.57%)	26 (6.93%)	56 (13.49%)
CPMS (6)	56 (22.49%)	12 (4.94%)	21(8.43%)	11 (4.53%	26 (10.44%)	6 (2.47%)
MPMS (6)	36 (12.95%)	38 (16.10%)	12 (4.32%)	21 (8.90%)	12 (4.32%)	42 (17.80%)
OMS (6)	70 (31.25%)	40 (19.23%)	22 (5.36%)	19 (9.13%)	20 (8.93)	10 (4.81%)

Number of Students (7-12) with Grade <65
Quarter 1 Report Card

Building	1 course		2 courses		3 or > courses	
	19-20 Q1	21-22 Q1	19-20 Q1	21-22 Q1	19-20 Q1	21-22 Q1
CPMS	76 (16.38%)	67 (14.53%)	34 (7.33%)	33 (7.16%)	43 (9.27%)	23 (4.99%)
MPMS	89 (18.31%)	128 (24.15%)	55 (11.32%)	65 (12.26%)	76 (15.64%)	74 (13.96%)
OMS	86 (17.44%)	47 (10.17%)	37 (7.51%)	11 (2.38%)	30 (6.09%)	15(3.25%)
SHS	521 (19.26%)	674 (23.98%)	319 (11.79%)	272 (9.68%)	791 (29.24%)	167 (5.94%)

Composition Index and Relative Risk: 3 or more course failures 7-12

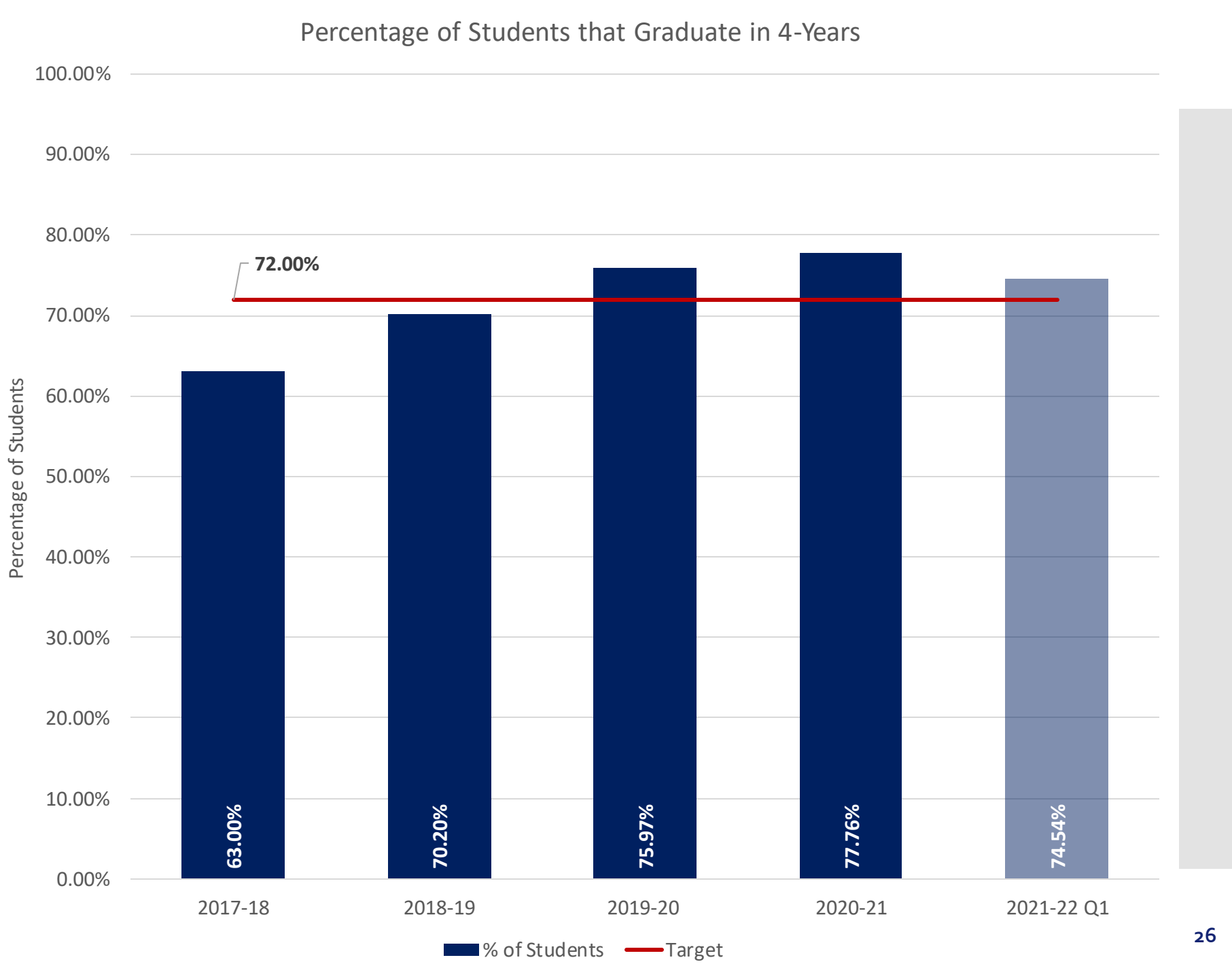
Relative Risk Definition:

The risk of a student in a recorded group being suspended *compared to* the risk of all other students being suspended

Recorded Group	Course Failures n=279	Recorded Group Enrollment Total: 4264	Relative Risk 2021-22 Q1
Hispanic/Latino	65 (23.30%)	914 (23.82%)	1.11
Asian	28 (10.04%)	986 (20.72%)	0.37
Black or African American	117 (41.94%)	1278 (25.43%)	1.69
White	46 (16.49%)	807 (17.98%)	0.85
2 or more	23 (8.24%)	264 (11.84%)	1.36
Native Hawaiian or Other Pacific Islander	0 (0.00%)	6 (0.13%)	0.00
American Indian or Alaska Native	0 (0.00%)	9 (0.09%)	0.00
SWD	39 (13.98%)	774 (18.15%)	0.73
ELL	8 (2.87%)	191 (4.48%)	0.63

Cohort Data

Graduation Rate



Intervention Strategies

Tier of Student	Intervention to address
Level 1	Student is on track for graduation (OTG)
Level 2	• APEX • Night School • Credit Recovery
Level 3	• APEX • Night school • Credit recovery • Exam Prep
Level 4 and Level 5	• APEX • Night school • Credit recovery • Exam Prep • Grad Lab • Operation Graduation- (Seniors only) • SBST- School-based Support Team