Quarter 1
2019-20 School Year

Strategic Plan, District Score Card
and Academic Progress Report

Presentation Outline

Topic	Slides
Strategic Plan	3-4
Guiding Coalition & Pillar Champions	5-15
District Score Card Key	16-17
Student & Graduate Success Pillar	18-36
Passionate People Pillar	37-46
Partnerships with Families & Community Pillar	47-54
Efficient Systems & Equitable Resources Pillar	55-58
Student Attendance	59-66
Student Behavior	67-72
Student Course Passing	73-76
Questions	77

Strategic Plan

Strategic Plan Progress Report

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

	Student & Graduate Success	Passionate People	Partnerships with Families & Community	Efficient Systems & Equitable Resources
Our Pillars				
Our Goals	• 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.	• 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.	• 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.	• 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.

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.

HURON | StuderGroup

# Guiding Coalition & Pillar Champions

Strategic Plan Progress Report

Guiding Coalition

The Charge of the Guiding Coalition is to:

- Shape and lead our work in Improvement Science;

- Serve as facilitators and accelerators of change by embedding the six core principles of Improvement Science in our daily work;

- Lead our change efforts by gaining the cooperation and support of stakeholders

- Function as the steering committee for the Strategic Plan;

- Check for connectedness and alignment of our district-wide actions to the vision, values, goals and pillars of the Strategic Plan; and

- Provide comprehensive, quarterly reports of our progress on key measures toward meeting our goals.
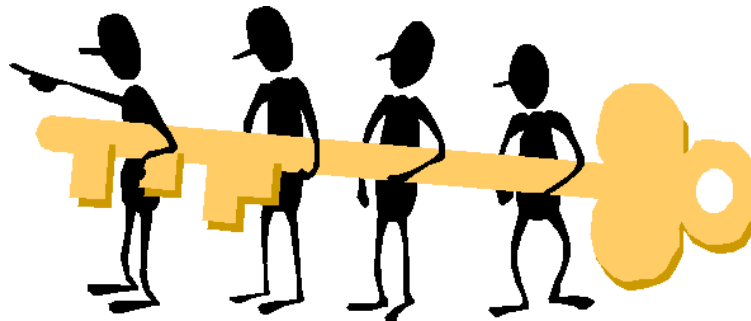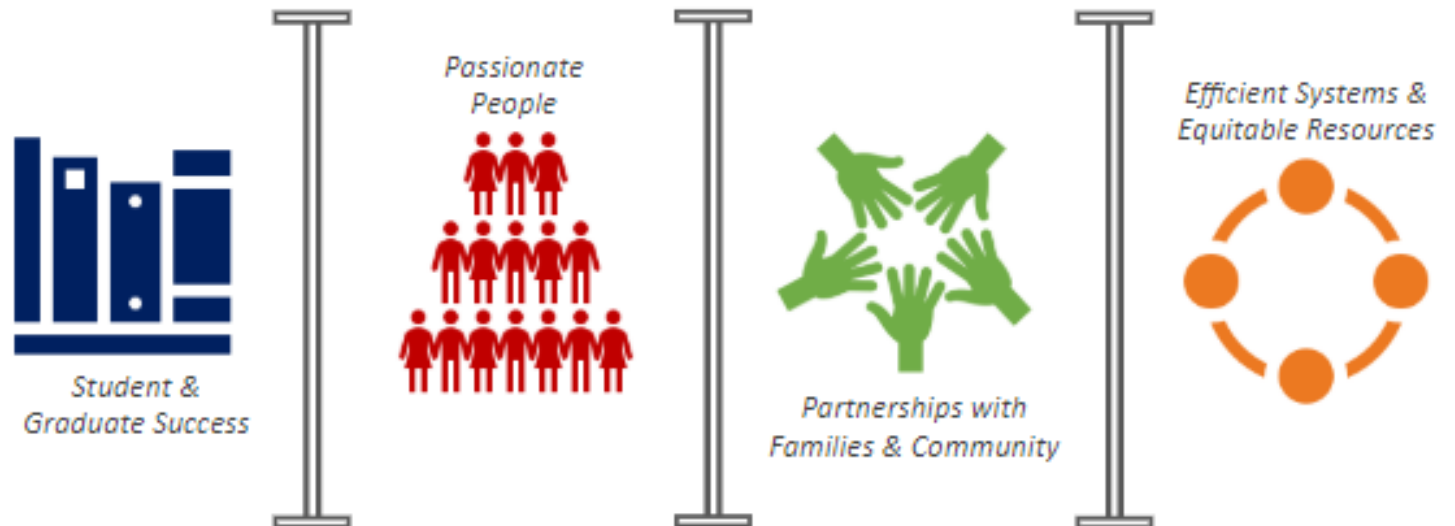
Pillar Champions

The Charge of the Pillar Champions is to:

• Develop the plan for accelerated progress toward our goals;

• Monitor effectiveness and progress toward our goals;

• Increase participation and membership by engaging stakeholders in change efforts;

• Identify actions to accelerate progress toward our goals; and

• Report progress toward our goals specific to their pillar

Passionate People

Efficient Systems & Equitable Resources

Student & Graduate Success

Partnerships with Families & Community

District Scorecard

SCORECARDS MEASURE WHAT YOU TREASURE AND BRING YOUR VISION TO REALITY

District Score Card 2019-2020

DISTRICT - GOALS: Student & Graduate Success Pillar

DISTRICT - GOALS: Passionate People Pillar

DISTRICT - GOALS: Partnerships with Families & Community Pillar

DISTRICT - GOALS: Efficient Systems & Equitable Resources Pillar

DISTRICT - GOALS: Student & Graduate Success Pillar

- 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

| Measures 2019-2020 | Base Metric Fall 2019 | Progress Monitoring | | | Evidence of Success | | |
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96				Target: 91 Actual:	Target: 96 Actual:	Target: 101 Actual:
Increase the Performance Index (PI) for Grade 3 Math	72.66				Target: 78.05 Actual:	Target: 83.45 Actual:	Target: 88.84 Actual:
Increase the % of students who graduate in 4 years	65.8				Target: 70 Actual:	Target: 71 Actual:	Target: 72 Actual:
Increase the % of students on the path to college, career, and life success	83.3				Target: 88 Actual:	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.8				Target: 21 Actual:	Target: 20 Actual:	Target: 19 Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.3				Target: 33 Actual:	Target: 32 Actual:	Target: 31 Actual:
Close the achievement gap, on key measures, for students in identified subgroups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Implement Trauma-Sensitive Schools that include universal and specific approaches to ensure that students feel safe physically, socially, and emotionally so that they can attend to learning
- Execute continuous improvement and improvement science
- Challenge current beliefs, practices, policies to improve students' sense of belonging
- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice

DISTRICT - GOALS: Passionate People Pillar

- 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.

| Measures 2019-2020 | Base Metric Fall 2019 | Progress Monitoring | | | Evidence of Success | | |
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase % of new faculty from underrepresented demographic groups	18%				Target: 24% Actual:	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%				Target: 8% Actual:	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	36.36%			Target: 47% Actual:	Target: 42% Actual:	Target: 38% Actual:
Increase employee satisfaction with in-district professional development sessions	n/a				Measure & baseline established	Target TBD	Target TBD
Increase overall mean on employee engagement and satisfaction survey	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Develop and execute recruitment procedures that attract diverse candidates
- Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
- Engage employees' agency in collaboration to fulfill our district vision and goals
- Implement Thought Exchange to solicit feedback
- Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

DISTRICT - GOALS: Partnerships with Families & Community Pillar

- 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.

| Measures 2019-2020 | Base Metric Fall 2019 | Progress Monitoring | | | Evidence of Success | | |
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	3167				Target: 3250 Actual:	Target: 3500 Actual:	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%				Target: 86.9% Actual:	Target: 87.2% Actual:	Target: 87.6% Actual:
Increase % parents participating in parent survey	26.64%				Target: 30% Actual:	Target: 32.5% Actual:	Target: 35% Actual:
Increase % of parents participating in parent survey from underrepresented demographic groups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Engage to understand the most meaningful methods for 2-way communication with families
- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent Liaisons and other internal resources to define best practices for parent engagement
- Design and execute a systemic approach to welcoming new students and families

DISTRICT - GOALS: Efficient Systems & Equitable Resources Pillar

- We engage stakeholders to develop and improve inclusive systems and procedures to be clear and efficient.
- 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.

Measures 2019-2020	Progress Monitoring				Evidence of Success		
	Base Metric Fall 2019	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Create a measure of funding equity that increases resources to buildings with higher need indices	n/a				Measure & baseline established	Target: TBD Actual:	Target: TBD Actual:
Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process	0				Target: 3 Actual:	Target: 3 Actual:	Target: 3 Actual:
• Process for the Creation of Computerized System User Accounts							
• Progress Monitoring and Response to Intervention							
• Requisitions & Purchase Orders							

Strategies
- Train all users to fully deploy and respond to Let's Talk
- All departments develop and implement improvement action plans based on survey feedback and other data sources
- Define and implement the most effective methods of communication for stakeholders, and validate and hold each other accountable for using the best methods
- Design and execute a process to improve the efficiency and effectiveness of our scheduling and service delivery
- Deploy a weighted student funding formula to ensure equitable resources to all schools

District Score Card 2019-2020

Measures adopted by the Board of Education, August 7, 2019

Progress Monitoring

Students and Graduate Success

Passionate People

Partnerships with Families and Community

Efficient Systems and Equitable Resources

2019-2024 SCSD STRATEGIC PLAN

Pillar Champions
Team Facilitators & Co-Facilitators

Student & Graduate Success
Dr. José Salgado
Ms. Diane Wilkinson

Partnerships with Families & Community
Ms. Andrea Tote-Freeman
Ms. Karen Corona
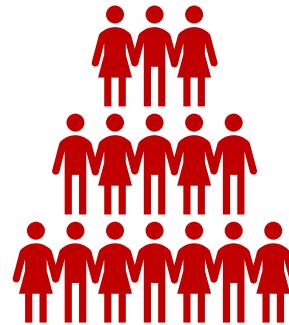
Passionate People
Ms. Christina Mahoney
Dr. Patrick Jean-Pierre

Efficient Systems & Equitable Resources
Ms. Kimberly Lewis
Dr. Aaron Bochniak

District Scorecard & Stoplight Reporting Key
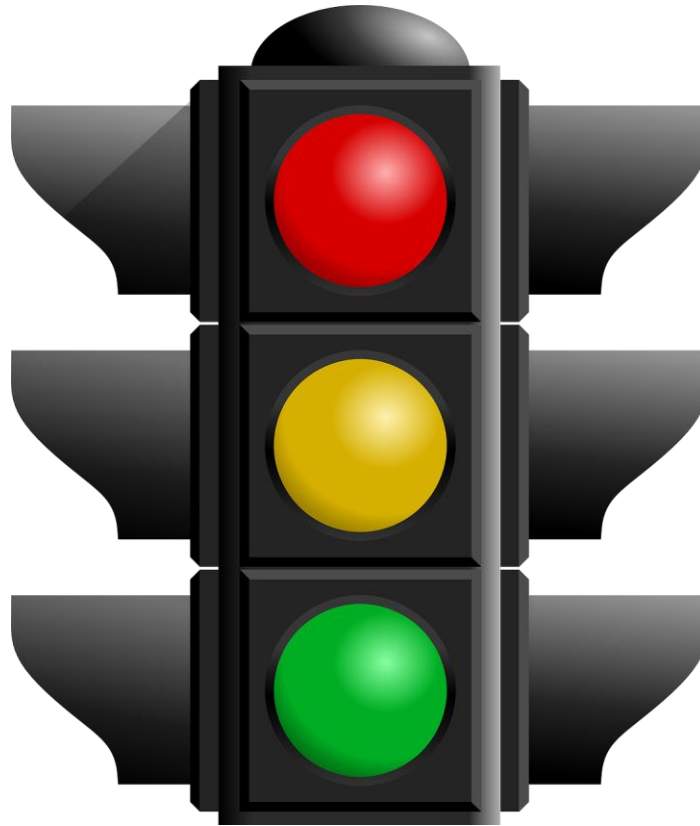
Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

District Scorecard

DISTRICT - GOALS: Student & Graduate Success Pillar

- 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

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	STAR Reading: 110.06 ELA Interims: 53.53			Target: 91 Actual:	Target: 96 Actual:	Target: 101 Actual:
Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17			Target: 78.05 Actual:	Target: 83.45 Actual:	Target: 88.84 Actual:
Increase the % of students who graduate in 4 years	69.30%	68.70%			Target: 70 Actual:	Target: 71 Actual:	Target: 72 Actual:
Increase students on the path to college, career, and life success (CCCR Index)	83.3	90.16			Target: 88 Actual:	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% (21.70%)			Target: 21% Actual:	Target: 20% Actual:	Target: 19% Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% (53.9%)			Target: 33% Actual:	Target: 32% Actual:	Target: 31% Actual:
Close the achievement gap, on key measures, for students in identified subgroups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Implement Trauma-Sensitive Schools that include universal and specific approaches to ensure that students feel safe physically, socially, and emotionally so that they can attend to learning
- Execute continuous improvement and improvement science
- Challenge current beliefs, practices, policies to improve students' sense of belonging
- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice

18

DISTRICT - GOALS: Passionate People Pillar

- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase % of new faculty from underrepresented demographic groups	18%	18.60%			Target: 24% Actual:	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%	1.69% (10.62%)			Target: 8% Actual:	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% (78.78%)			Target: 47% Actual:	Target: 42% Actual:	Target: 38% Actual:
Increase employee satisfaction with in-district professional development sessions	n/a				Measure & baseline established	Target TBD	Target TBD
Increase overall mean on employee engagement and satisfaction survey	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Develop and execute recruitment procedures that attract diverse candidates
- Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
- Engage employees' agency in collaboration to fulfill our district vision and goals
- Implement Thought Exchange to solicit feedback
- Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

37

DISTRICT - GOALS: Partnerships with Families & Community Pillar

- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts			Target: 3250 Actual:	Target: 3500 Actual:	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%			Target: 86.9% Actual:	Target: 87.2% Actual:	Target: 87.6% Actual:
Increase % parents participating in parent survey	26.64%				Target: 30% Actual:	Target: 32.5% Actual:	Target: 35% Actual:
Increase % of parents participating in parent survey from underrepresented demographic groups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Engage to understand the most meaningful methods for 2-way communication with families
- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent Liaisons and other internal resources to define best practices for parent engagement
- Design and execute a systemic approach to welcoming new students and families

47

DISTRICT - GOALS: Efficient Systems & Equitable Resources Pillar

- We engage stakeholders to develop and improve inclusive systems and procedures to be clear and efficient.
- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Create a measure of funding equity that increases resources to buildings with higher need indices	n/a				Measure & baseline established	Target: TBD Actual:	Target: TBD Actual:
Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process		Overall			Target: 3 Actual:	Target: 3 Actual:	Target: 3 Actual:
• Process for the Creation of Computerized System User Accounts		Some barriers to implementation exist					
• Progress Monitoring and Response to Intervention		Some barriers to implementation exist					
• Requisitions & Purchase Orders		Some barriers to implementation exist					

Strategies
- Train all users to fully deploy and respond to Let's Talk
- All departments develop and implement improvement action plans based on survey feedback and other data sources
- Define and implement the most effective methods of communication for stakeholders, and validate and hold each other accountable for using the best methods
- Design and execute a process to improve the efficiency and effectiveness of our scheduling and service delivery
- Deploy a weighted student funding formula to deliver equitable resources to all schools

55

DISTRICT - GOALS: Student & Graduate Success Pillar

- 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

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	STAR Reading: 110.06 ELA Interims: 53.53			Target: 91 Actual:	Target: 96 Actual:	Target: 101 Actual:
Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17			Target: 78.05 Actual:	Target: 83.45 Actual:	Target: 88.84 Actual:
Increase the % of students who graduate in 4 years	69.30%	68.70%			Target: 70 Actual:	Target: 71 Actual:	Target: 72 Actual:
Increase students on the path to college, career, and life success (CCCR Index)	83.3	90.16			Target: 88 Actual:	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% (21.70%)			Target: 21% Actual:	Target: 20% Actual:	Target: 19% Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% (53.9%)			Target: 33% Actual:	Target: 32% Actual:	Target: 31% Actual:
Close the achievement gap, on key measures, for students in identified subgroups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Implement Trauma-Sensitive Schools that include universal and specific approaches to ensure that students feel safe physically, socially, and emotionally so that they can attend to learning
- Execute continuous improvement and improvement science
- Challenge current beliefs, practices, policies to improve students' sense of belonging
- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice

Increase the PI for Grade 3 ELA

Measures 2019-2020	18-19	Q1 Metric
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	STAR Reading: 110.06 ELA Interims: 53.53
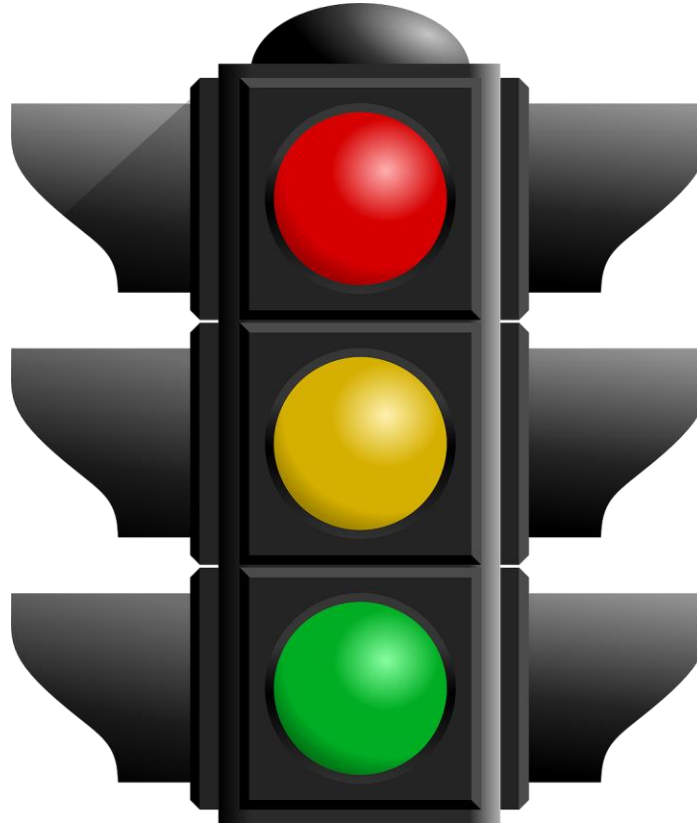
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Metric: Grade 3 STAR Reading, September 2019

Metric: Grade 3 STAR Reading Sept 2019

School	2018-2019	2019-2020
District Average	114.69	110.06
Hamilton	77.94	88.18
Howe	150.79	121.3
Keane	145.54	141.86
Lincoln	115.52	88
M.L. King	82.99	138
Paige	107.65	138.71
Pleasant Valley	92.74	95.83
Van Corlaer	120.31	98.48
Woodlawn	158.59	139.1
Yates	80.33	57.89
Zoller	141.21	147.14

2019-20 End of Year Target: 91
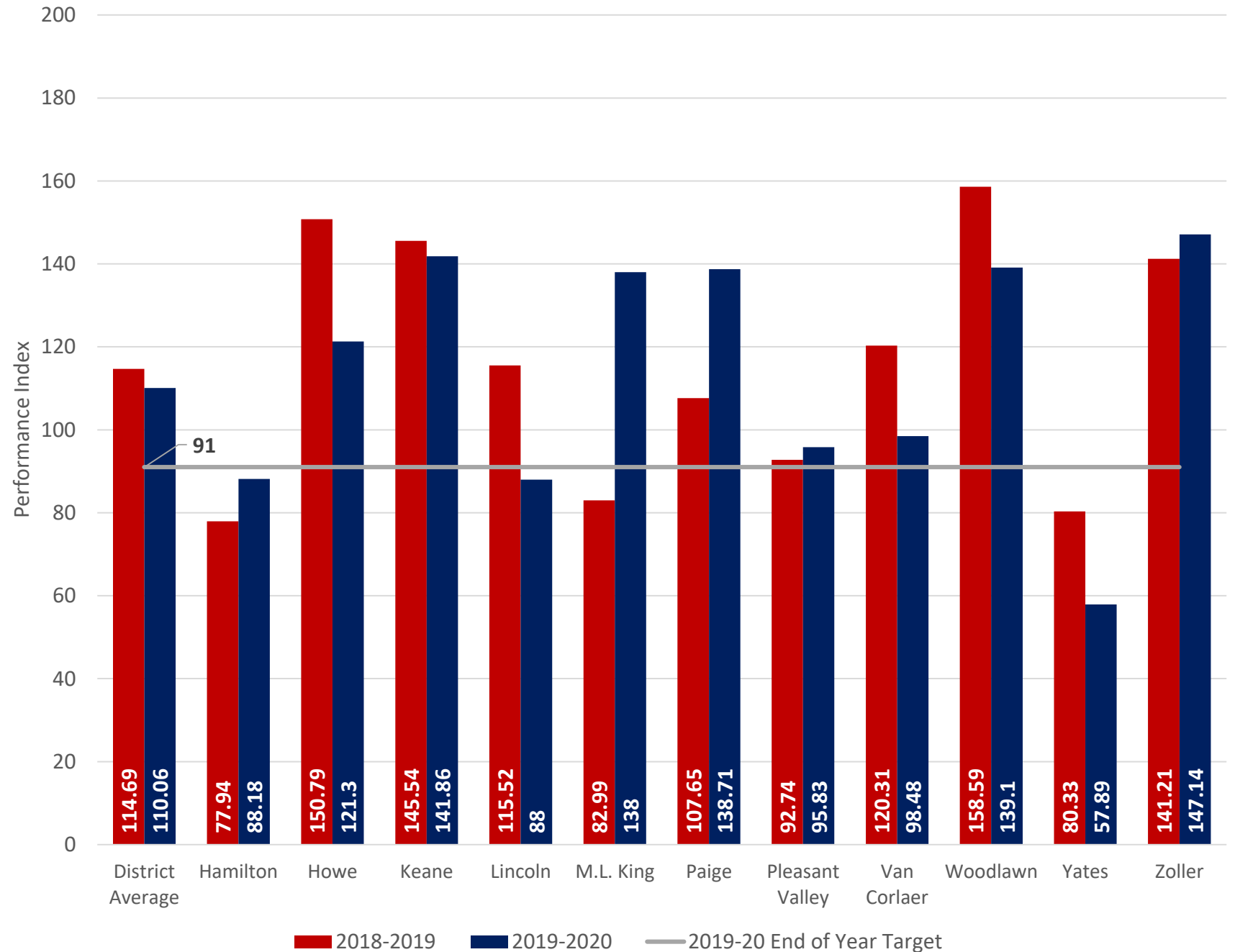
Metric: Grade 3 ELA Interims, October 2019
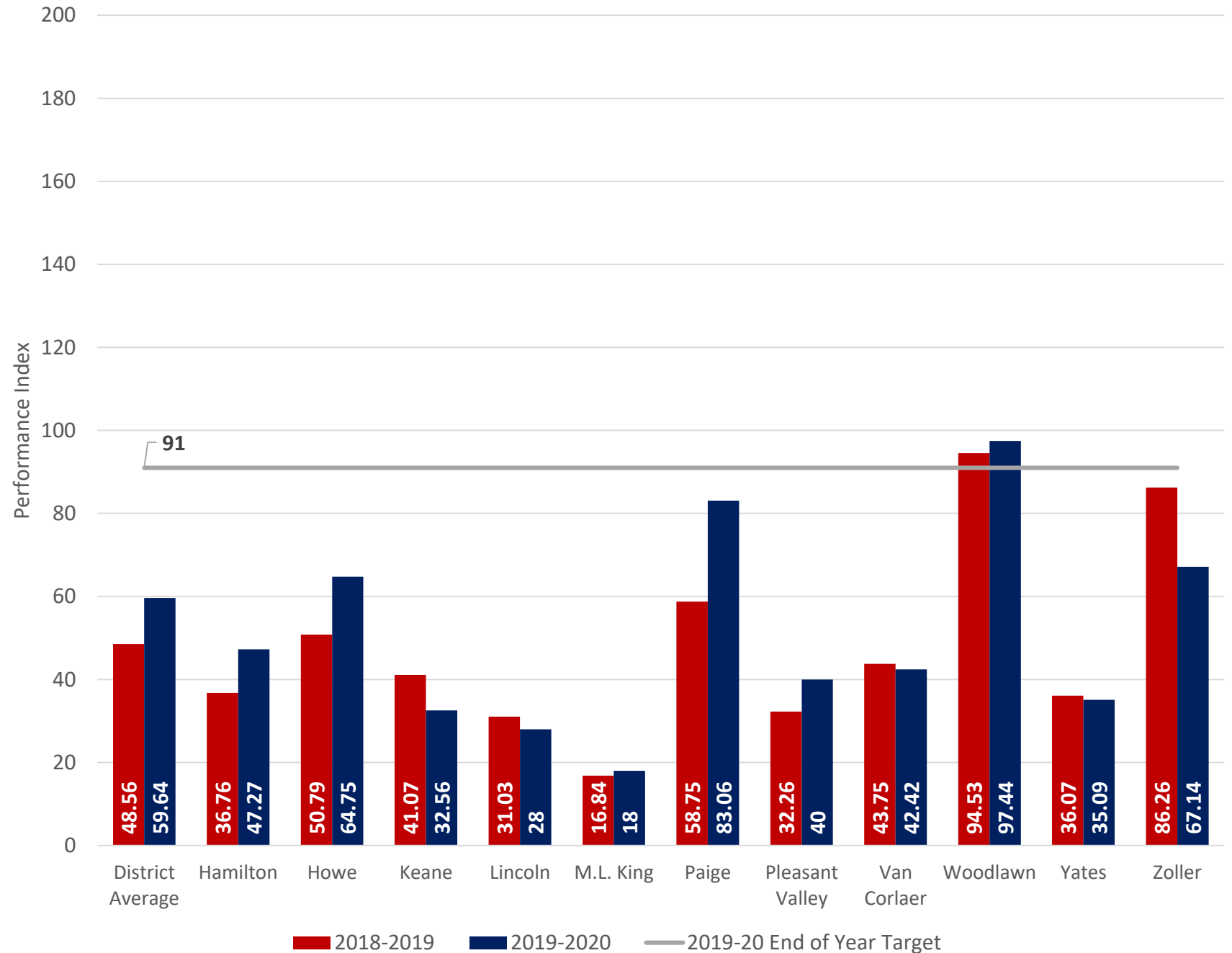
Increase the PI for Grade 3 Math

Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	ELA Interims: 53.53
Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17
Increase the % of students who graduate in 4 years	69.30%	68.70%
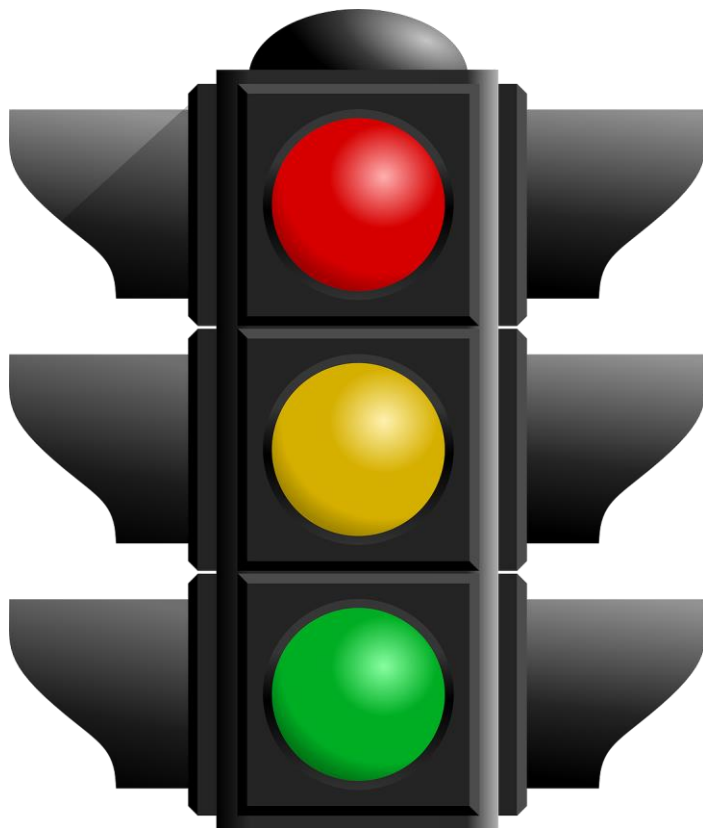
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Metric: Grade 3 STAR Math, September 2019

Metric: Grade 3 STAR Math Sept 2019

	2018-2019	2019-2020
District Average	125.26	123.17
Hamilton	88.97	58.93
Howe	130.16	136.07
Keane	137.5	147.67
Lincoln	130.17	97
M.L. King	101.03	122
Paige	126.88	157.26
Pleasant Valley	90.32	72.88
Van Corlaer	129.69	119.7
Woodlawn	164.84	152.56
Yates	107.38	78.07
Zoller	167.58	158.57

2019-20 End of Year Target: 78.05

■ 2018-2019 ■ 2019-2020 — 2019-20 End of Year Target

Increase the % of students that graduate in 4 years

Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17
Increase the % of students who graduate in 4 years	69.30%	68.70%
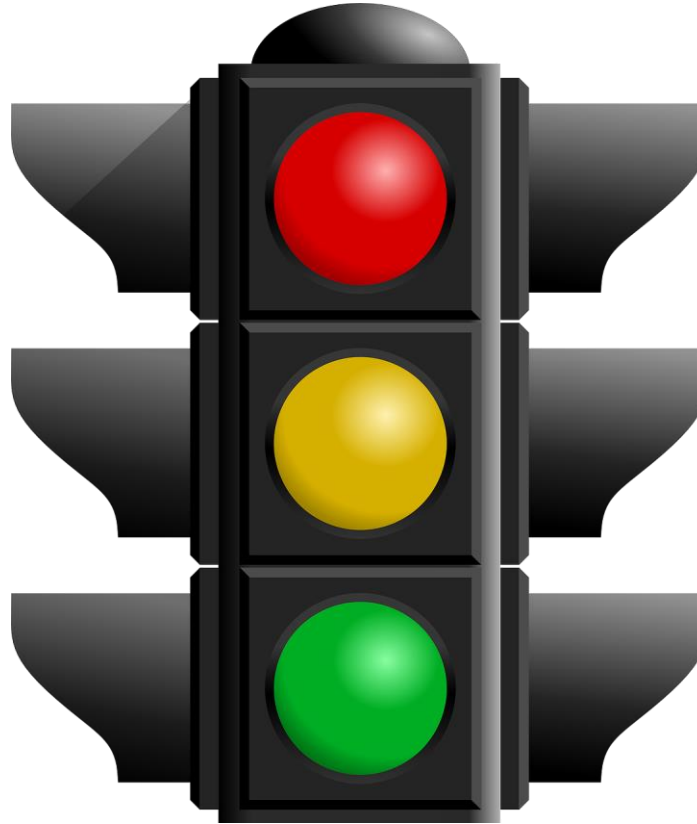
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Increase the % of students that graduate in 4-years

% of Students that Graduate in 4-years
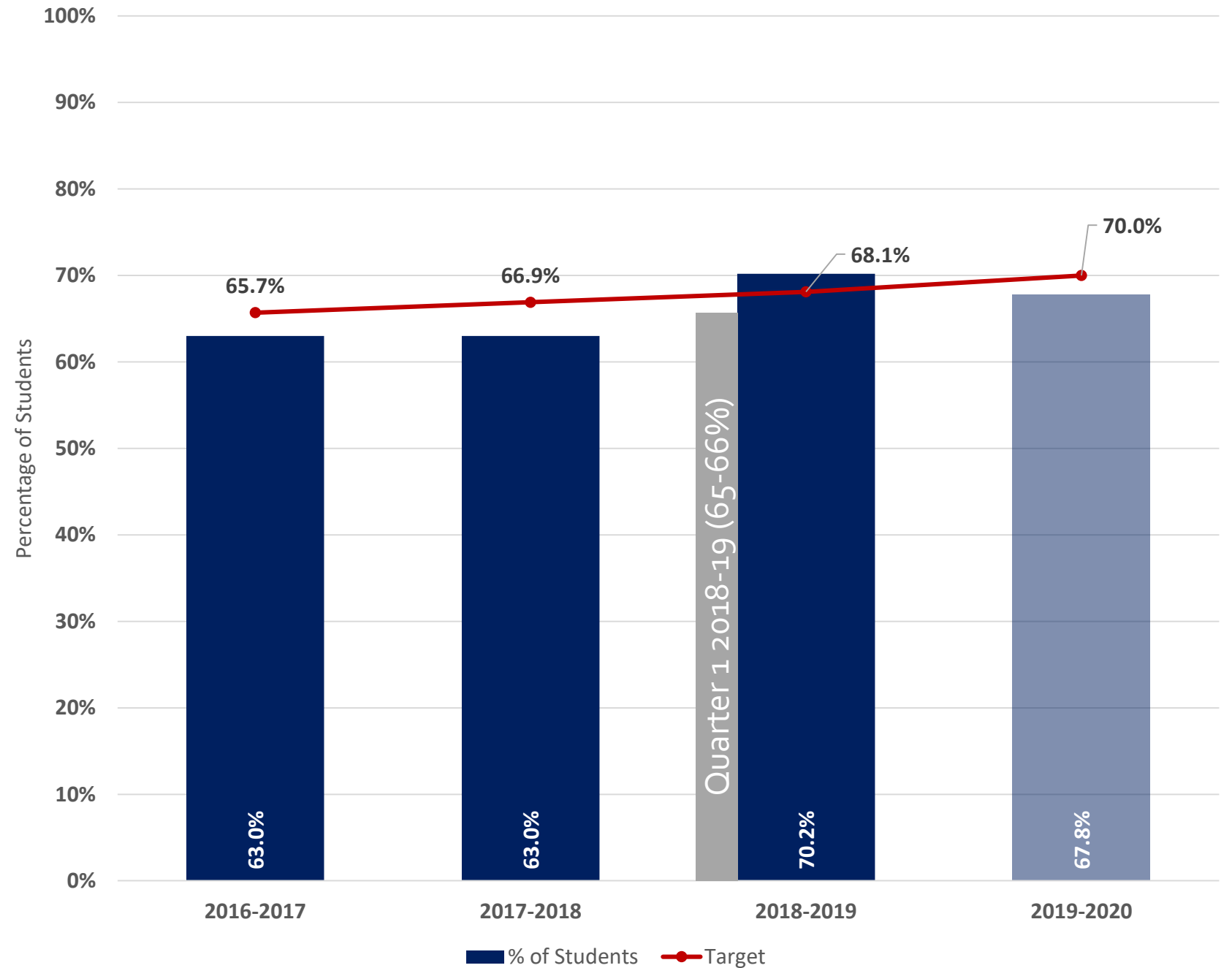
Increase students on the path to college, career & life success

increase the % of students who graduate in 4 years | 69.50% | 68.70%

Increase students on the path to college, career, and life success (CCCR Index) | 83.3 | 90.16
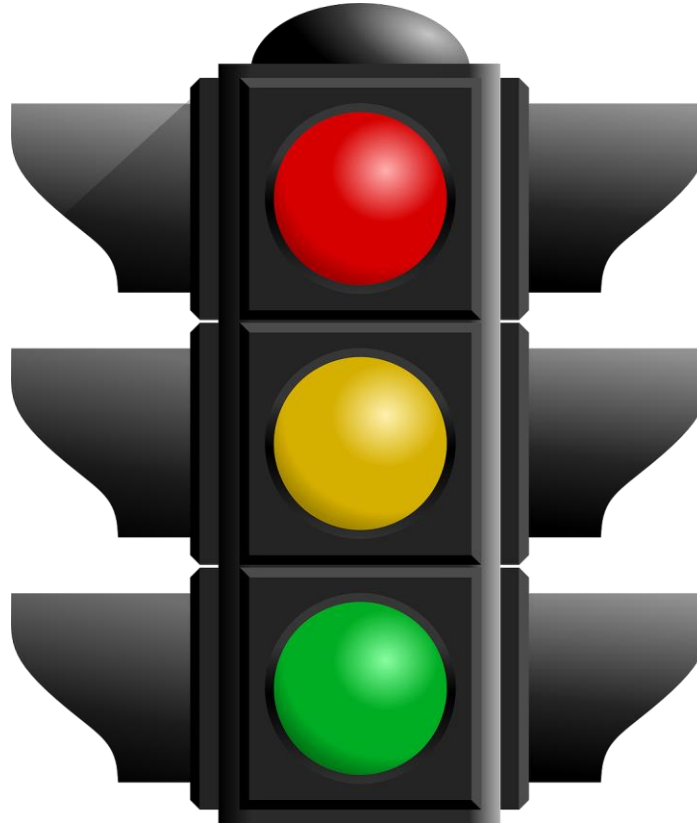
Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

The Measure:
College, Career, and Civic Readiness (CCCR) Index at the Secondary-Level (HS)

- Rate of preparedness of:
  - 1) students in the 4-year graduation-rate total cohort as of June 30th of the reporting year who demonstrated certain achievements in preparation for college, a career, and civic engagement;
  - 2) ELL students not in the cohort but who earned a Regents diploma with a Seal of biliteracy; and
  - 3) students who in the current year earned a High School Equivalency (HSE) diploma
    - The denominator includes:
      - students in the 4-year graduation-rate total cohort as of June 30th of the reporting year (Cohort Count); and
      - ELL students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy (Annual Biliteracy)
    - The numerator includes:
      - Students multiplied by a weight (0.5 to 2.0), depending on the type of achievement earned (e.g. Regents Diploma with CDOS Credential is given a 1.5 Weight)
- The CCCR Index is calculated by dividing the numerator by the denominator and multiplying the result by 100
- The "End Goal" is 175, the Index that would indicate that on average all students are CCCR prepared.

Example Numerator:

CCCR Achievement	Weight
None	0
Regents with CDOS	1.5
Regents and HS Dual Enroll Credit	2
Regents and HS Dual Enroll Credit	2
None	0
Local Diploma Only	1
None	0
None	0
None	0
Regents with Advanced Designation	2
None	0
Regents and HS Dual Enroll Credit	2
None	0
None	0
Regents with CDOS	1.5
None	0
Regents and HS Dual Enroll Credit	2
Regents and HS Dual Enroll Credit	2
Regents With Smart Scholar	2
None	0

Denominator:
2018-19 Cohort Members = 742
2019-20 Cohort Members = 722

The Measure:
College, Career, and Civic Readiness (CCCR) Index at the Secondary-Level (HS)

Number of Cohort Members (a)	Annual (NON-COHORT) Regents w/Seal of Biliteracy (b)	Students Weighted at 2.0 (c)	Students Weighted at 1.5 (d)	Students Weighted at 1.0 (e)

Students Weighted at 0.5 (f)	Students Weighted at 0.0 (g)	CCCR Index (h) = ((2.0(c) + 1.5(d)+1.0(e)+0.5(f)) / (a+b)) *100

Example Numerator:

CCCR Achievement	Weight
None	0
Regents with CDOS	1.5
Regents and HS Dual Enroll Credit	2
Regents and HS Dual Enroll Credit	2
None	0
Local Diploma Only	1
None	0
None	0
None	0
Regents with Advanced Designation	2
None	0
Regents and HS Dual Enroll Credit	2
None	0
None	0
Regents with CDOS	1.5
None	0
Regents and HS Dual Enroll Credit	2
Regents and HS Dual Enroll Credit	2
Regents With Smart Scholar	2
None	0

Denominator:
2018-19 Cohort Members = 742
2019-20 Cohort Members = 722

Increase students on the path to college, career & life success

Schenectady City Schools · *Est. 1854*

Students on the Path to College, Career & Life Success

School Year	CCCR Index	Target
2016-2017	75.30	75.30
2017-2018	78.75	79.30
2018-2019	117.99	83.33
2019-2020	90.16	88.00

Legend: ■ CCCR Index — ● Target
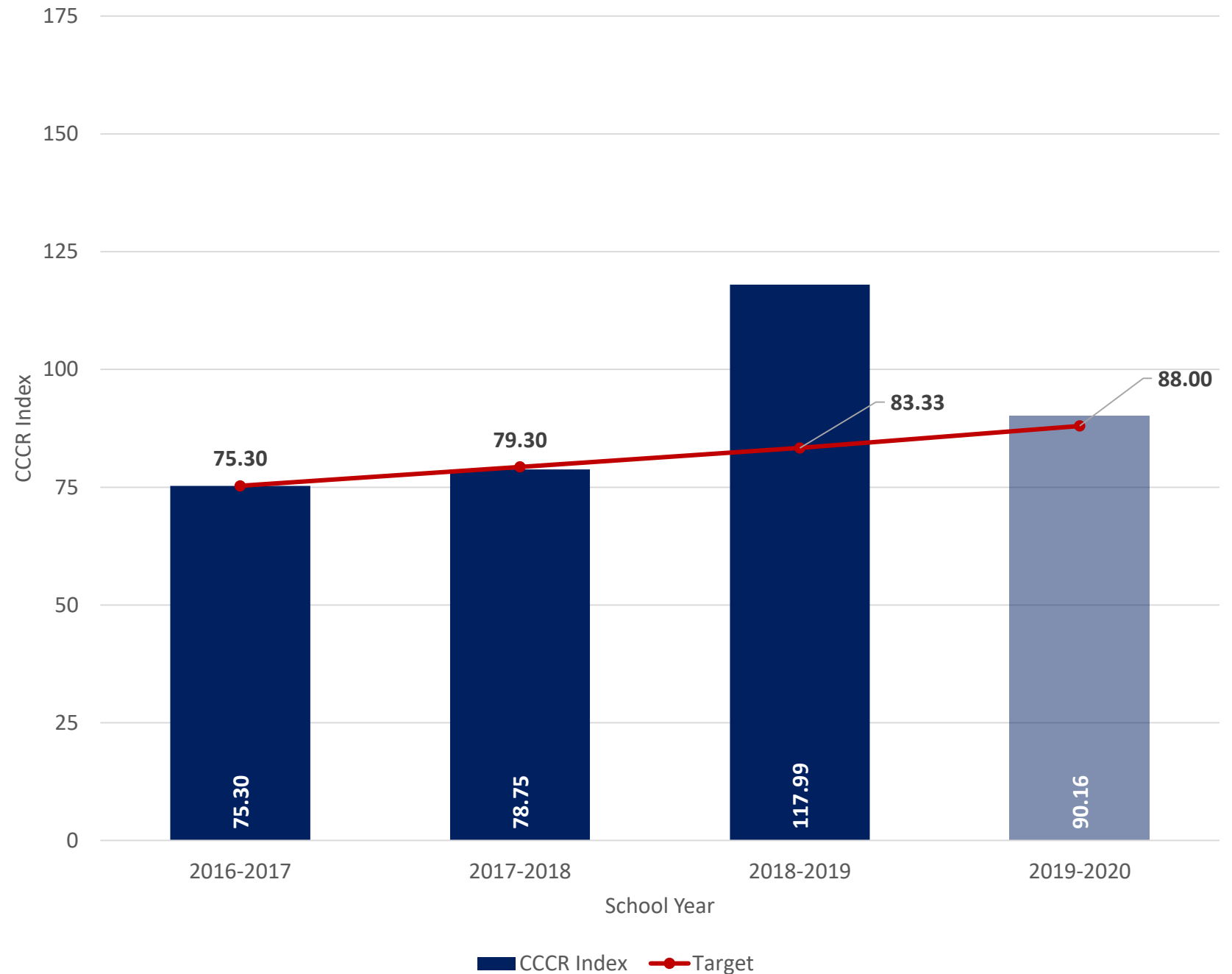
Decrease the % of students chronically absent (Gr 1-8)

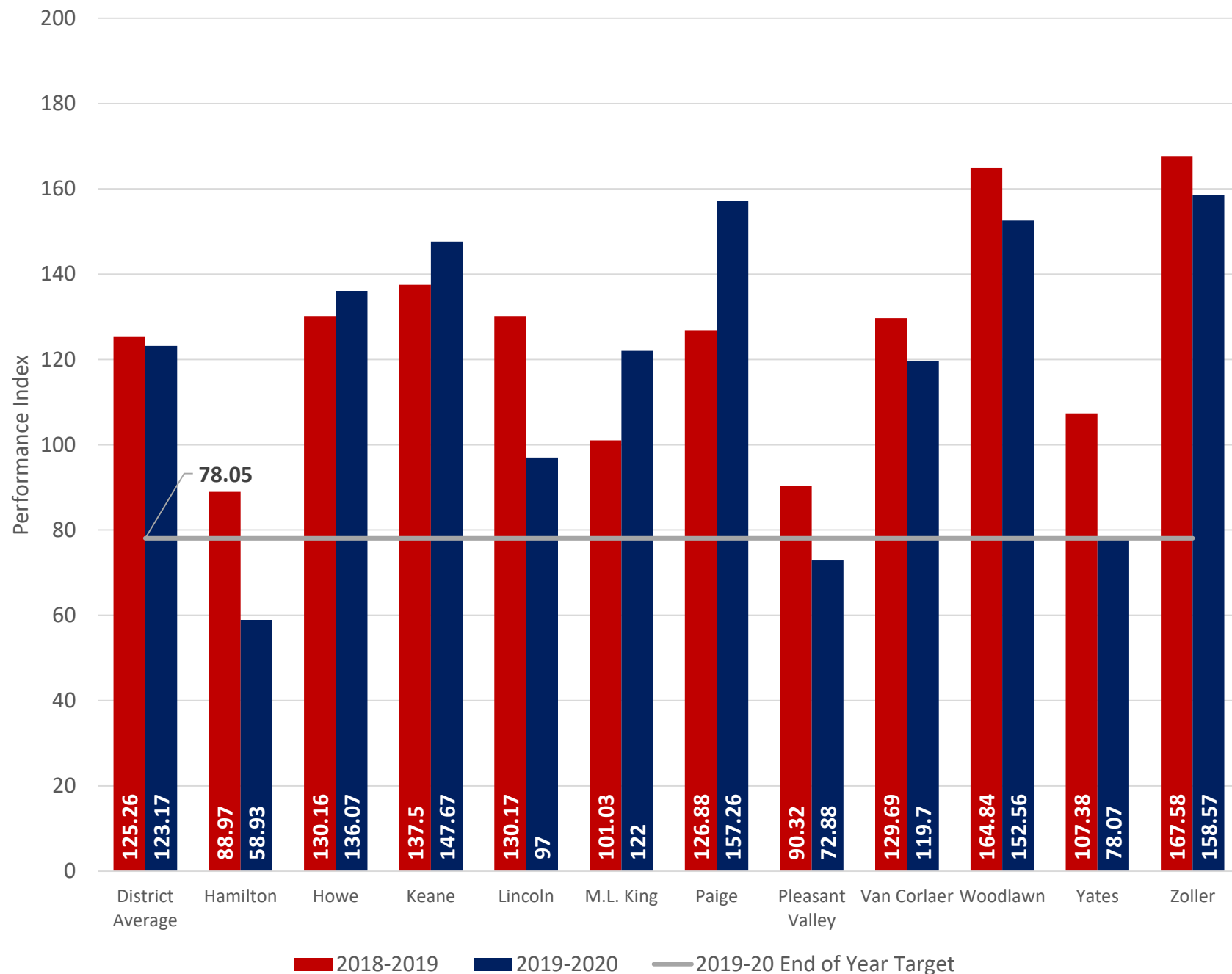|		
Increase students on the path to college, career, and life success (CCCR Index)	83.5	90.16
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% (21.70%)
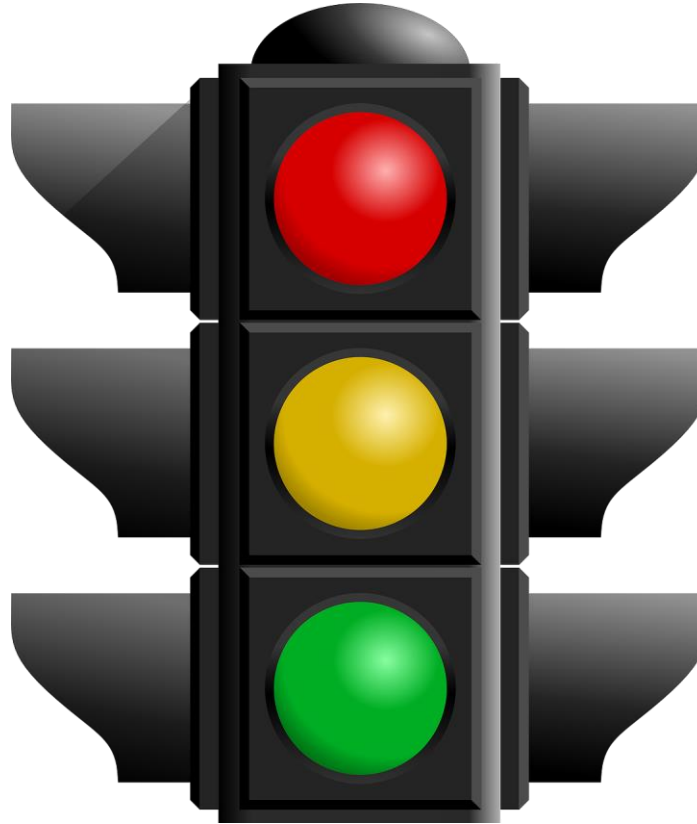
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Decrease the % of students chronically absent (Gr 1-8)

Chronically Absent (≥ 10%) Students, Grades 1-8

	% of Students	Target
2016-2017 SY	30.20%	30.20%
2017-2018 SY	27.30%	29.12%
2018-2019 SY	22.80%	28.18%
2019-2020 Q1 (4.5 days)	21.70%	21.00%
2019-2020 Q1 (18+ days)	1.95%	21.00%

Decrease the % of students chronically absent (Gr 9-12)

	22.80%	1.93% (21.70%)
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% (53.9%)
Close the achievement gap, on key measures, for students in identified		
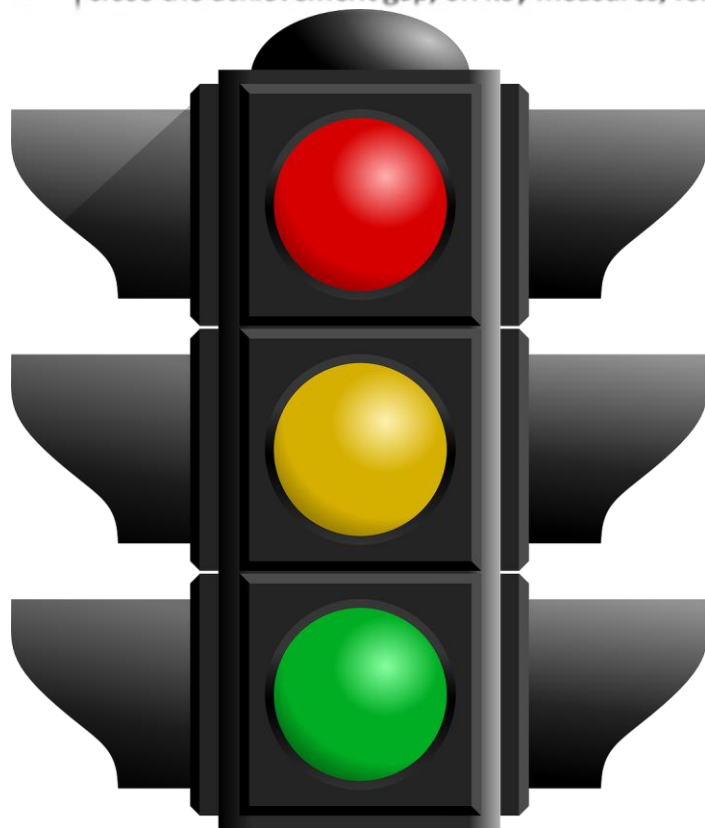
Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Decrease the % of students chronically absent (Gr 9-12)

Chronically Absent (≥ 10%) Students, Grades 9-12

Percentage of Students

	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 Q1 (4.5 days)	2019-2020 Q1 (18+ days)
% of Students	43.30%	35.30%	34.30%	53.90%	21.82%
Target	43.30%	41.77%	40.24%	33.00%	33.00%

■ % of Students ● Target
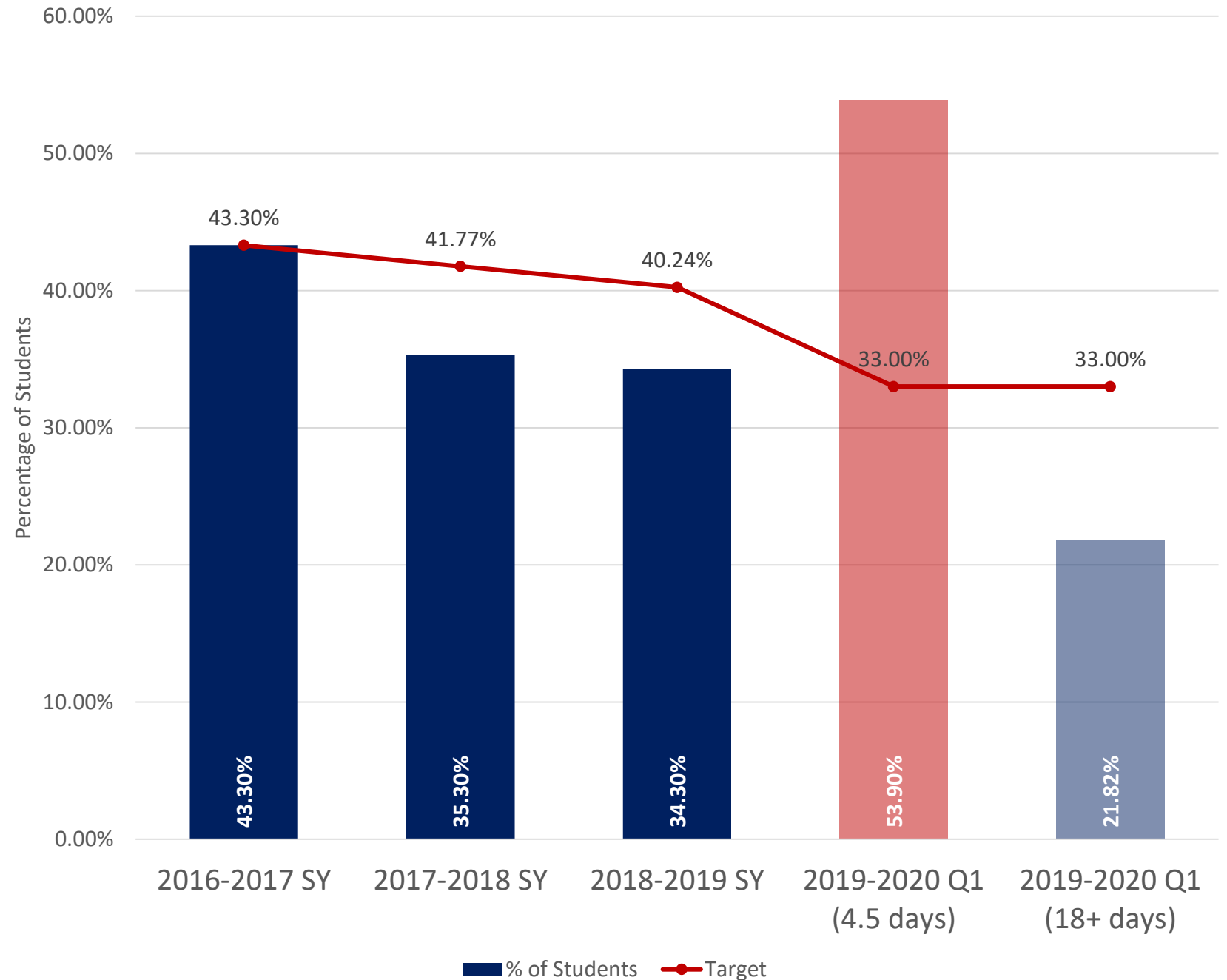
Student & Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson

DISTRICT - GOALS: Student & Graduate Success Pillar

- 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

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	STAR Reading: 110.06 ELA Interims: 53.53			Target: 91 Actual:	Target: 96 Actual:	Target: 101 Actual:
Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17			Target: 78.05 Actual:	Target: 83.45 Actual:	Target: 88.84 Actual:
Increase the % of students who graduate in 4 years	69.30%	68.70%			Target: 70 Actual:	Target: 71 Actual:	Target: 72 Actual:
Increase students on the path to college, career, and life success (CCCR Index)	83.3	90.16			Target: 88 Actual:	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% (21.70%)			Target: 21% Actual:	Target: 20% Actual:	Target: 19% Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% (53.9%)			Target: 33% Actual:	Target: 32% Actual:	Target: 31% Actual:
Close the achievement gap, on key measures, for students in identified subgroups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Implement Trauma-Sensitive Schools that include universal and specific approaches to ensure that students feel safe physically, socially, and emotionally so that they can attend to learning
- Execute continuous improvement and improvement science
- Challenge current beliefs, practices, policies to improve students' sense of belonging
- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice

Student & Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson

Student & Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson

Purpose

Stakeholder Groups

Monitoring & Accelerating

Accomplishments & Next Steps

DISTRICT - GOALS: Passionate People Pillar

- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring				Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric		End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase % of new faculty from underrepresented demographic groups	18%	18.60%				Target: 24% Actual:	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%	1.69% (10.62%)				Target: 8% Actual:	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% (78.78%)				Target: 47% Actual:	Target: 42% Actual:	Target: 38% Actual:
Increase employee satisfaction with in-district professional development sessions	n/a					Measure & baseline established	Target TBD	Target TBD
Increase overall mean on employee engagement and satisfaction survey	n/a					Measure & baseline established	Target TBD	Target TBD

Strategies
- Develop and execute recruitment procedures that attract diverse candidates
- Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
- Engage employees' agency in collaboration to fulfill our district vision and goals
- Implement Thought Exchange to solicit feedback
- Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

Increase the % of new faculty from under-represented demographic groups

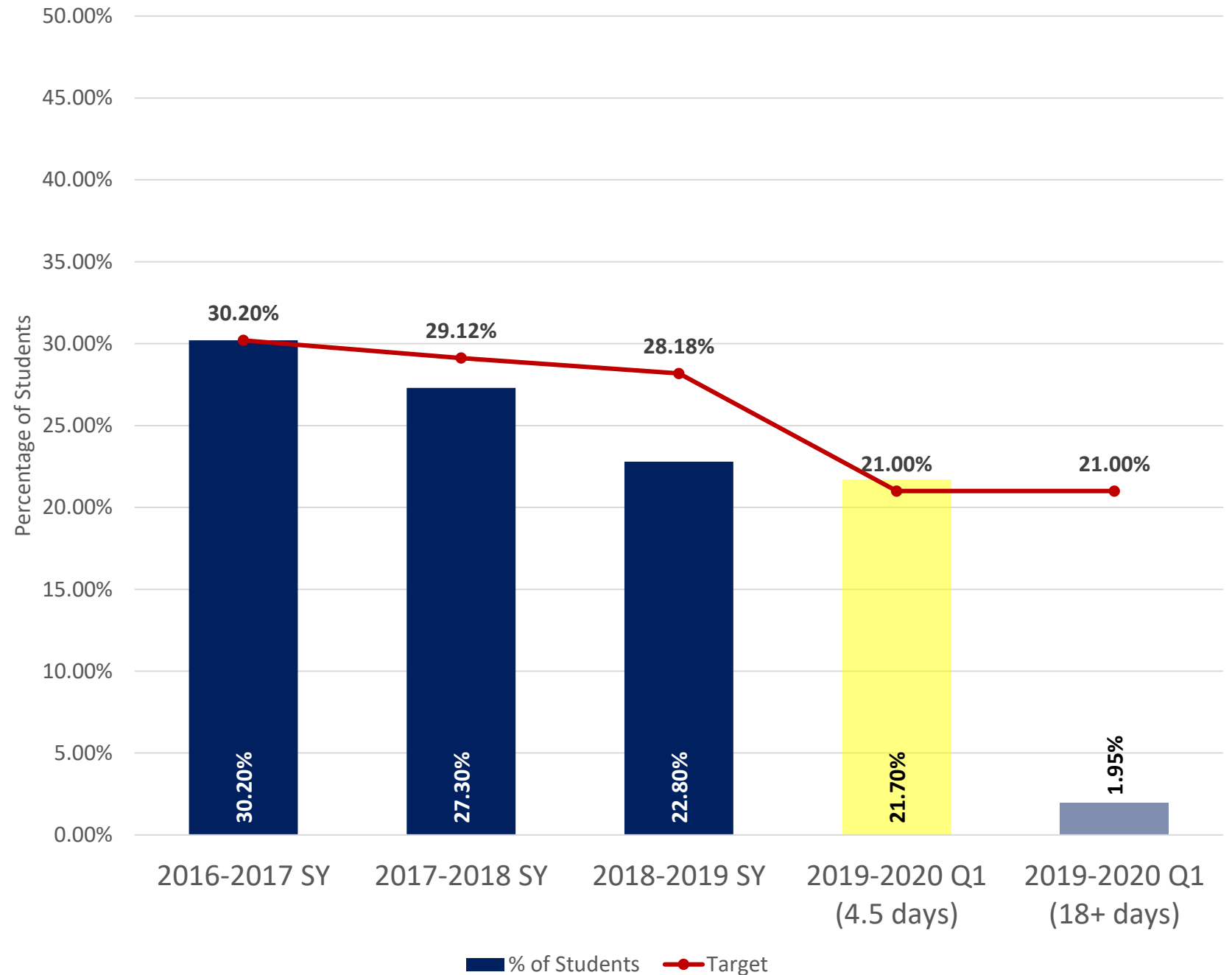| Measures 2019-2020	18-19	Q1 Metric
Increase % of new faculty from underrepresented demographic groups	18%	18.60%

Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Increase the % of new faculty from under-represented demographic groups

% of New Faculty from Under-represented Demographic Groups

Decrease Percent of Chronically Absent Faculty

Increase % of new faculty from underrepresented demographic groups	18%	18.60%
Decrease % chronically absent faculty	9.88%	1.69% (10.62%)
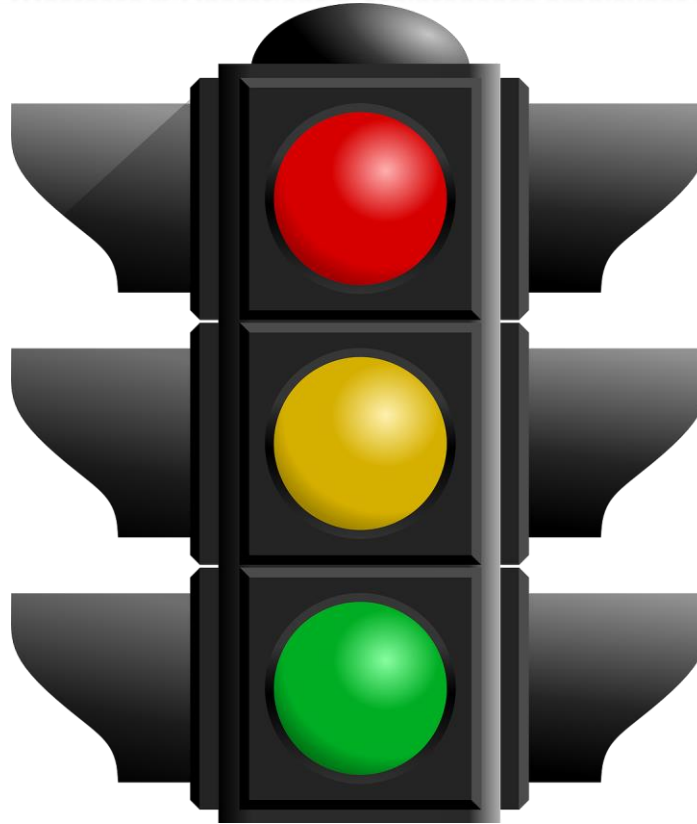
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Decrease Percent of Chronically Absent Faculty

Percentage of Chronically Absent (>10%) Faculty

	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 Q1 (4.5 days)	2019-2020 Q1 (18+ days)
% of Faculty	6.75%	7.52%	9.88%	10.62%	1.69%

Target: 8.00%

■ % of Faculty   ── Target
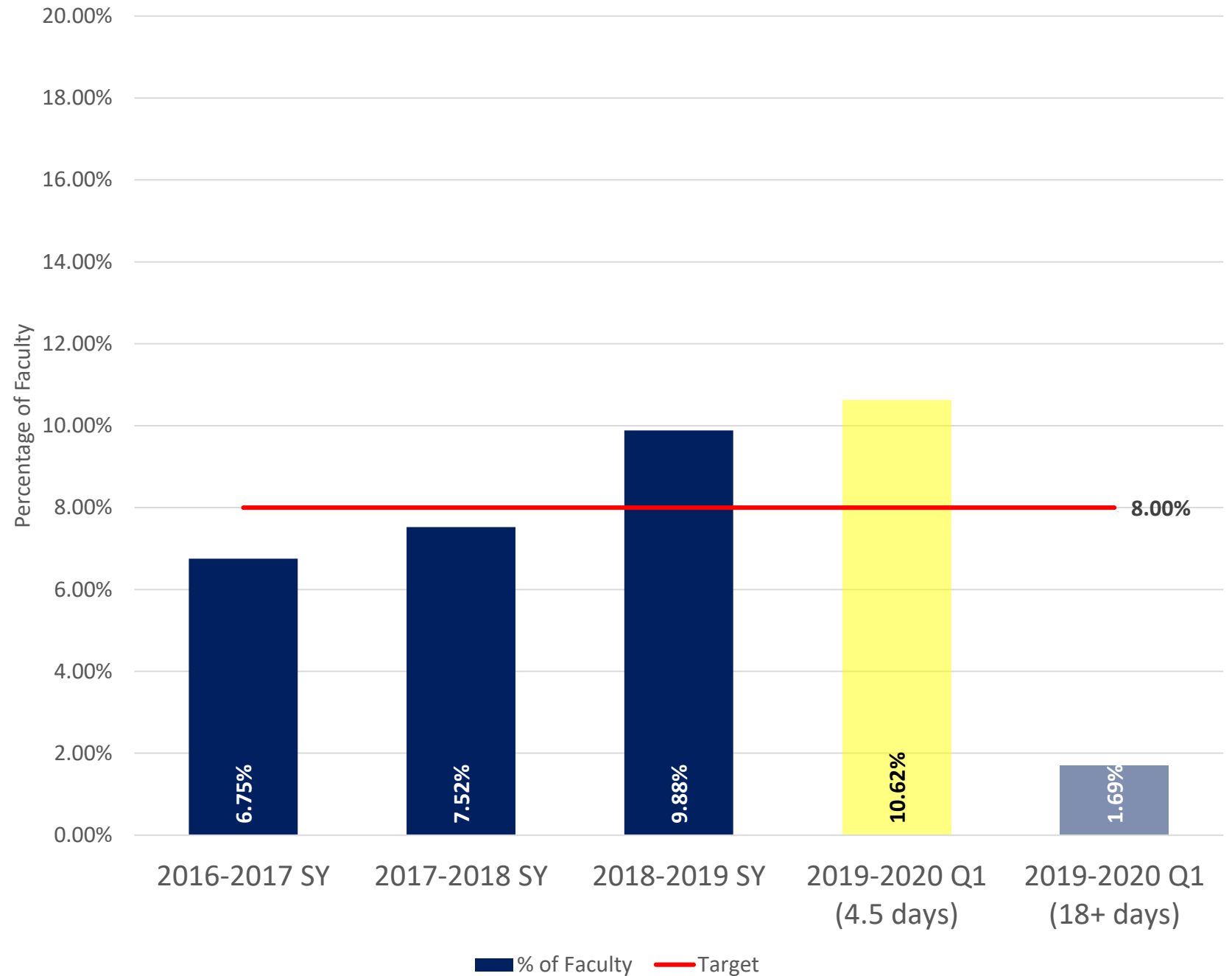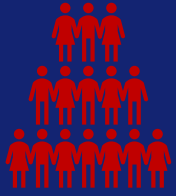
Decrease Percent of O&M Staff Absent 12+ Days

Decrease % chronically absent faculty	9.88%	1.89% (10.82%)
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% (78.78%)
Increase employee satisfaction with in-district professional development		
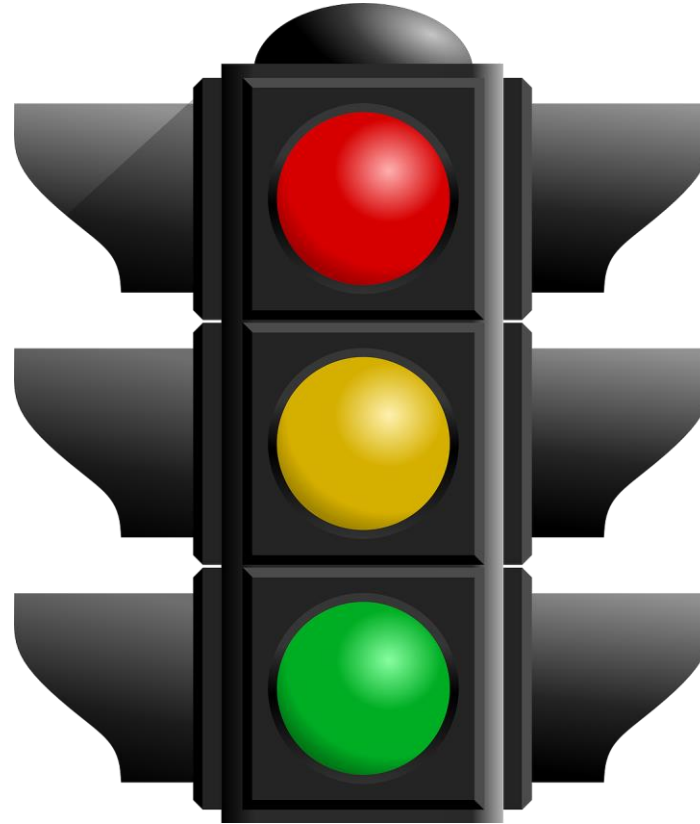
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Decrease Percent of O&M Staff Absent 12+ Days

Percentage of O&M Staff Absent 12+ Days

Chart: Percentage of O&M Staff Absent 12+ Days

Category	% of Faculty
2016-2017 SY	47.47%
2017-2018 SY	59.60%
2018-2019 SY	59.60%
2019-2020 FQ (3 days)	78.78%
2019-2020 FQ (12+ days)	15.15%

Target: 47.00%

Legend: ■ % of Faculty — Target
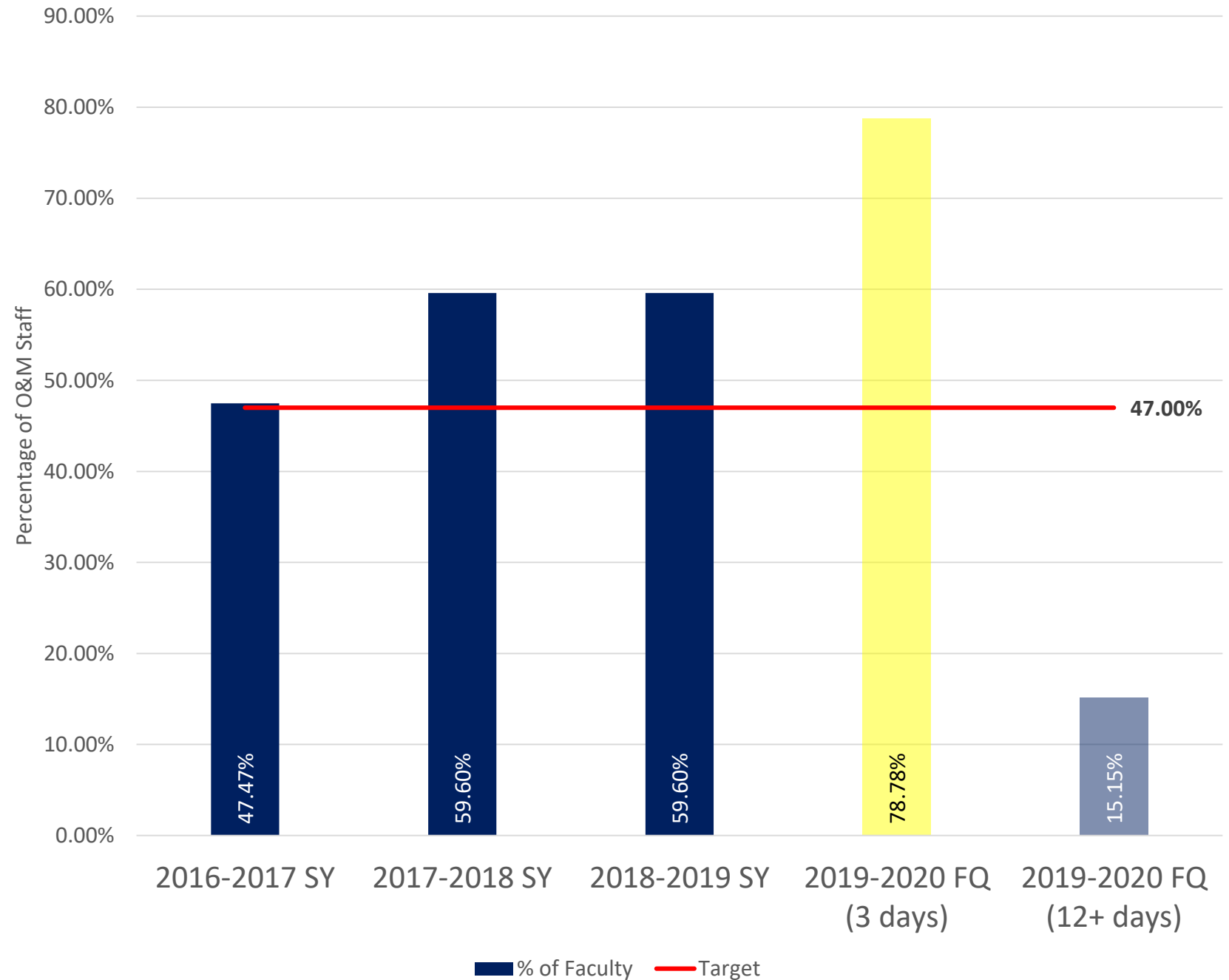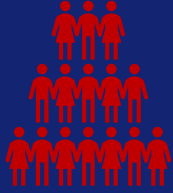
Passionate People

Ms. Christina Mahoney
Dr. Patrick Jean-Pierre

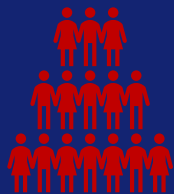## DISTRICT - GOALS: Passionate People Pillar

- 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.

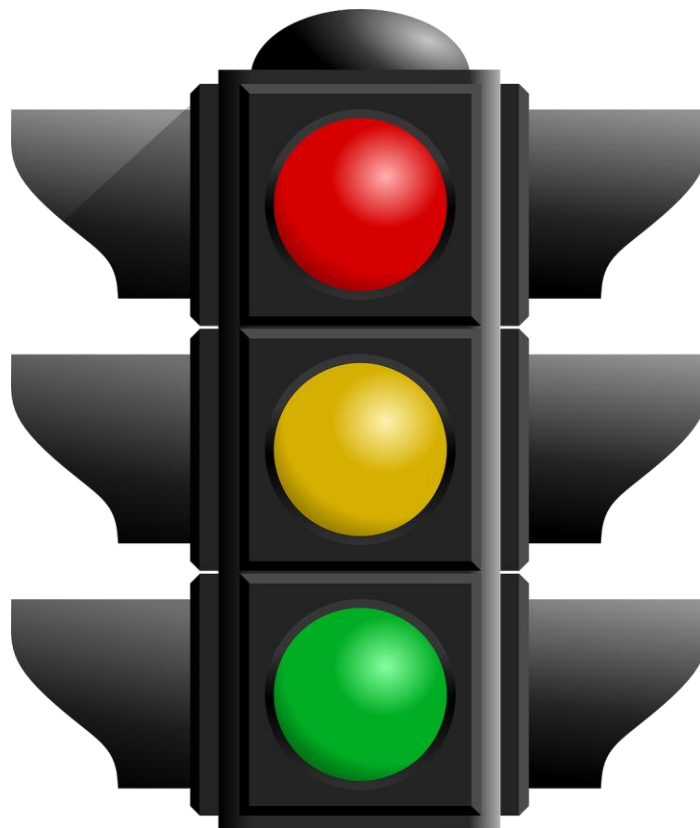| Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase % of new faculty from underrepresented demographic groups	18%	18.60%			Target: 24% Actual:	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%	1.69% (10.62%)			Target: 8% Actual:	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% (78.78%)			Target: 47% Actual:	Target: 42% Actual:	Target: 38% Actual:
Increase employee satisfaction with in-district professional development sessions	n/a				Measure & baseline established	Target TBD	Target TBD
Increase overall mean on employee engagement and satisfaction survey	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Develop and execute recruitment procedures that attract diverse candidates
- Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
- Engage employees' agency in collaboration to fulfill our district vision and goals
- Implement Thought Exchange to solicit feedback
- Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

Passionate People

Ms. Christina Mahoney
Dr. Patrick Jean-Pierre

Passionate People

Ms. Christina Mahoney
Dr. Patrick Jean-Pierre

Purpose

Stakeholder Groups

Monitoring & Accelerating

Accomplishments & Next Steps

DISTRICT - GOALS: Partnerships with Families & Community Pillar

- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring				Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric		End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts				Target: 3250 Actual:	Target: 3500 Actual:	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%				Target: 86.9% Actual:	Target: 87.2% Actual:	Target: 87.6% Actual:
Increase % parents participating in parent survey	26.64%					Target: 30% Actual:	Target: 32.5% Actual:	Target: 35% Actual:
Increase % of parents participating in parent survey from underrepresented demographic groups	n/a					Measure & baseline established	Target TBD	Target TBD

Strategies
- Engage to understand the most meaningful methods for 2-way communication with families
- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent Liaisons and other internal resources to define best practices for parent engagement
- Design and execute a systemic approach to welcoming new students and families

Increase # of Parents Engaging with IC Portal

Measures 2019-2020	18-19	Q1 Metric
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%
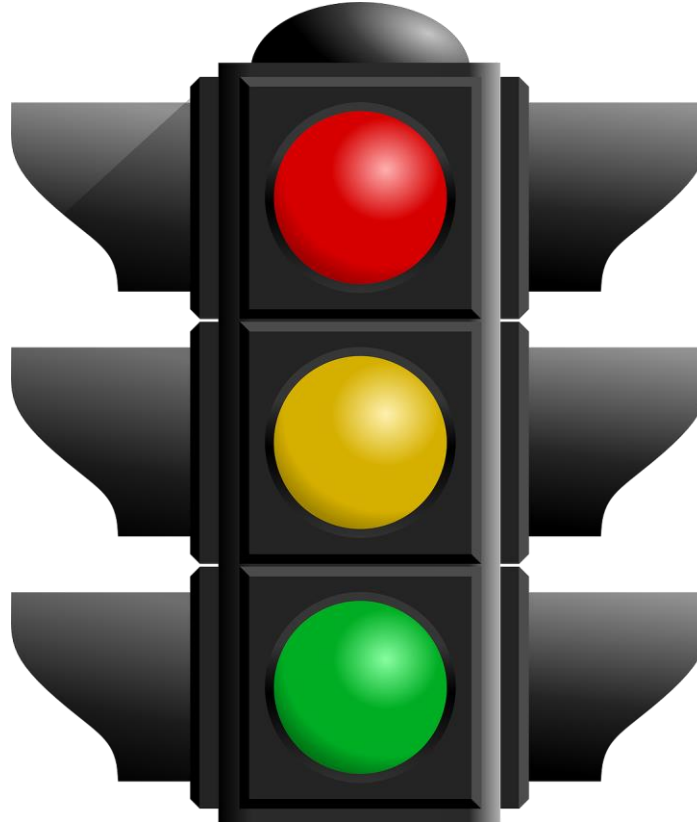
Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Increase # of Parents Engaging with IC Portal

Parent Portal Users

	2016-2017	2017-2018	2018-2019	2019-2020
Number of Parent Portal Users	1355	2370	2556	2057

Target: 3250

Increase % of City Residents attending SCSD

(Infinite Campus Parent Portal)	2558	**Accounts**
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%
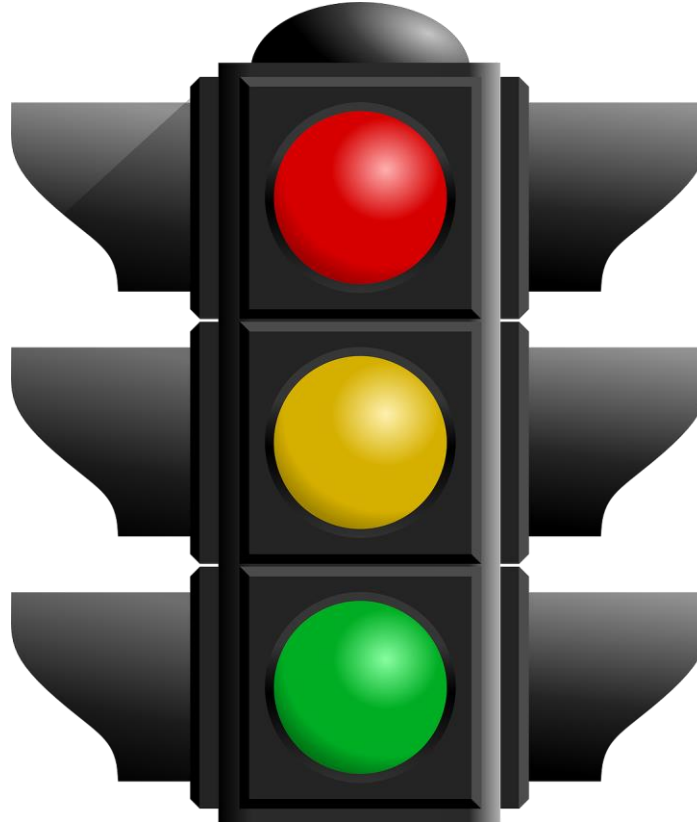
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Increase % of City Residents attending SCSD

Percent of City Residents Attending SCSD

86.90%

	2016-2017	2017-2018	2018-2019	2019-2020
Percent of Students	87.70%	86.30%	86.40%	86.13%

Percent of Resident Students

Percent of Students   Target

Partnerships with Families & Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona

DISTRICT - GOALS: Partnerships with Families & Community Pillar

- 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.

Measures 2019-2020	Base Metric 18-19	Progress Monitoring			Evidence of Success		
		Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts			Target: 3250 Actual:	Target: 3500 Actual:	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%			Target: 86.9% Actual:	Target: 87.2% Actual:	Target: 87.6% Actual:
Increase % parents participating in parent survey	26.64%				Target: 30% Actual:	Target: 32.5% Actual:	Target: 35% Actual:
Increase % of parents participating in parent survey from underrepresented demographic groups	n/a				Measure & baseline established	Target TBD	Target TBD

Strategies
- Engage to understand the most meaningful methods for 2-way communication with families
- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent Liaisons and other internal resources to define best practices for parent engagement
- Design and execute a systemic approach to welcoming new students and families

Partnerships with Families & Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona

Partnerships with Families & Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona

Purpose

Stakeholder Groups

Monitoring & Accelerating

Accomplishments & Next Steps

DISTRICT - GOALS: Efficient Systems & Equitable Resources Pillar
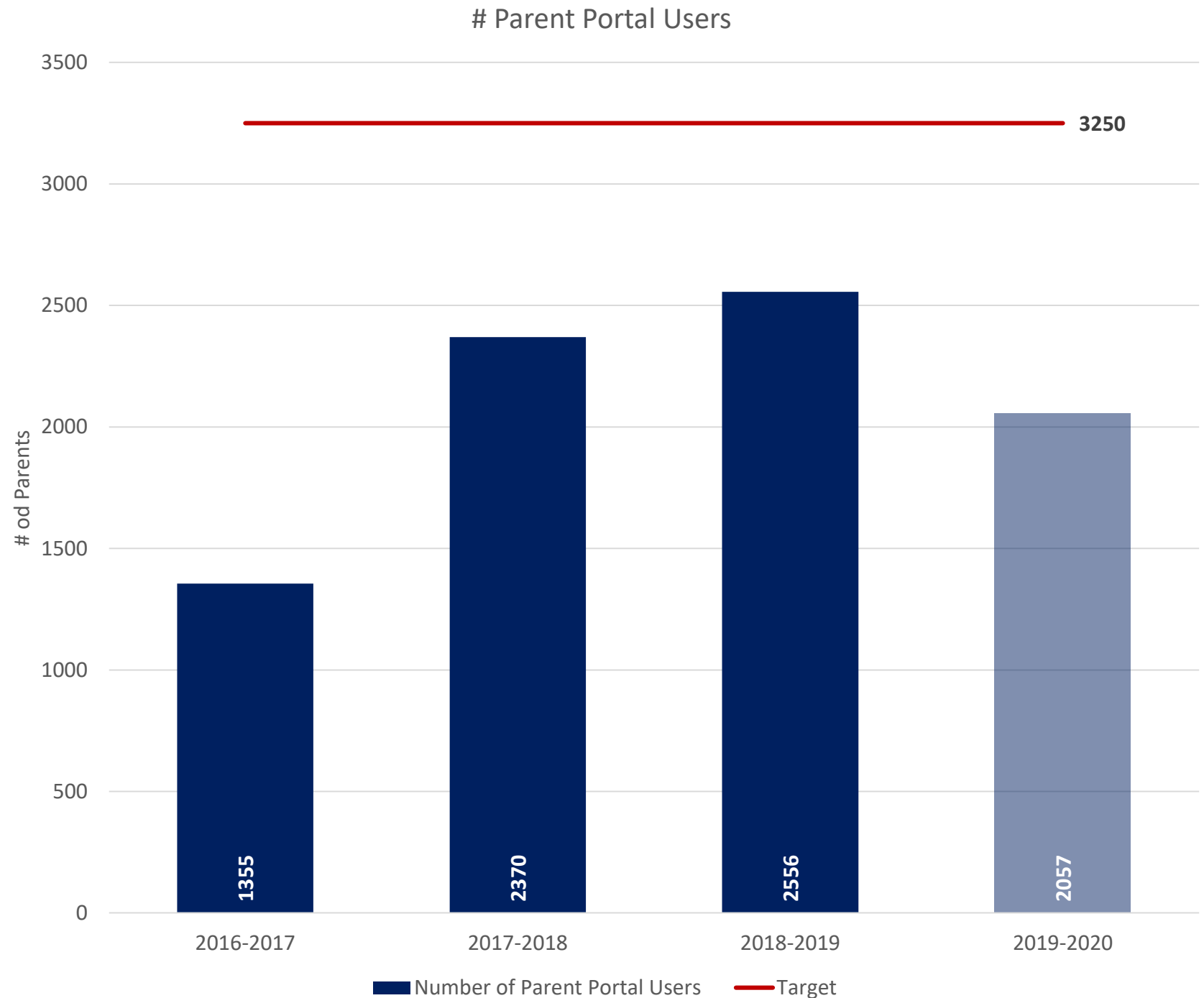
- We engage stakeholders to develop and improve inclusive systems and procedures to be clear and efficient.
- People know who to go for, for what, and receive a timely and fair response.
- We allocate resources to promote equitable access and outcomes for all.

Measures 2019-2020	Progress Monitoring					Evidence of Success		
	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric		End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Create a measure of funding equity that increases resources to buildings with higher need indices	n/a					Measure & baseline established	Target: TBD Actual:	Target: TBD Actual:
Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process		Overall				Target: 3 Actual:	Target: 3 Actual:	Target: 3 Actual:
• Process for the Creation of Computerized System User Accounts		Some barriers to implementation exist						
• Progress Monitoring and Response to Intervention		Some barriers to implementation exist						
• Requisitions & Purchase Orders		Some barriers to implementation exist						

Strategies
- Train all users to fully deploy and respond to Let's Talk
- All departments develop and implement improvement action plans based on survey feedback and other data sources
- Define and implement the most effective methods of communication for stakeholders, and validate and hold each other accountable for using the best methods
- Design and execute a process to improve the efficiency and effectiveness of our scheduling and service delivery
- Deploy a weighted student funding formula to ensure equitable resources to all schools

Efficient Systems & Equitable Resources

Ms. Kimberly Lewis
Dr. Aaron Bochniak

Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process
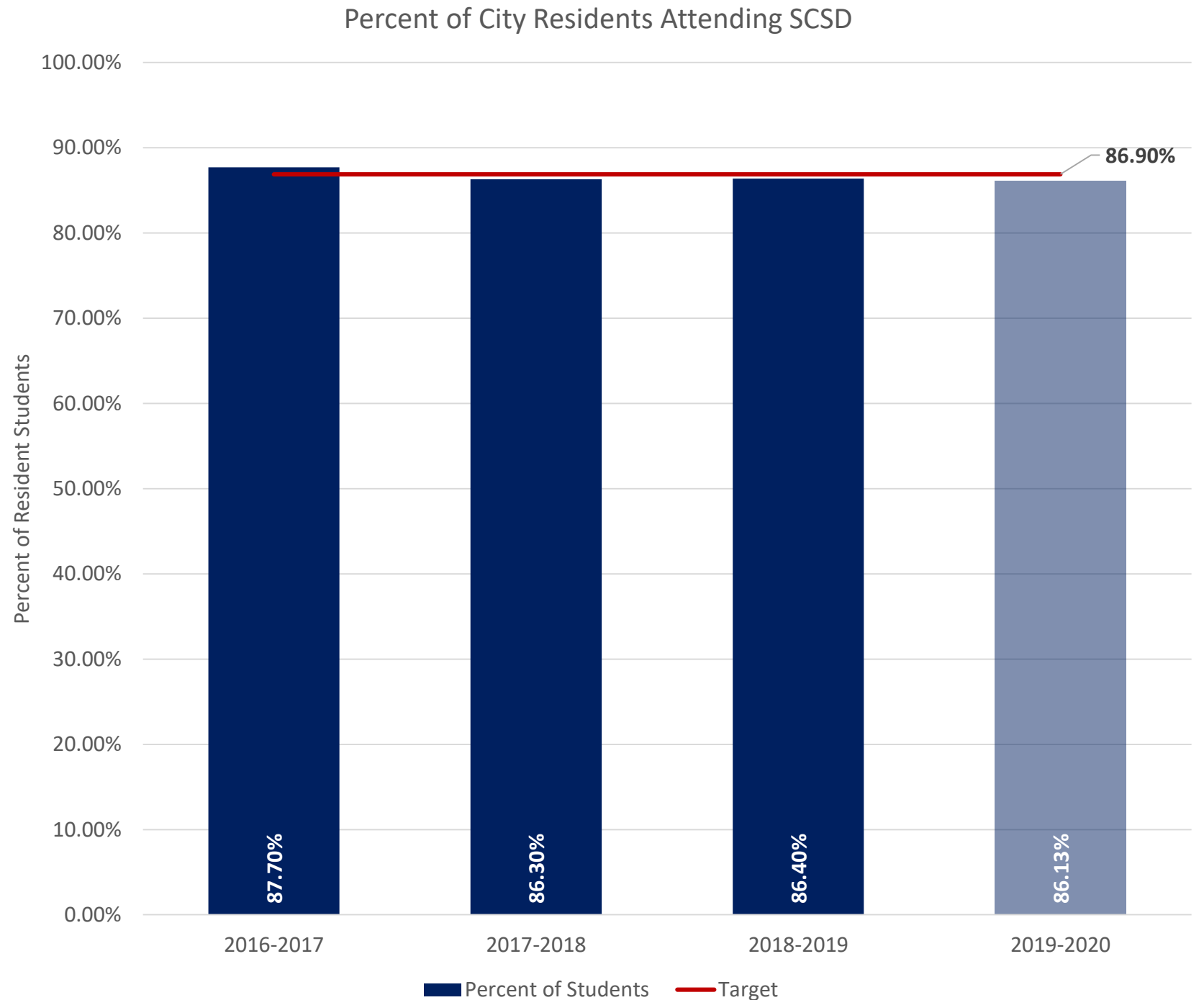
Overall
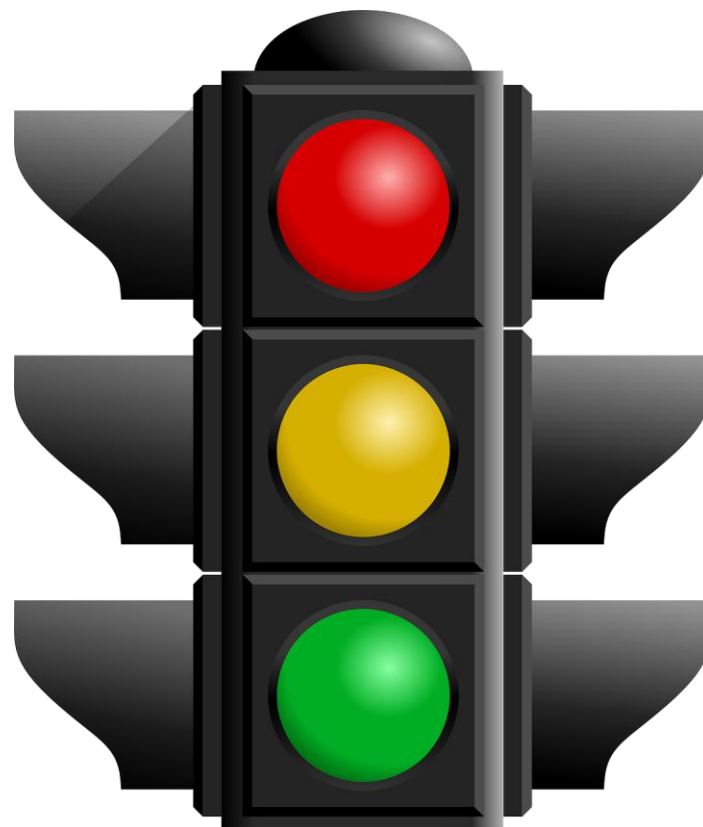
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Efficient Systems & Equitable Resources

Ms. Kimberly Lewis
Dr. Aaron Bochniak

Efficient Systems & Equitable Resources

Ms. Kimberly Lewis
Dr. Aaron Bochniak

Purpose

Stakeholder Groups

Monitoring & Accelerating

Accomplishments & Next Steps

Attendance, Behavior & Course Passing

Quarter 1, 2019-2020

Attendance

Perfect Attendance - Quarter 1

4 schools saw an increase in the number of students with perfect attendance in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

School	2018-19 Q1	2019-20 Q1
Hamilton	104	95
Howe	115	120
Keane	103	63
Lincoln	75	74
M.L. King	95	98
Paige	122	130
Pleasant Valley	87	82
Van Corlaer	91	74
Woodlawn	112	135
Yates	100	82
Zoller	146	136
Central Park	215	174
MPMS	141	135
OMS	166	160
SCHS	241	218

Includes SCLA

61

Quarter 1 Student Absences, 1-5 Days

4 schools saw a decrease in the number of students with absences of 1-5 days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

School	2018-19 Q1	2019-20 Q1
Hamilton	277	243
Howe	219	239
Keane	174	210
Lincoln	220	219
M.L. King	289	284
Paige	304	263
Pleasant Valley	250	257
Van Corlaer	214	221
Woodlawn	245	250
Yates	206	209
Zoller	240	281
Central Park	375	426
MPMS	422	444
OMS	404	405
SCHS	1150	1188

Quarter 1 Student Absences, 6-10 Days

7 schools saw a decrease in the number of students with absences of 6-10 days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.
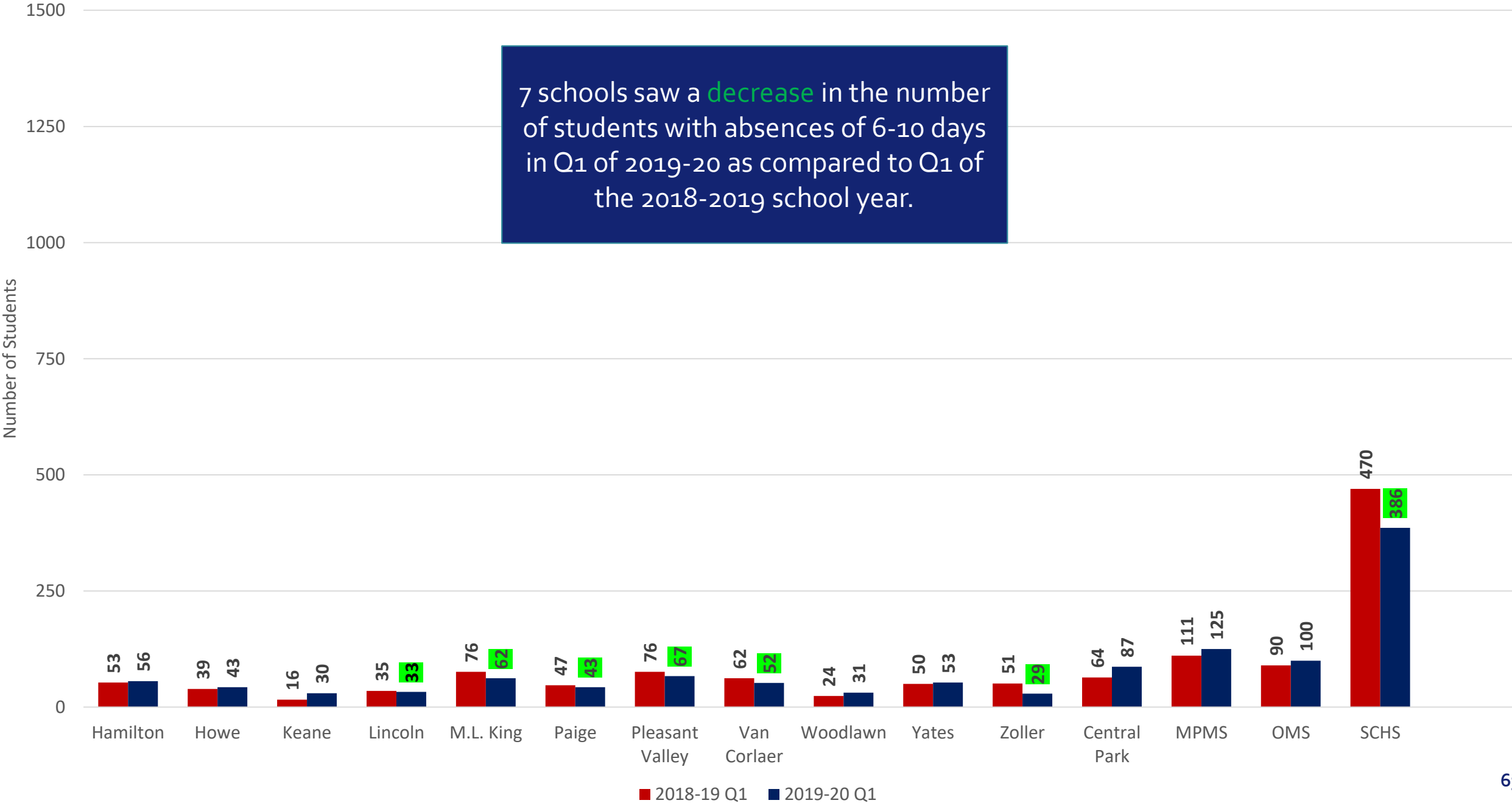
Quarter 1 Student Absences, 11-19 Days

11 schools saw a decrease in the number of students with absences of 11-19 days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

Number of Students

School	2018-19 Q1	2019-20 Q1
Hamilton	23	20
Howe	19	15
Keane	15	16
Lincoln	8	12
M.L. King	40	22
Paige	15	15
Pleasant Valley	17	15
Van Corlaer	19	10
Woodlawn	10	7
Yates	14	15
Zoller	13	8
Central Park	32	20
MPMS	58	57
OMS	36	32
SCHS	407	411

■ 2018-19 Q1 ■ 2019-20 Q1

64

Quarter 1 Student Absences, 20+ Days

8 schools saw a decrease in the number of students with absences of 20+ days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

School	2018-19 Q1	2019-20 Q1
Hamilton	3	4
Howe	7	4
Keane	2	1
Lincoln	2	0
M.L. King	8	2
Paige	3	6
Pleasant Valley	6	5
Van Corlaer	7	9
Woodlawn	3	3
Yates	6	3
Zoller	4	0
Central Park	9	15
MPMS	10	22
OMS	13	27
SCHS	425	537

■ 2018-19 Q1 ■ 2019-20 Q1

65
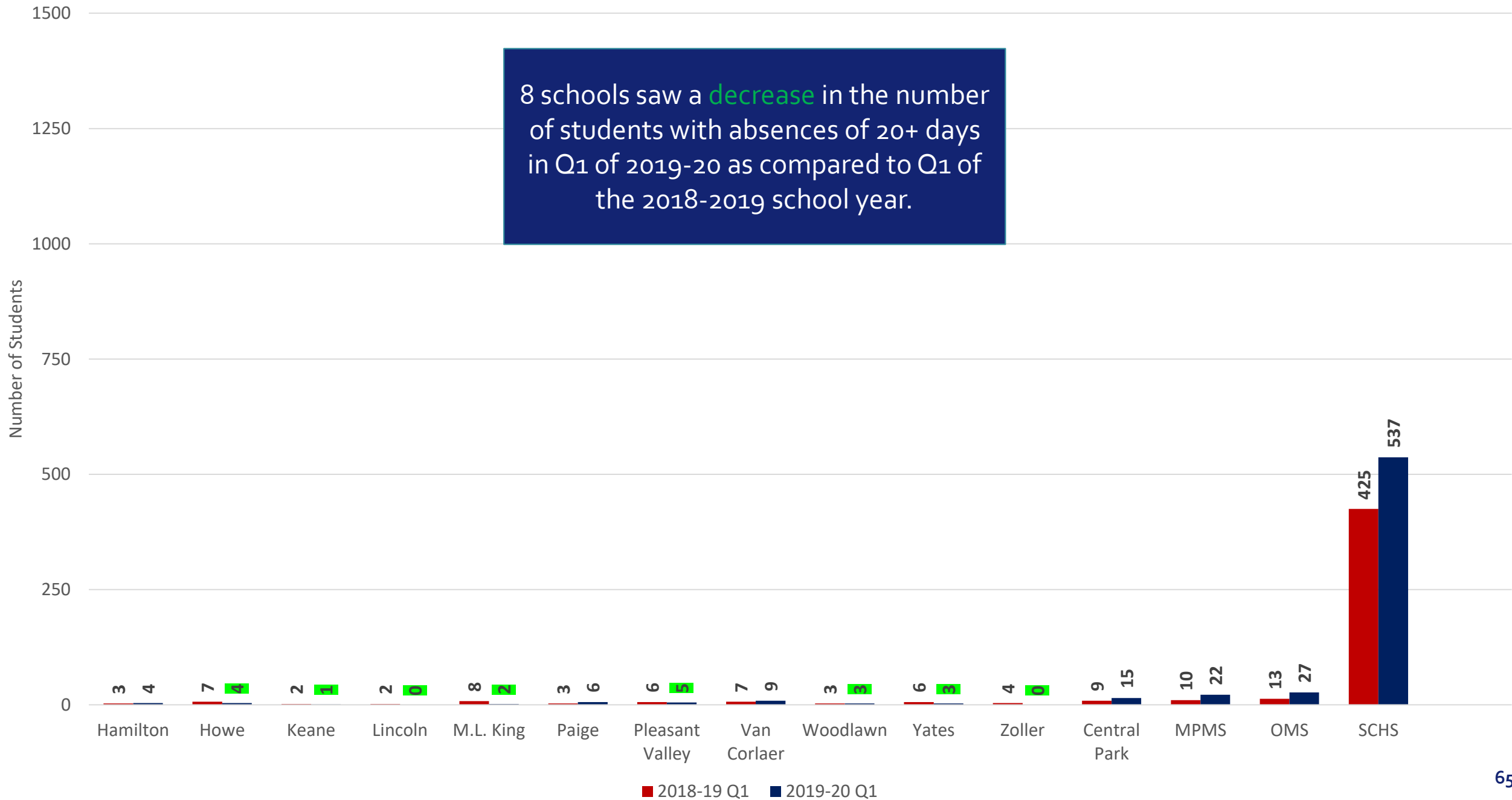
Relative Risk: Chronic Absenteeism

Definition:
The risk of a subgroup being chronically absent *compared to* the risk of all other students being chronically absent

Subgroup	Risk Q1 2018-19	Risk Q1 2019-20
Hispanic	1.18	0.77
Asian	0.71	0.65
Black	1.16	1.29
White	1.02	1.26
2 or more	0.77	0.89
SWD	1.40	1.44
ELL	1.05	1.17

Behavior

Quarter 1 Instructional Days Lost (Cumulative) Due to Suspension

There were decreases to the number of instructional days lost due to suspension in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year at all levels.

Instructional Days

ES: 198 (2018-19 Q1), 154.5 (2019-20 Q1)
MS: 952.5 (2018-19 Q1), 897 (2019-20 Q1)
HS: 1446.5 (2018-19 Q1), 1437 (2019-20 Q1)

School Building Level

■ 2018-19 Q1   ■ 2019-20 Q1
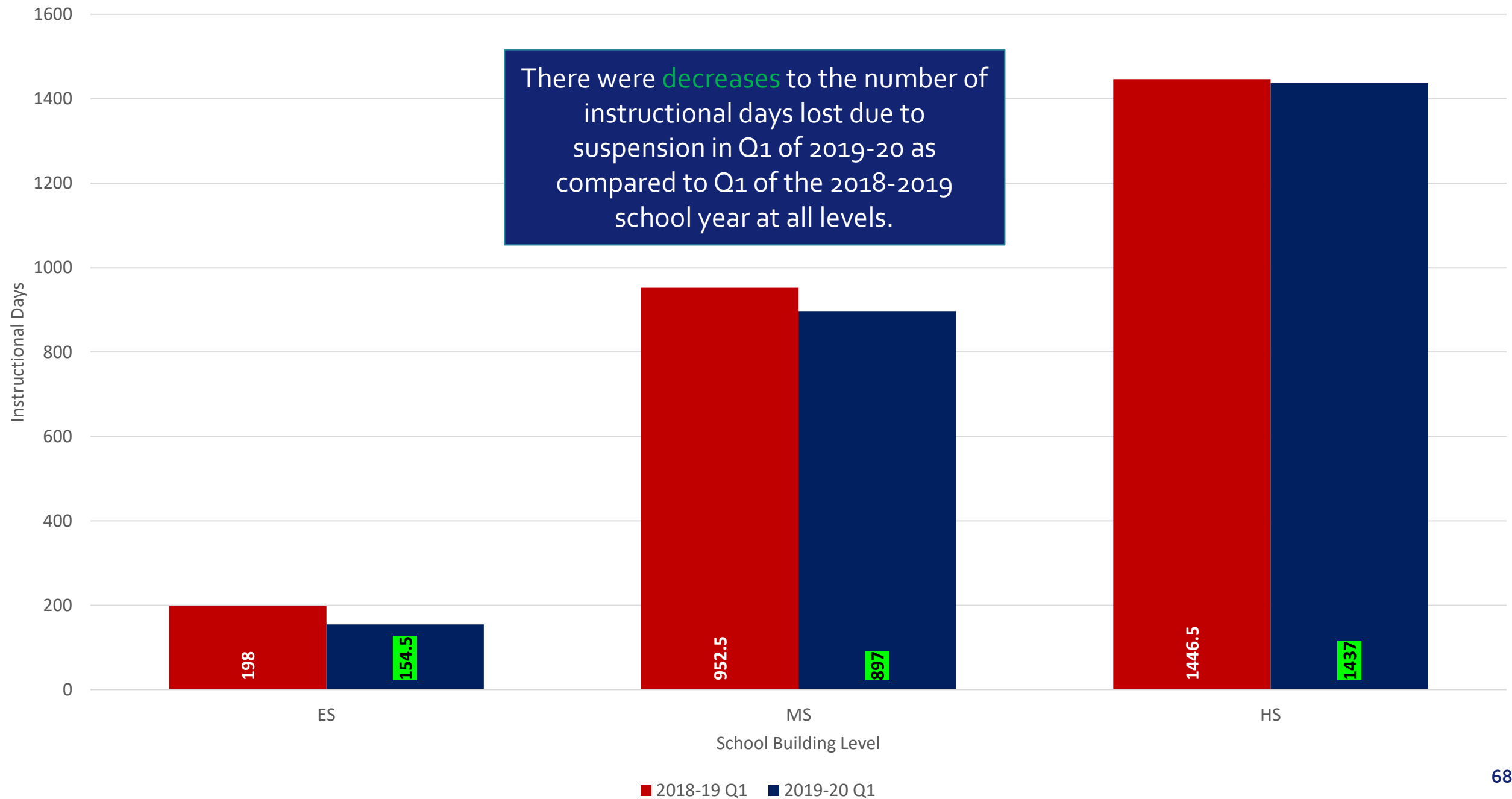
of (Unique) Students and # of Incidents - Q1 Comparison – 2017-18 through 2019-20

	Q1 2017-18	Q1 2018-19	Q1 2019-20
Students	964	578	449
Incidents	2829	1468	642

Students   Incidents

69

Quarter 1 Student Suspensions, 1-5 Days

8 schools saw a decrease in the number of students with suspensions of 1-5 days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.
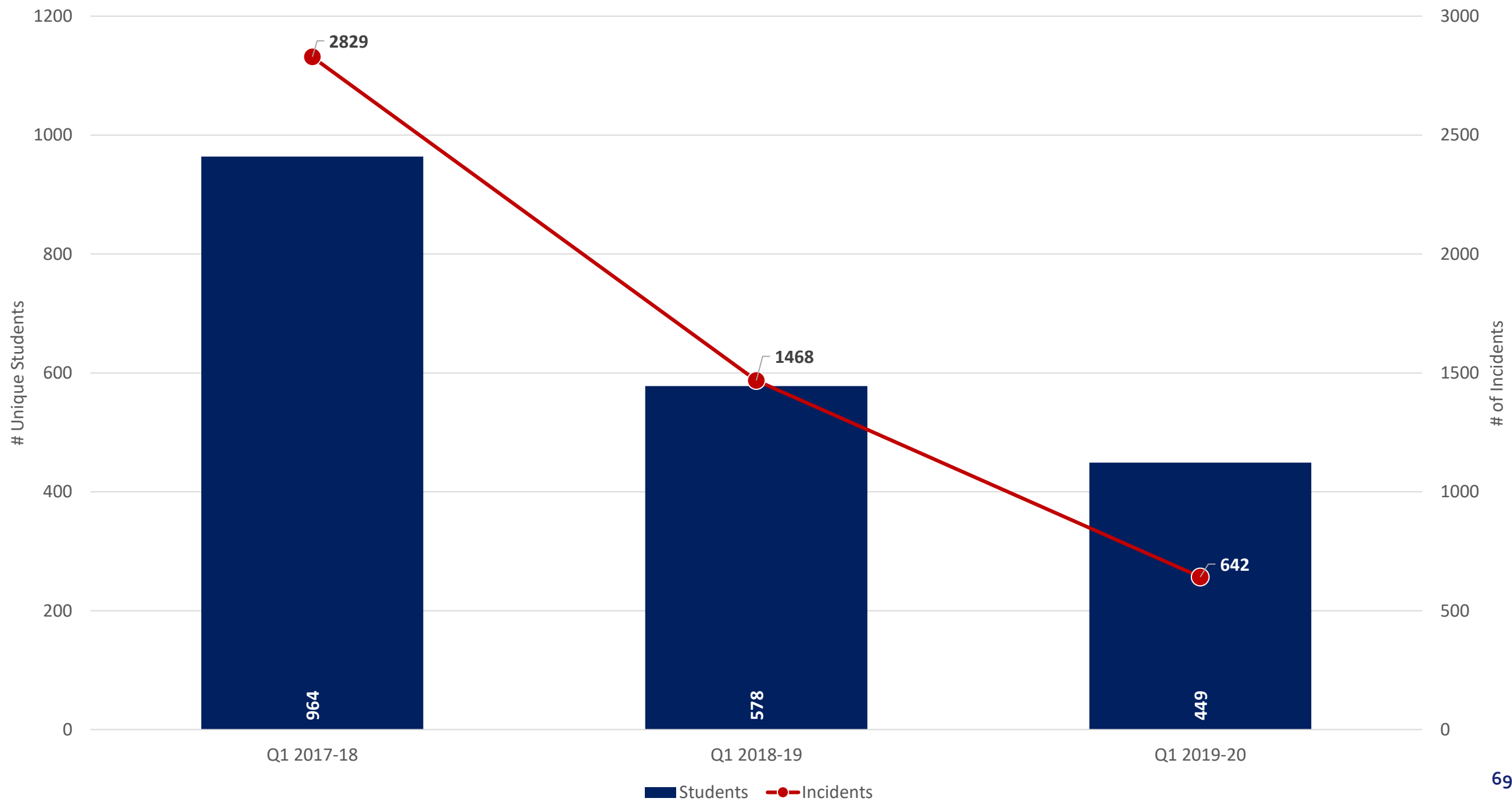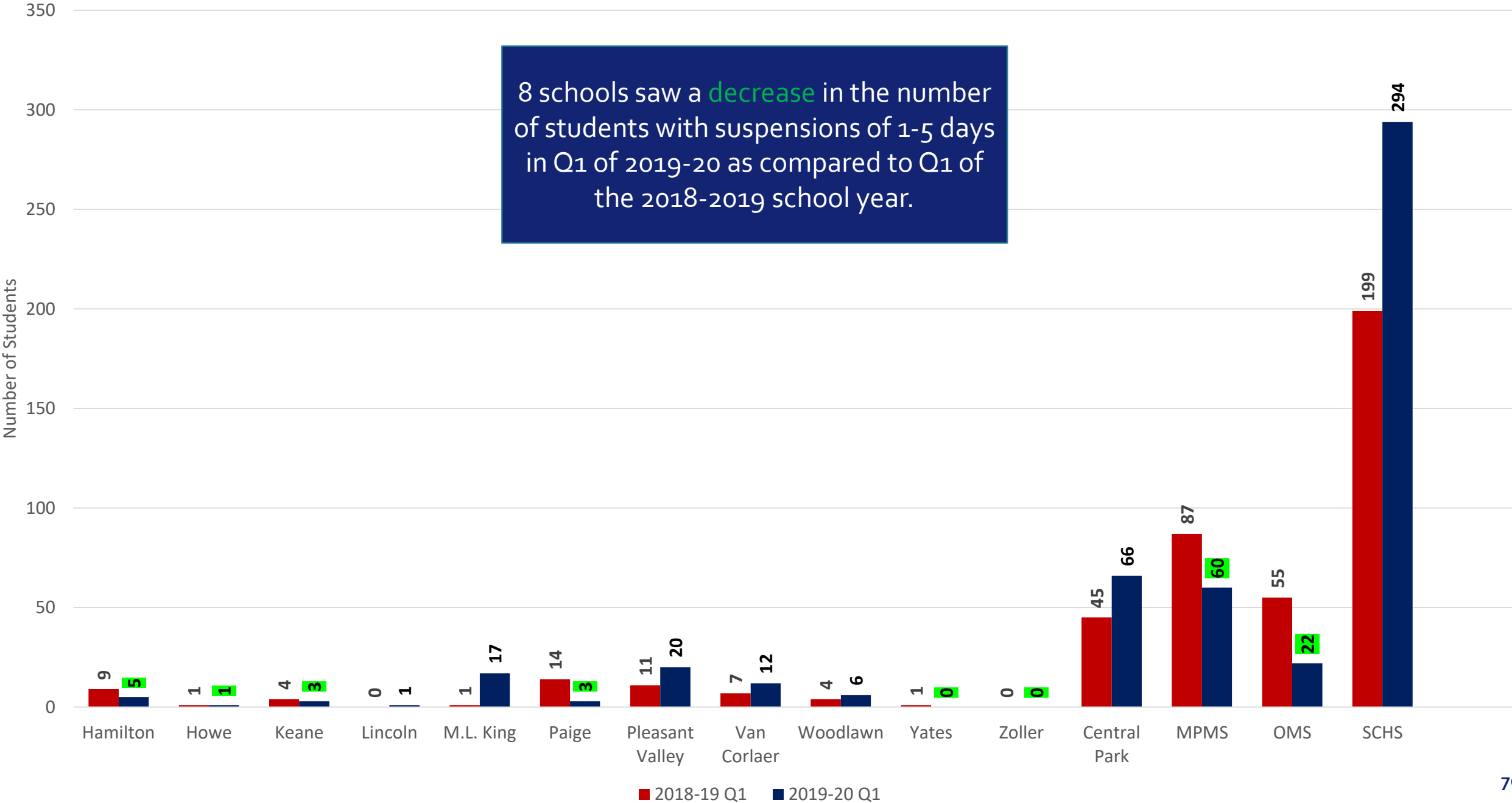
Quarter 1 Student Suspensions, 6-9 Days

12 schools saw a decrease in the number of students with suspensions of 6-9 days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

Number of Students

2018-19 Q1   2019-20 Q1

Quarter 1 Student Suspensions, 10+ Days

10 schools saw a decrease in the number of students with suspensions of 10+ days in Q1 of 2019-20 as compared to Q1 of the 2018-2019 school year.

Relative Risk: Student Suspensions

Definition:
The risk of a student in a subgroup being suspended *compared to* the risk of all other students being suspended

Subgroup	Risk Q1 2018-19	Risk Q1 2019-20
Hispanic	0.84	1.11
Asian	0.23	0.19
Black	2.81	2.50
White	0.77	0.58
2 or more	0.41	0.84
SWD	2.49	1.90
ELL	0.55	0.57

Course Passing

Schenectady City Schools
Est. 1854
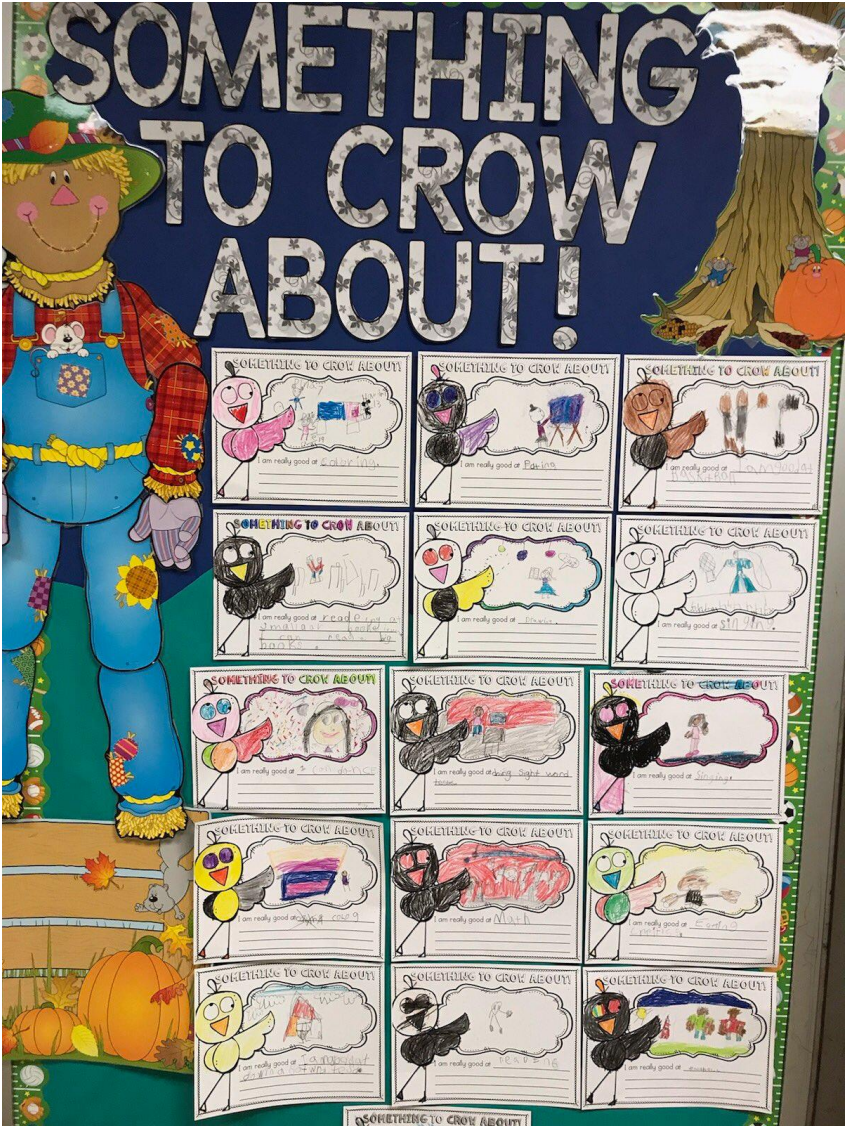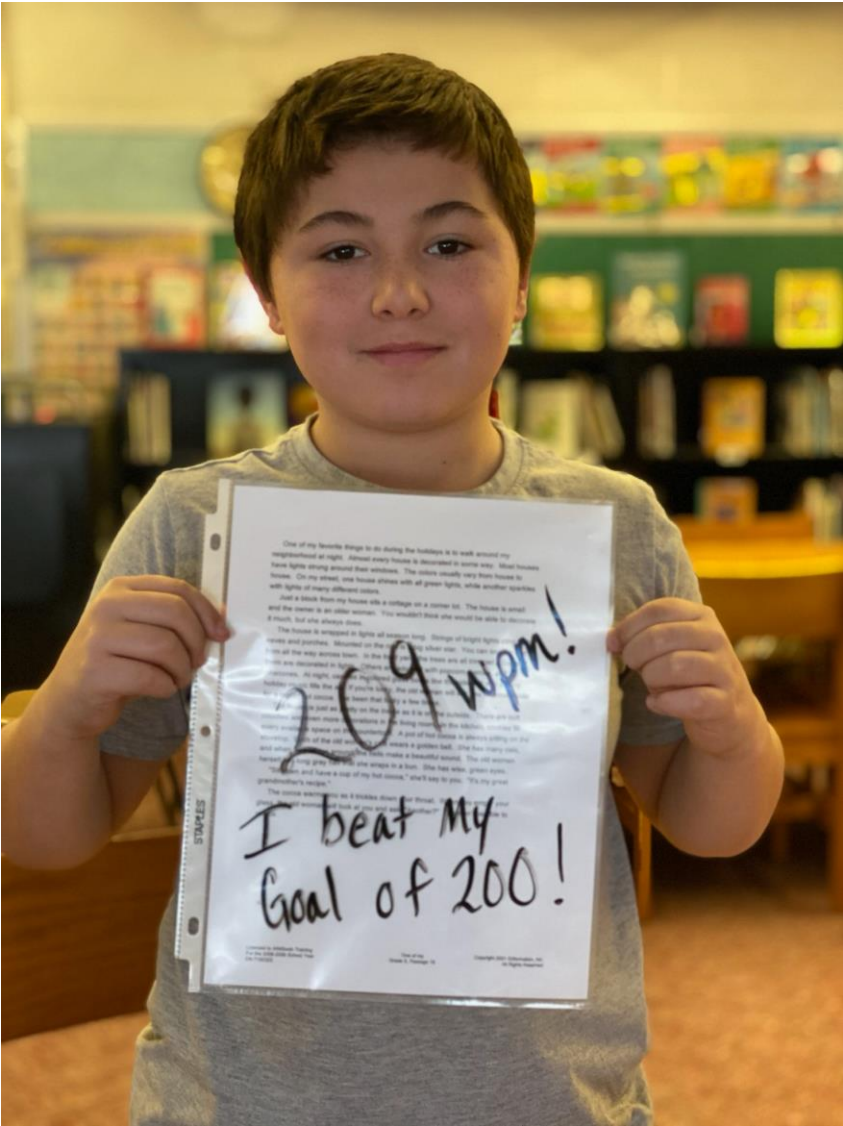
Number of Students (K-6) Below Achievement for Grade Level
Quarter 1 Report Card

5 schools saw a decrease in students below achievement for 1 class in 2019-20

8 schools saw a decrease in students below achievement for 2 classes in 2019-20

10 schools saw a decrease in students below achievement for 3 or > classes in 2019-20

School	1 course		2 courses		3 or > courses	
	18-19 Q1	19-20 Q1	18-19 Q1	19-20 Q1	18-19 Q1	19-20 Q1
Hamilton	75	46	73	44	85	66
Howe	41	60	23	20	62	36
Keane	31	32	17	24	42	53
Lincoln	56	44	36	40	64	48
M.L. King	78	85	56	48	78	43
Paige	68	47	42	35	70	71
Pleasant Valley	88	96	25	30	59	43
Van Corlaer	50	71	25	24	43	26
Woodlawn	46	67	23	27	56	68
Yates	68	58	56	40	81	69
Zoller	35	20	20	20	33	26
CPMS (6)	41	56	12	21	17	26
MPMS (6)	34	36	14	12	17	12
OMS (6)	41	70	18	22	20	20

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

1 school saw a decrease in students below achievement for 1 class in 2019-20

1 school saw a decrease in students below achievement for 2 classes in 2019-20

1 school saw a decrease in students below achievement for 3 or > classes in 2019-20

School	1 course			2 courses			3 or > courses		
	18-19 Q1	19-20 Q1	IEs Q1	18-19 Q1	19-20 Q1	IEs Q1	18-19 Q1	19-20 Q1	IEs Q1
CPMS	72	76	37	27	34	6	28	43	1
MPMS	97	89	57	53	56	9	71	77	0
ONMS	54	86	59	34	34	10	37	31	1
SHS	512	521	533	303	319	199	644	791	143

Relative Risk: Course Passing Grades 7-12

Definition:
The risk of a subgroup not passing 3 or more courses *compared to* the risk of all other students not passing 3 or more courses

Subgroup	Risk Q1 2018-19	Risk Q1 2019-20
Hispanic	1.09	1.22
Asian	0.52	0.58
Black	1.57	1.47
White	0.88	0.81
2 or more	0.85	0.67
SWD	1.36	1.21
ELL	0.85	1.02

Questions?