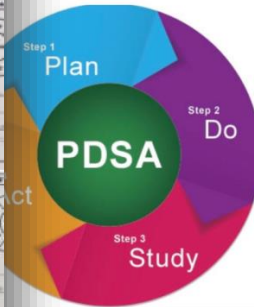
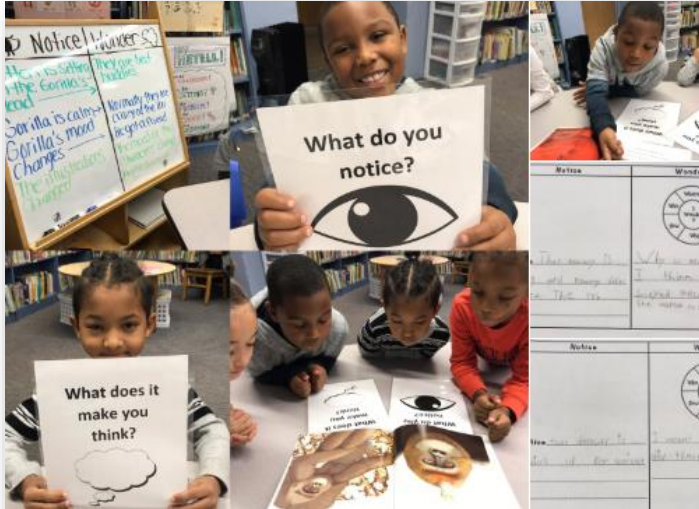


# 2018-19 QUARTER I ACADEMIC PROGRESS REPORT PRESENTATION TO THE BOE DECEMBER 19, 2018

SCHENECTADY CITY SCHOOL DISTRICT



# OUTLINE OF PRESENTATION



Summary of Data:	Page #
Key to Symbols	3
NYS Testing Program 2016-17 to 2017-18 Comparison	4
STAR 360 – Early Literacy & Reading	14
Fall Interims: ELA	18
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Attendance Data & Action Plans	59

## SYMBOLS USED IN TODAY'S PRESENTATION



MOVING  
IN THE RIGHT  
DIRECTION



PROCEEDING  
WITH  
CAUTION



PRIORITY AREA!  
NEEDS  
ATTENTION

## SUMMARY OF DATA



# NYS Testing Program: 2016-17 to 2017-18 Post-Public Release Comparison

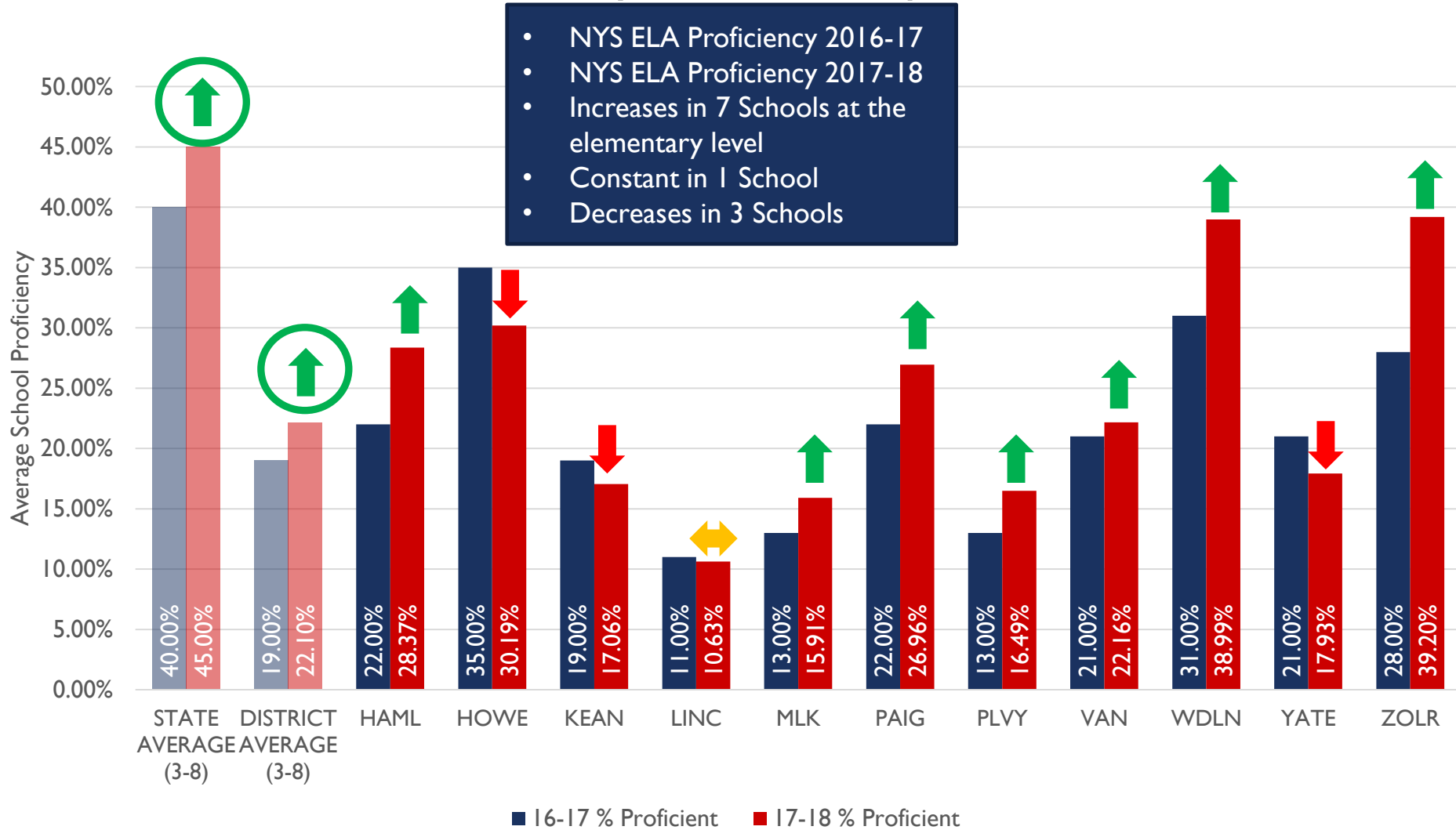
## SUMMARY OF DATA



# NYS Testing Program: English Language Arts Grades 3-8

# NYS 3-5 ELA Proficiency

## Elementary School Comparison



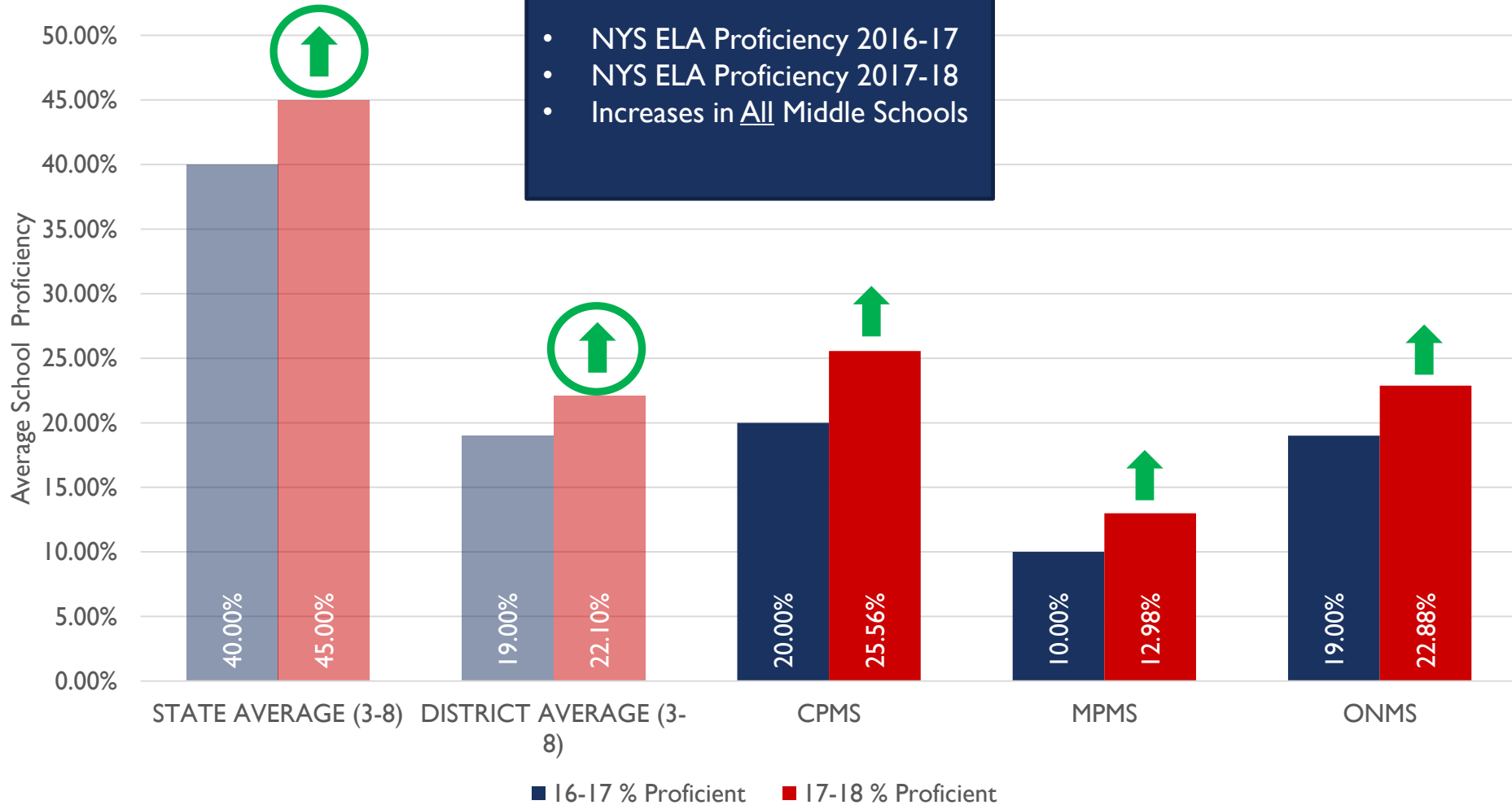
Total Tested	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol
2016-17	218	164	164	167	259	227	171	199	159	179	177
2017-18	208	159	170	160	264	230	194	194	159	184	176



# NYS 6-8 ELA Proficiency

## Middle School Comparison

7



Total Tested	CP	MP	OMS
2016-17	590	615	550
2017-18	583	624	555



## SUMMARY OF DATA

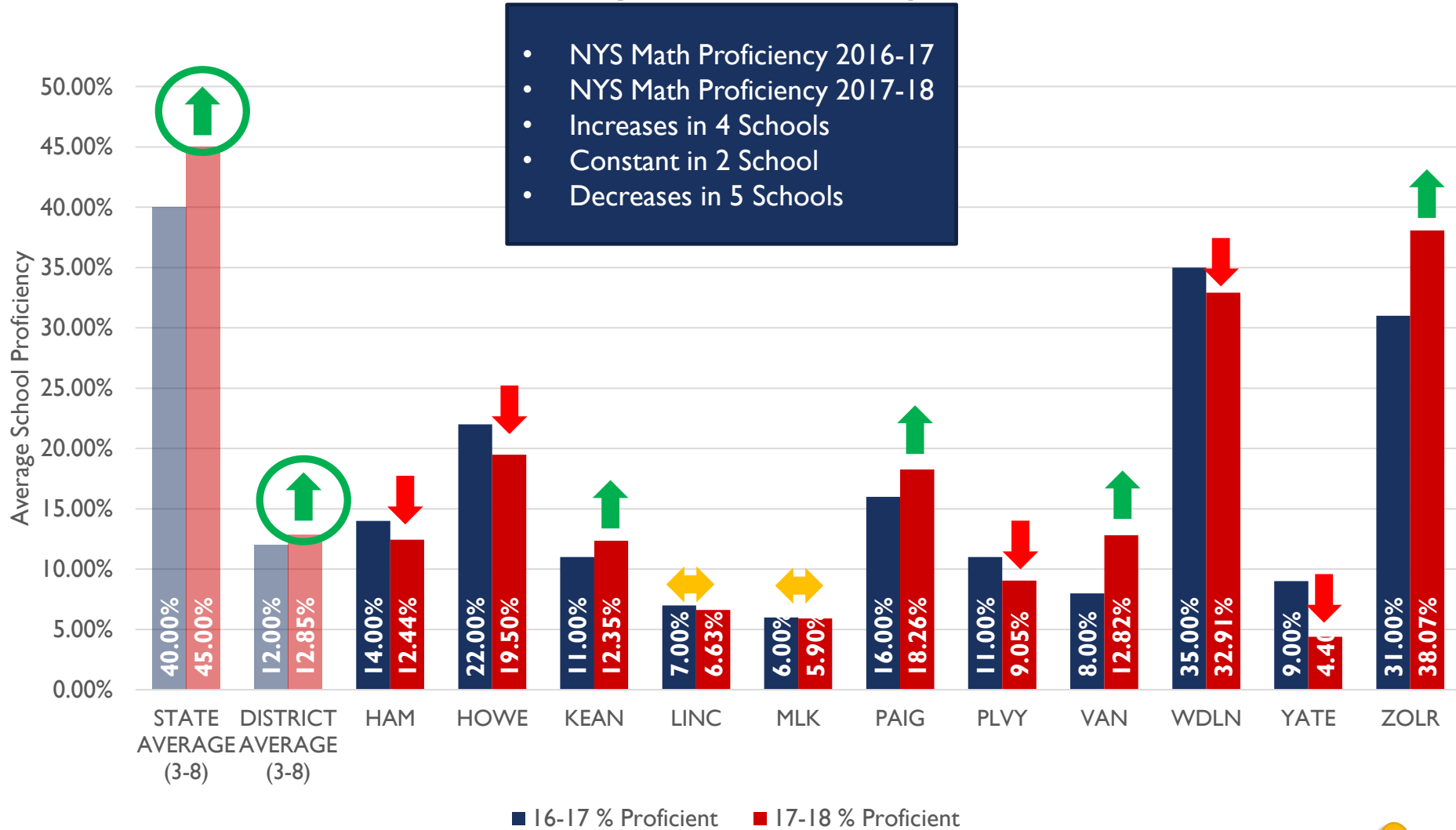


# NYS Testing Program: Mathematics Grades 3-8



# NYS 3-5 Math Proficiency

## Elementary School Comparison

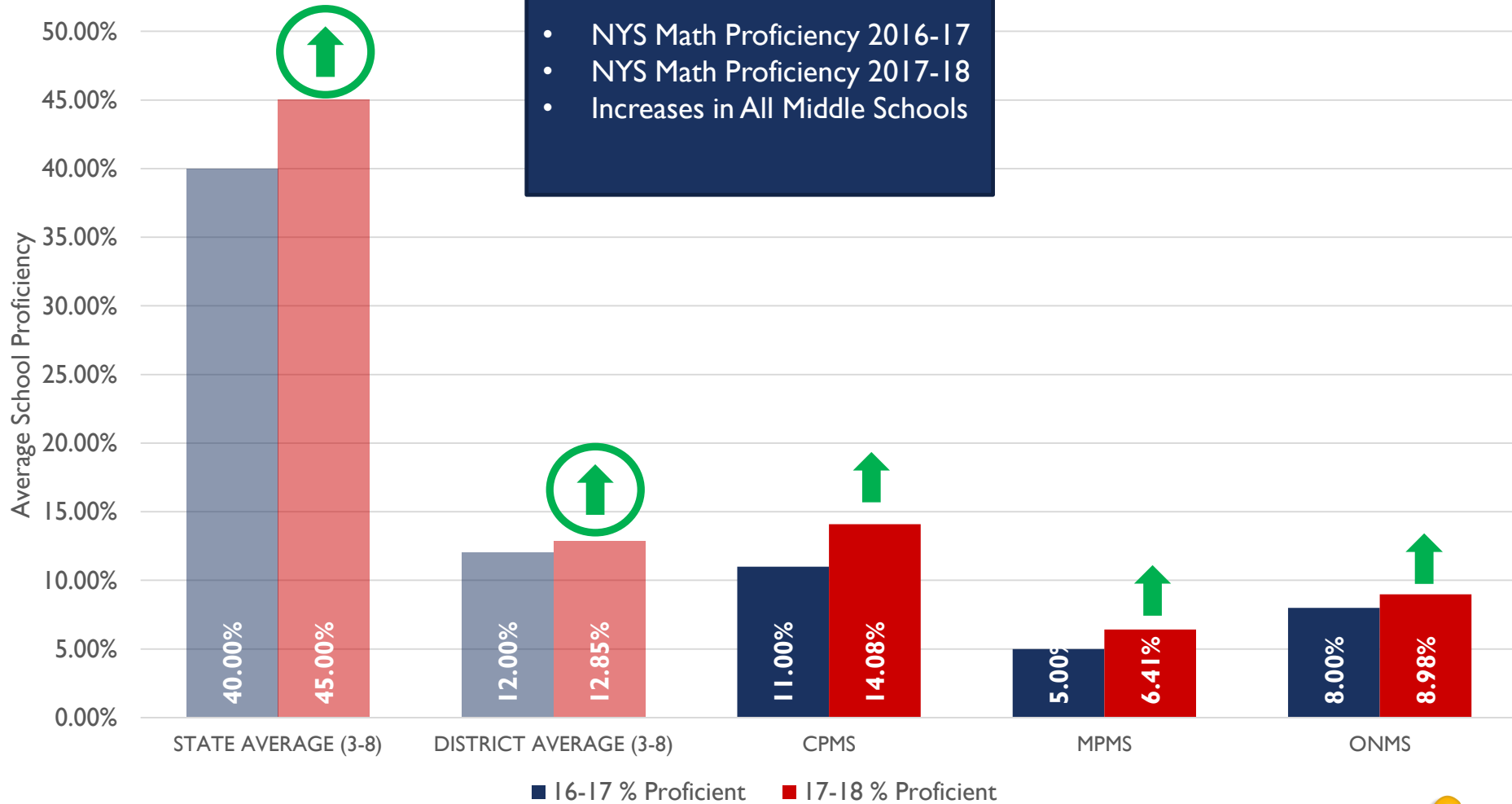


Total Tested	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol
2016-17	223	159	161	168	250	227	171	195	155	170	173
2017-18	209	159	170	166	271	219	199	195	158	182	176



# NYS 6-8 Math Proficiency

## Middle School Comparison



Total Tested	CP	MP	OMS
2016-17	500	591	468
2017-18	561	499	501





# 2018-19 School Year Quarter I Data



# STAR 360 Universal Screener



**STAR**<sup>TM</sup>  
**360°**

# STAR 360 UNIVERSAL SCREENER

## STAR 360 Assessment Suite

- STAR Early Literacy (K-2)
- STAR Reading (3-12)
- STAR Math (3-9)

## Benefits of STAR 360

- Comprehensive screening
- Quick access to actionable data
- Computer-adaptive Tests (CAT)



**STAR**<sup>TM</sup>  
**360°**

READING

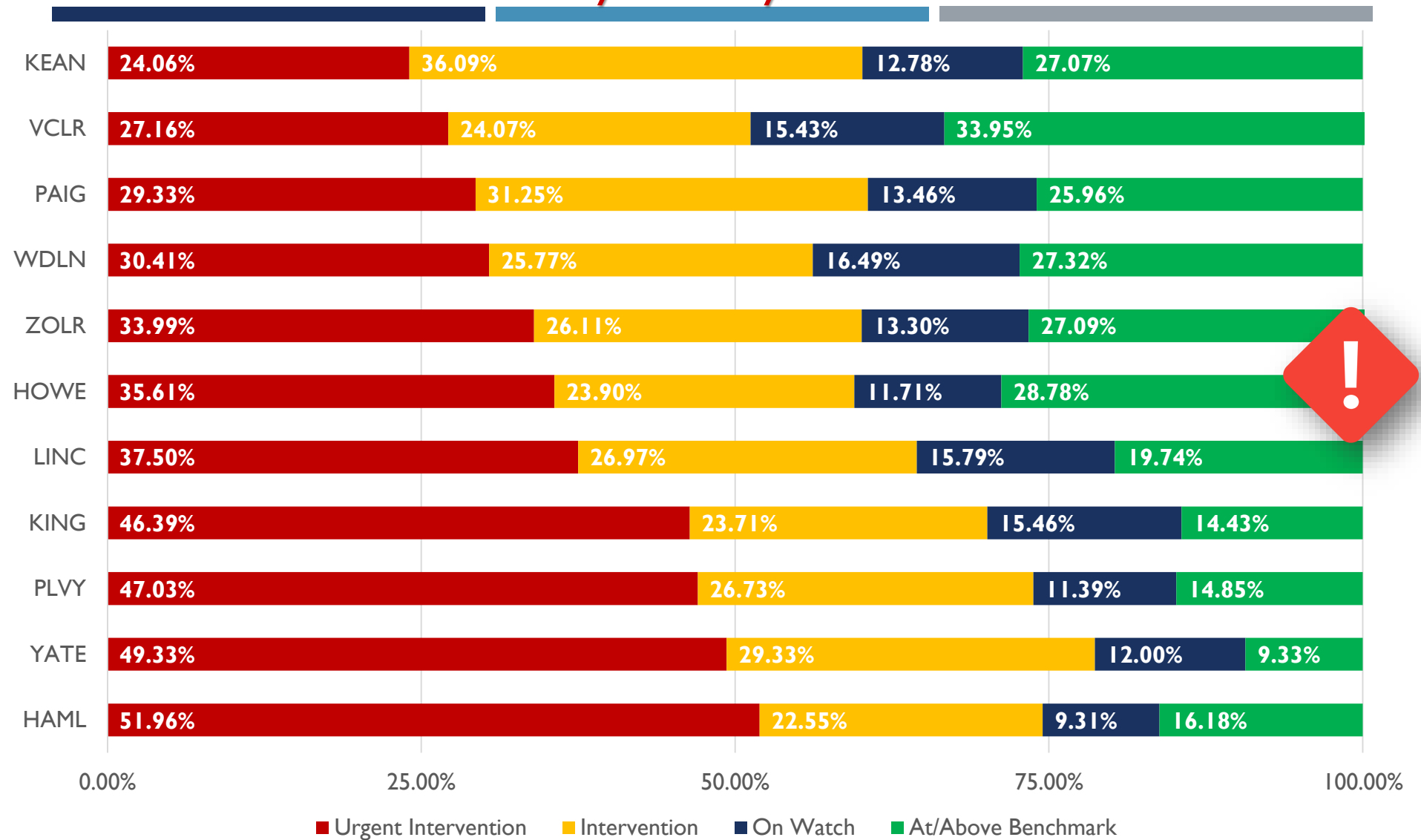


# STAR 360

## Universal Screening: Early Literacy & Reading

# STAR Early Literacy, Grades K-2

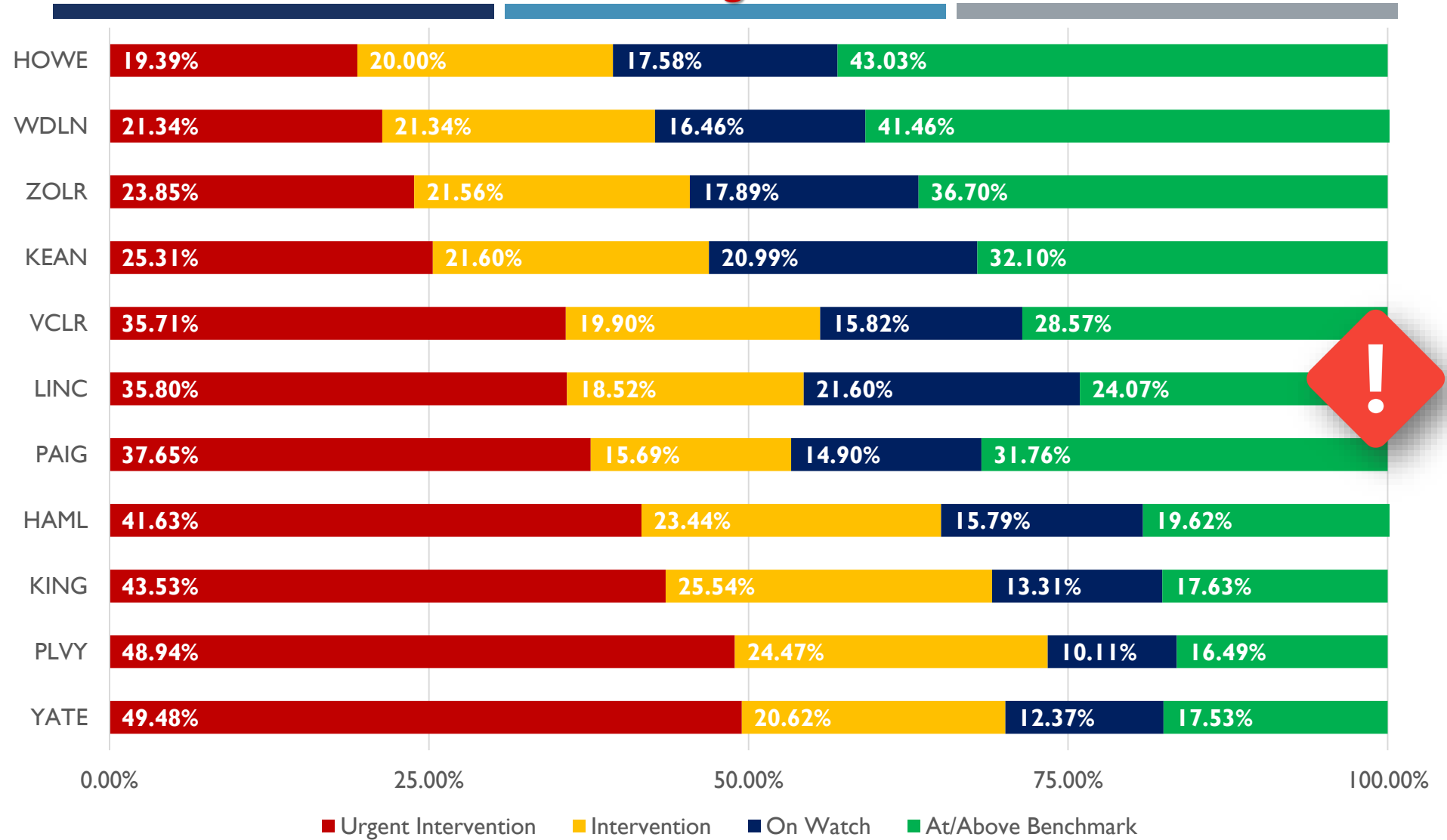
15



Quarter I	HAM	HOW	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
Total Tested	208	206	135	152	197	219	209	165	199	160	207
Participation	95.9%	96.7%	97.1%	96.8%	97.5%	97.7%	93.3%	97.6%	95.7%	90.4%	94.1%

# STAR Reading, Grades 3-5

16

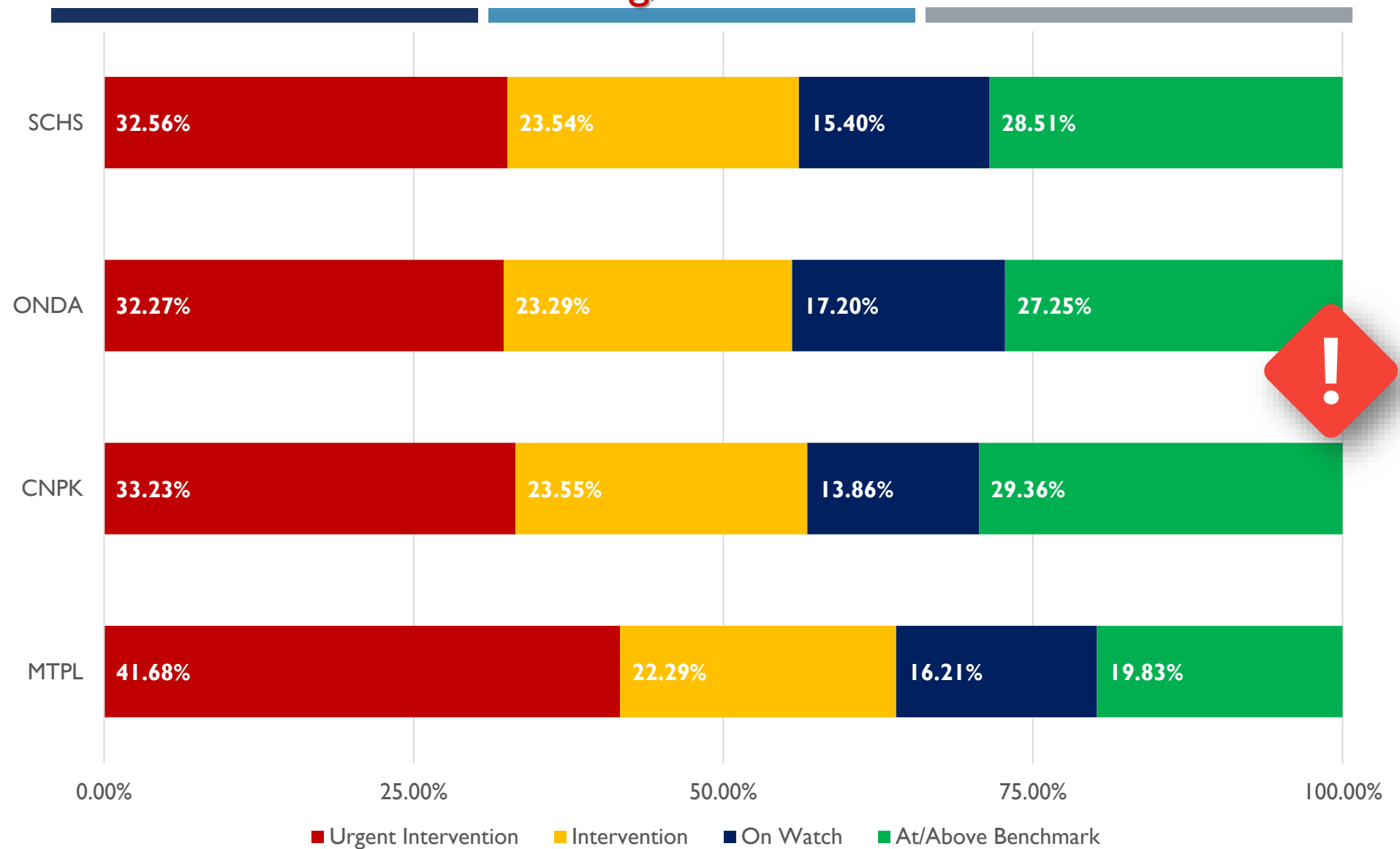


Quarter I	HAM	HOW	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
Total Tested	218	168	165	170	288	254	186	197	171	196	220
Participation	93.2%	93.3%	98.2%	95.0%	98.6%	97.0%	97.3%	96.6%	93.4%	95.6%	96.5%



# STAR Reading, Grades 6-8 & 9-12

17



Quarter I	CPMS	MPMS	OMS	SHS	SCLA
Total Tested	682	701	667	2126	196
Participation	98.0%	92.9%	93.9%	86.2%	77.2%

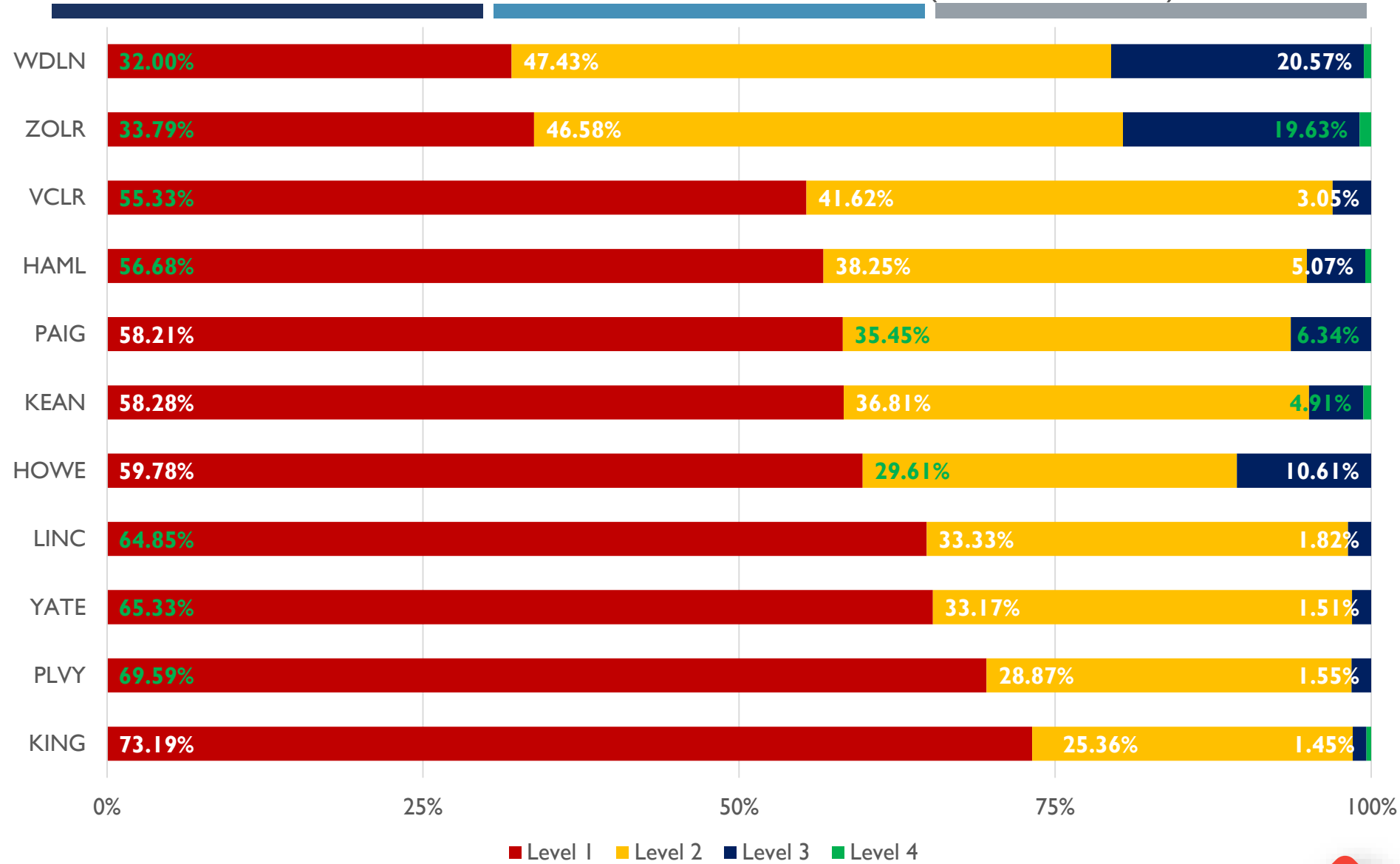
## SUMMARY OF DATA



# Fall Interims: English Language Arts Grades 2-8

# ELA Interims, Grades 2-5, Fall 2018 (vs. Fall 2017)

19

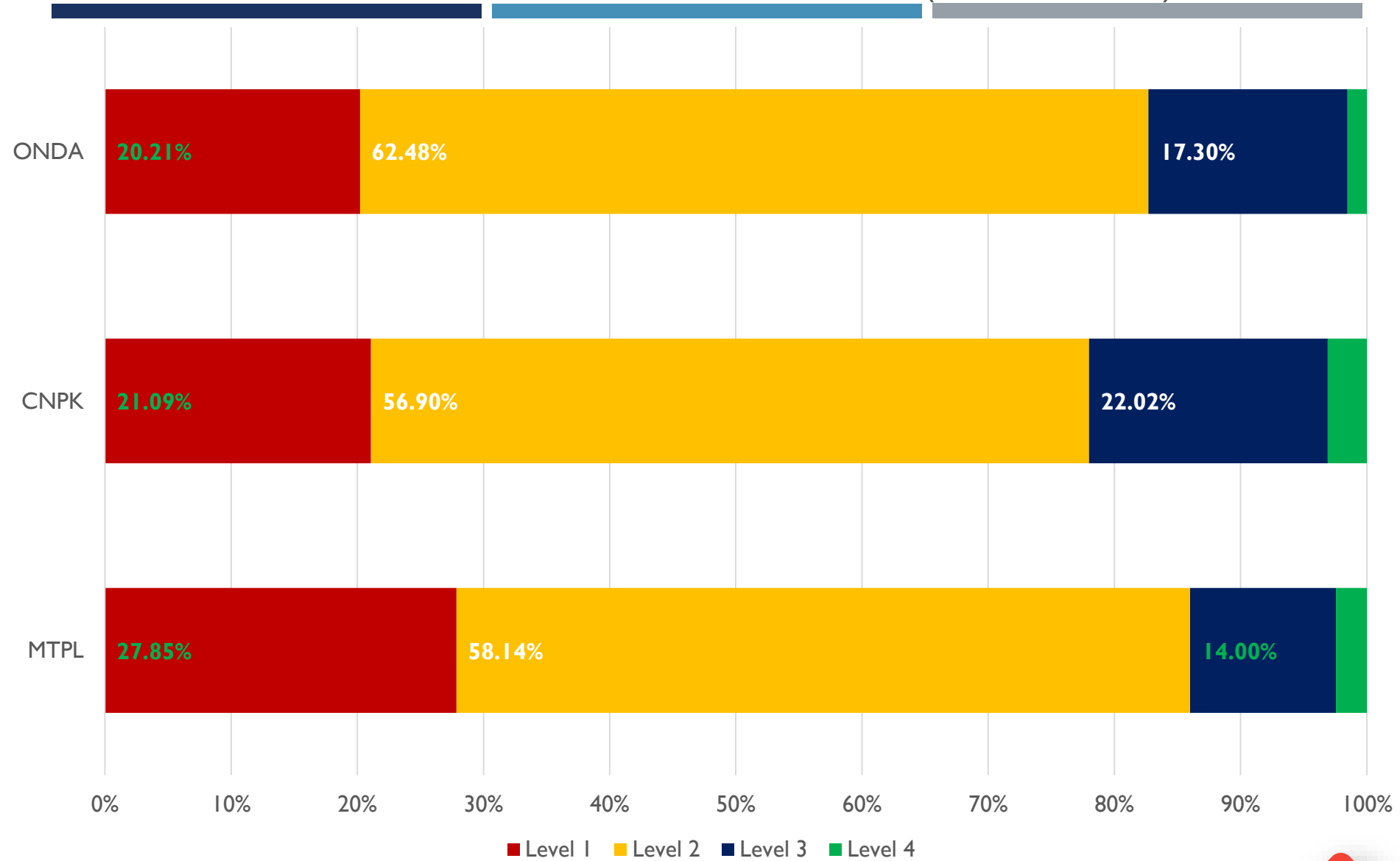


Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol
Total Tested	276	226	195	203	322	330	238	235	244	246	280
Participation	90.5%	93.8%	92.9%	88.3%	90.0%	97.4%	86.2%	91.1%	93.5%	92.5%	92.4%



# ELA Interims, Grades 6-8, Fall 2018 (vs. Fall 2017)

20



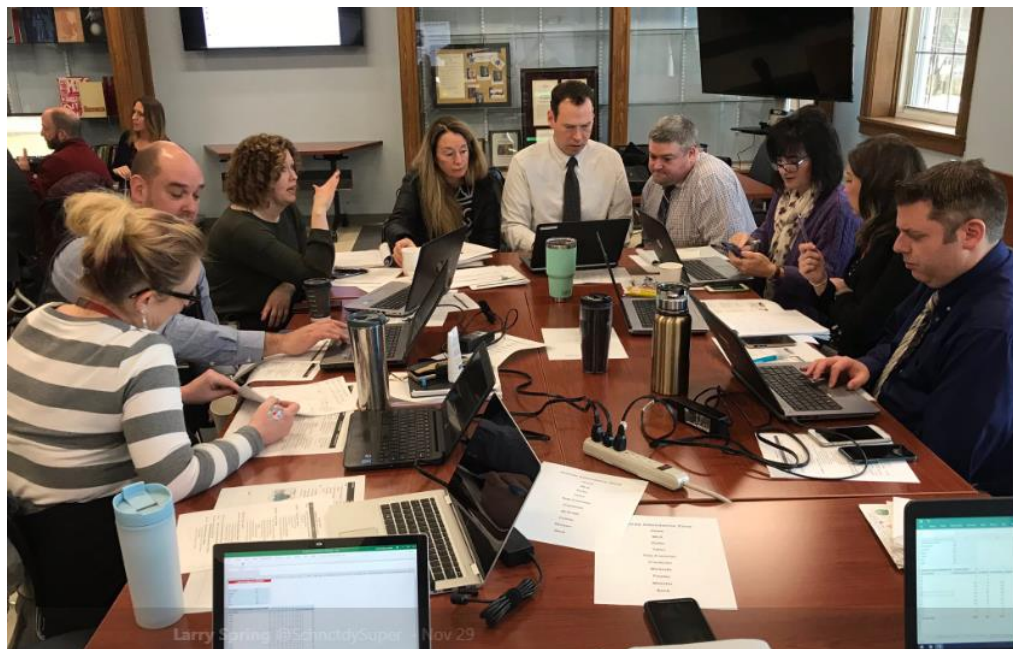
Quarter I	CP	MP	OMS
Total Tested	627	649	637
Participation	89.7%	85.5%	89.5%



## PDSA CYCLES



# Plan-Do-Study-Act Continuous Improvement Cycles @ SCSD: Oneida Zone



Schenectady High School

Oneida Middle School

Howe, MLK, Yates, Zoller

Mont Pleasant Middle School

Hamilton, Pleasant Valley, VanCorlaer

Central Park Middle School

Keane, Lincoln, Paige, Woodlawn



# Setting the Stage



focusedresults



# Continuous Improvement Cycle @ SCSD

## adjust actions

Attendance zones solidify meanings, adjust action plans and predictions, and re-communicate the plan and process with all stakeholders.

## check results

Teams review leading indicators to evaluate progress and results; hypothesis and initial findings are created as the data is examined and studied; adjustments are considered.

## progress monitor

Universal screeners are administered to identify students at risk of learning; targets & interventions are set that are highly predictive of student outcomes.

## implement plans

Communicate your plan and processes for monitoring you're on track; inspire and motivate change; hardwire your initiatives into every meeting, classroom, building and community conversation.

## develop initiatives

Identify your teams; analyze multiple measures; determine lagging indicators for focused improvement; set goals to address gaps; choose leading indicators to monitor progress; create action plans that communicate your theories of action.



## mid-quarter cycle

Plan-Do-Study-Act Cycle of interim progress reports, attendance and behavior data; results are checked and actions are adjusted.

## quarterly cycle

Plan-Do-Study-Act Cycle of STAR Reading, STAR Math, ELA Interims, Math Interims, Speed DIAL-4, report card grades, attendance and behavior data; internal and external report-outs are conducted.

**focusedresults**



# Defining the problem



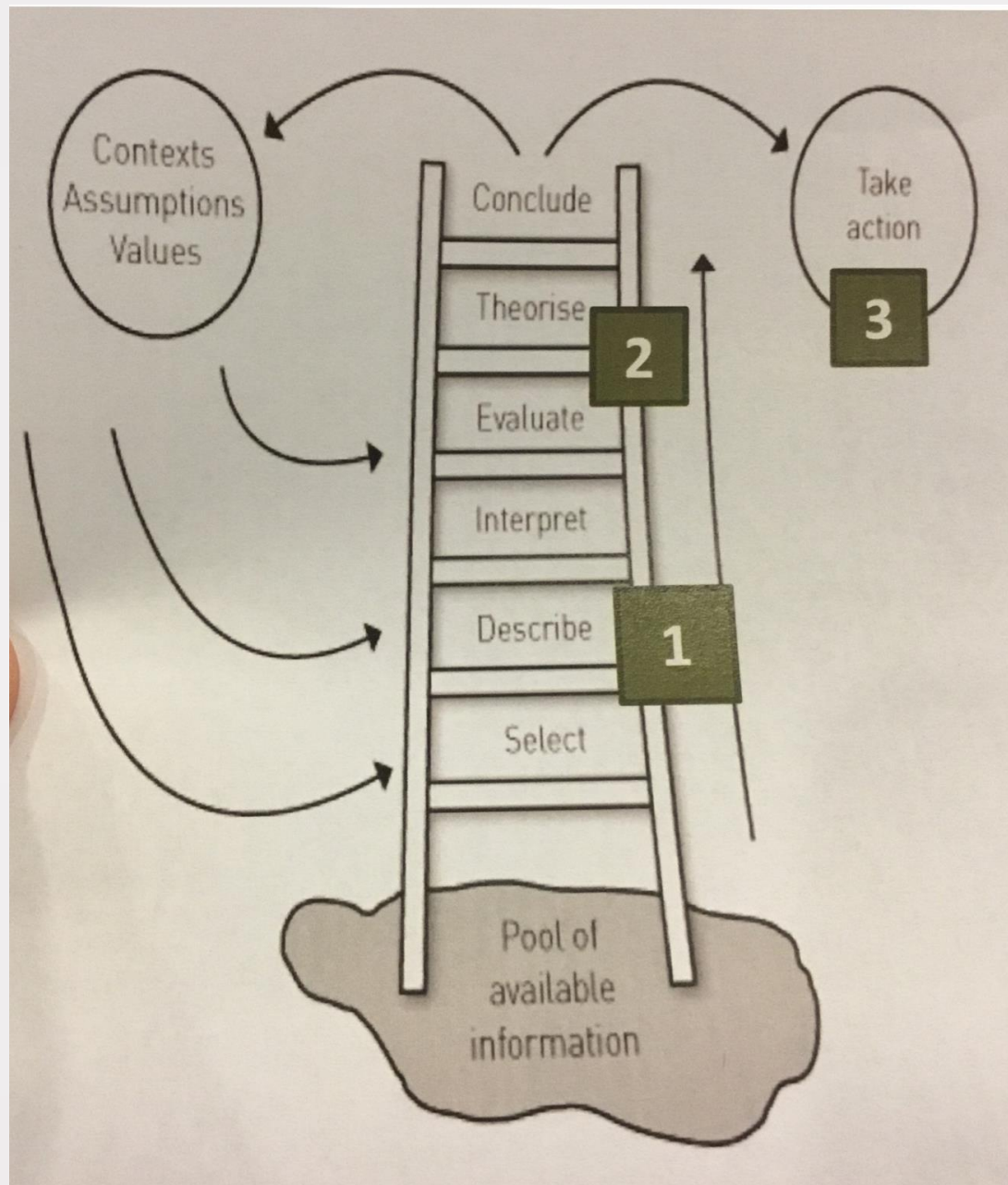
**“What specifically is the problem we are trying to solve?”**





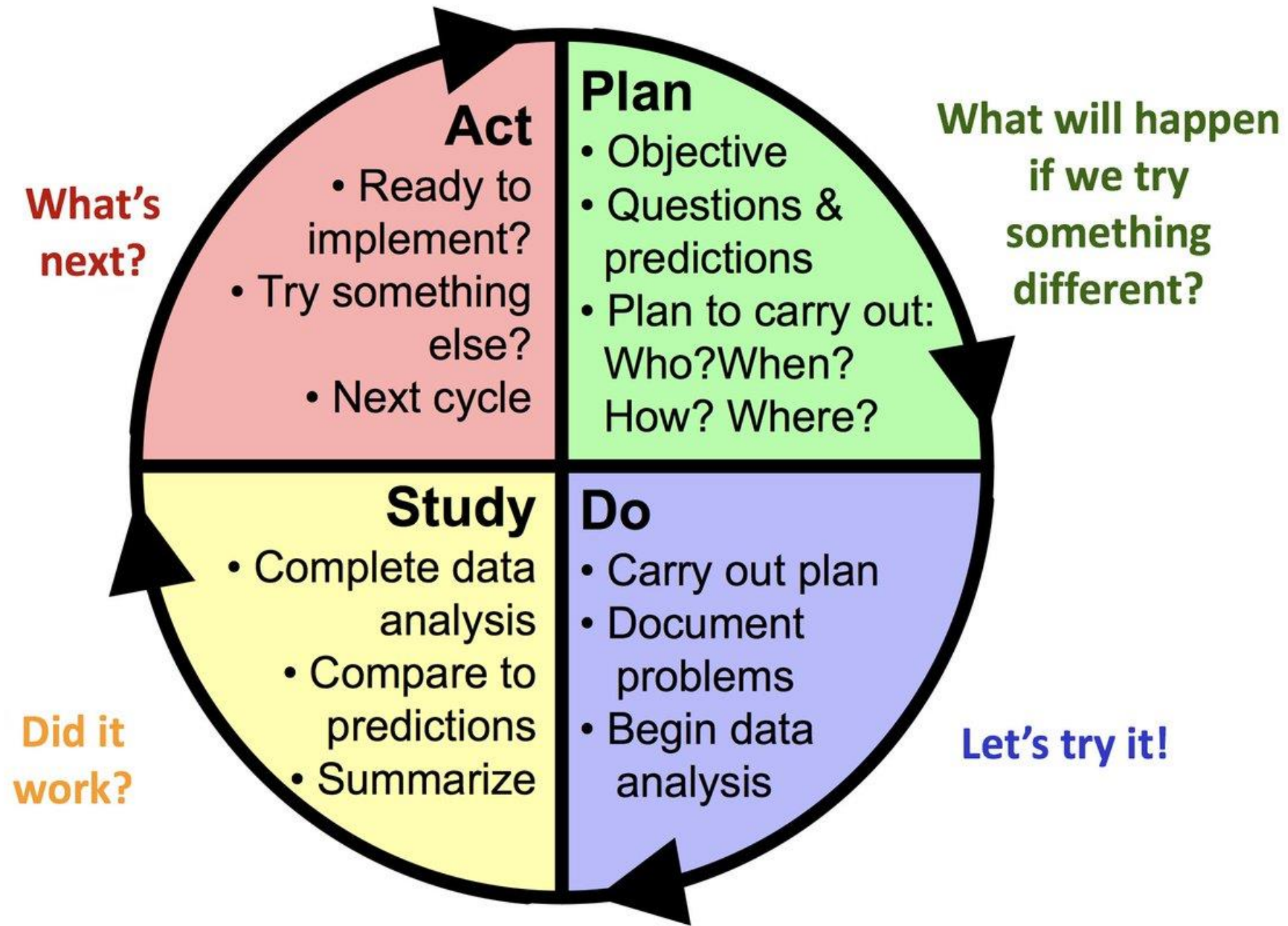
# Data Walkthrough

1. What do you see and notice?
2. What hypotheses or explanations do you have about what you see?
3. What will you do next?



focusedresults

# The PDSA Cycle for Learning and Improvement



# The Six Core Principles of Improvement Science

## 1. Make the work problem-specific and user-centered.

It starts with a single question: **“What specifically is the problem we are trying to solve?”** It enlivens a co-development orientation: engage key participants early and often.

## 2. Variation in performance is the core problem to address.

The critical issue is not what works, but rather **what works, for whom and under what set of conditions**. Aim to advance efficacy reliably at scale.

## 3. See the system that produces the current outcomes.

It is hard to improve what you do not fully understand. Go and see **how local conditions shape work processes**. **Make your hypotheses for change public and clear.**

# The Six Core Principles of Improvement Science

## 4. We cannot improve at scale what we cannot measure.

Embed **measures of key outcomes and processes to track if change** is an improvement. We intervene in complex organizations. Anticipate **unintended consequences** and measure these too.

## 5. Anchor practice improvement in disciplined inquiry.

**Engage rapid cycles of Plan, Do, Study, Act (PDSA)** to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

## 6. Accelerate improvements through networked communities.

Embrace the **wisdom of crowds**. We can accomplish more together than even the best of us can accomplish alone.





focusedresults



# PDSA in Action: Reading Oneida Attendance Zone Elementary Schools

Howe, MLK, Zoller & Yates

# Elementary Action Plans

## Defining the Problem:

- Literacy Block was not being implemented with fidelity or systematically
- Teachers needed more experience and tools to teach Phonics/Phonemic Awareness
- The Literacy Framework outlines Explicit Instruction at each grade level
- Grade level meetings needed to be refocused on effective use of literacy block time, strategies and interventions

## Keys to an Effective Systematic Literacy Program

Balance of instruction designed to meet students' needs

Balance of instructional settings

- whole class
- small flexible groups
- individual

Balance of level of teacher support

- scaffold student learning based on gradual release of responsibility model

Balance of instruction and practice

- direct, explicit instruction as well as frequent opportunities for meaningful student practice

Balance of assessment practices to inform and differentiate instruction

Balance of materials and resources

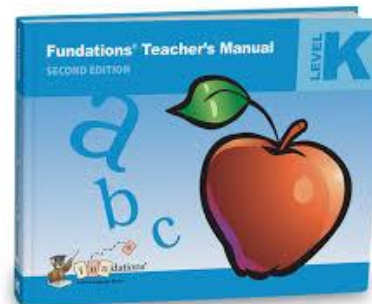
- texts available at both instructional and independent levels for all students



# Elementary Action Plans

## Systematic Literacy Framework in Kindergarten for 150 minutes Literacy Block

Kindergarten	Focus
<b>50 Minutes Phonics/Phonemic Awareness</b>  (not necessarily concurrent in schedule)	Explicit instruction led by teacher  <u>Phonemic Awareness</u> (20 minutes) ➤ ISA, F & P Phonics, Foundations, Shared Reading, Oral Language (Songs, Poetry, etc.)  <u>Phonics</u> (30 minutes) ➤ F & P, Foundations, Word Work
<b>60 Minutes ELA</b>	Core Literacy Block- Reading and Writing -Explicit instruction in Vocabulary, Comprehension, Oral Language, Fluency using:  ELA Units & ELA Integrated Units & IFL Unit ➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk ➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions) and assessments
<b>40 Minutes Small Group Guided Reading</b>	Guided Reading / Literacy Workstations / Independent Reading ➤ Explicit guided reading instruction in leveled text for students with teacher support ➤ Small group opportunities for practice of previously taught phonics skills ➤ Opportunities daily for students to read books at independent level on their own





First Grade	Focus
<b>40 Minutes</b> <b>Phonics/Phonemic Awareness</b>  (not necessarily concurrent in schedule)	Explicit instruction led by teacher (based on students' needs)  <u>Phonemic Awareness</u> (10 minutes) ➤ ISA, F & P Phonics, Foundations, Shared Reading, Songs, Poetry, etc.  <u>Phonics</u> (30 minutes) ➤ F & P, Foundations, Word Work
<b>60 Minutes ELA</b>	Core Literacy Block- Reading and Writing Explicit instruction in Vocabulary, Comprehension, Fluency using:  ELA Units & ELA Integrated Units & IFL Unit ➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk ➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions)
<b>50 Minutes Small Group Guided Reading</b>	Guided Reading / Literacy Workstations / Independent Reading ➤ Explicit guided reading instruction in leveled text for students with teacher support ➤ Small group opportunities for practice of previously taught phonics skills ➤ Opportunities daily for students to read books at independent level on their own

Grade 2	Focus
<b>30 minutes</b> <b>Phonics</b>	Explicit instruction led by teacher (based on students' needs)  Phonics (30 minutes) ➤ F & P, Foundations, Word Work
<b>70 Minutes</b> <b>ELA</b>	Core Literacy Block- Reading and Writing Explicit instruction in Vocabulary, Comprehension, Fluency using:  ELA Units & ELA Integrated Units & IFL Units ➤ Designed based on the interaction of scaffolded texts, scaffolded tasks, sequenced-text-based questions, close reading and Accountable Talk ➤ Focused with central drivers (enduring understandings) and overarching questions (essential questions)
<b>50 Minutes</b> <b>Small Group Guided Reading</b>	Guided Reading / Literacy Workstations / Independent Reading ➤ Explicit guided reading instruction in leveled text for students with teacher support ➤ Small group opportunities for practice of previously taught phonics skills ➤ Opportunities daily for students to read books at independent level on their own

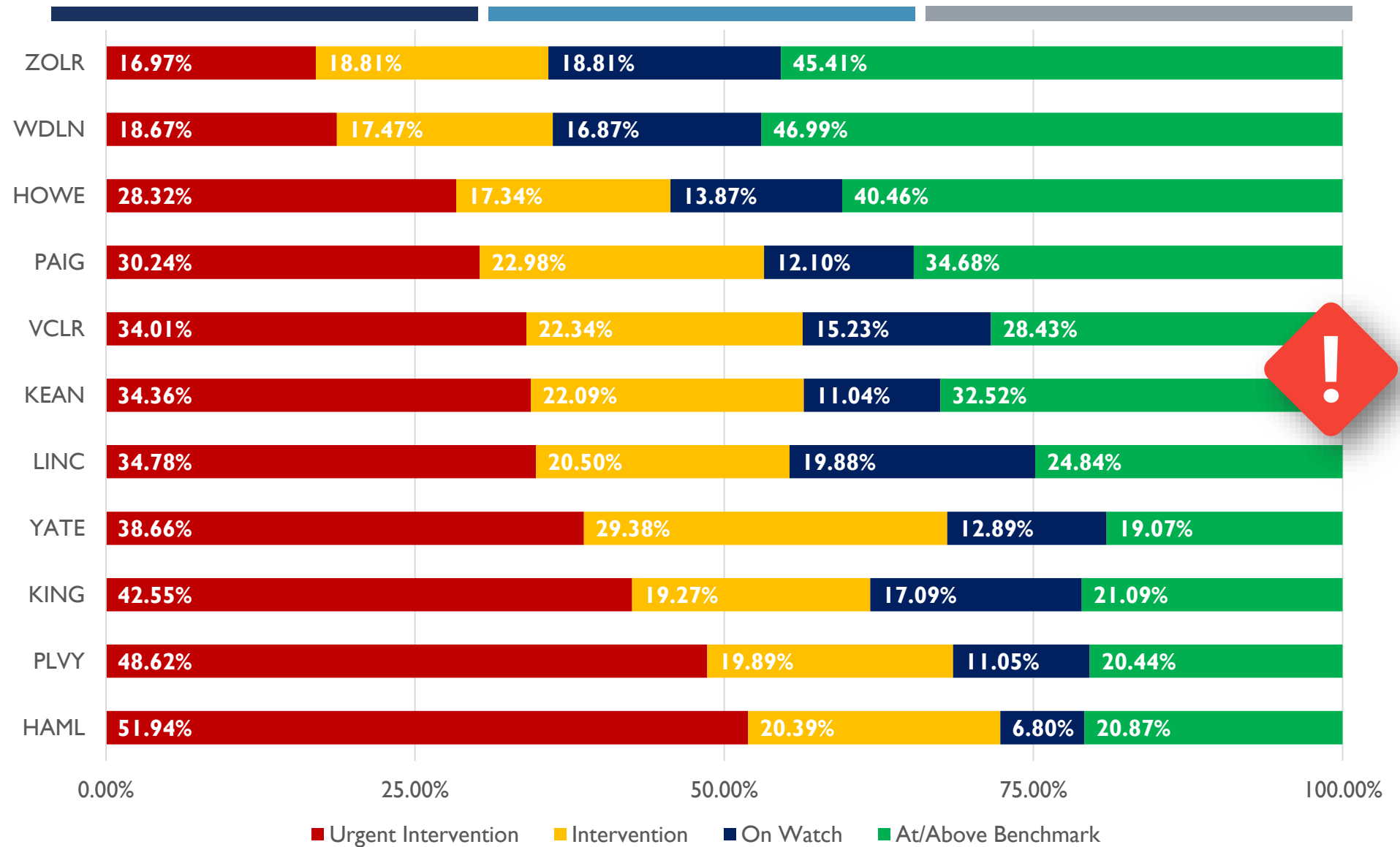
READING



# STAR 360

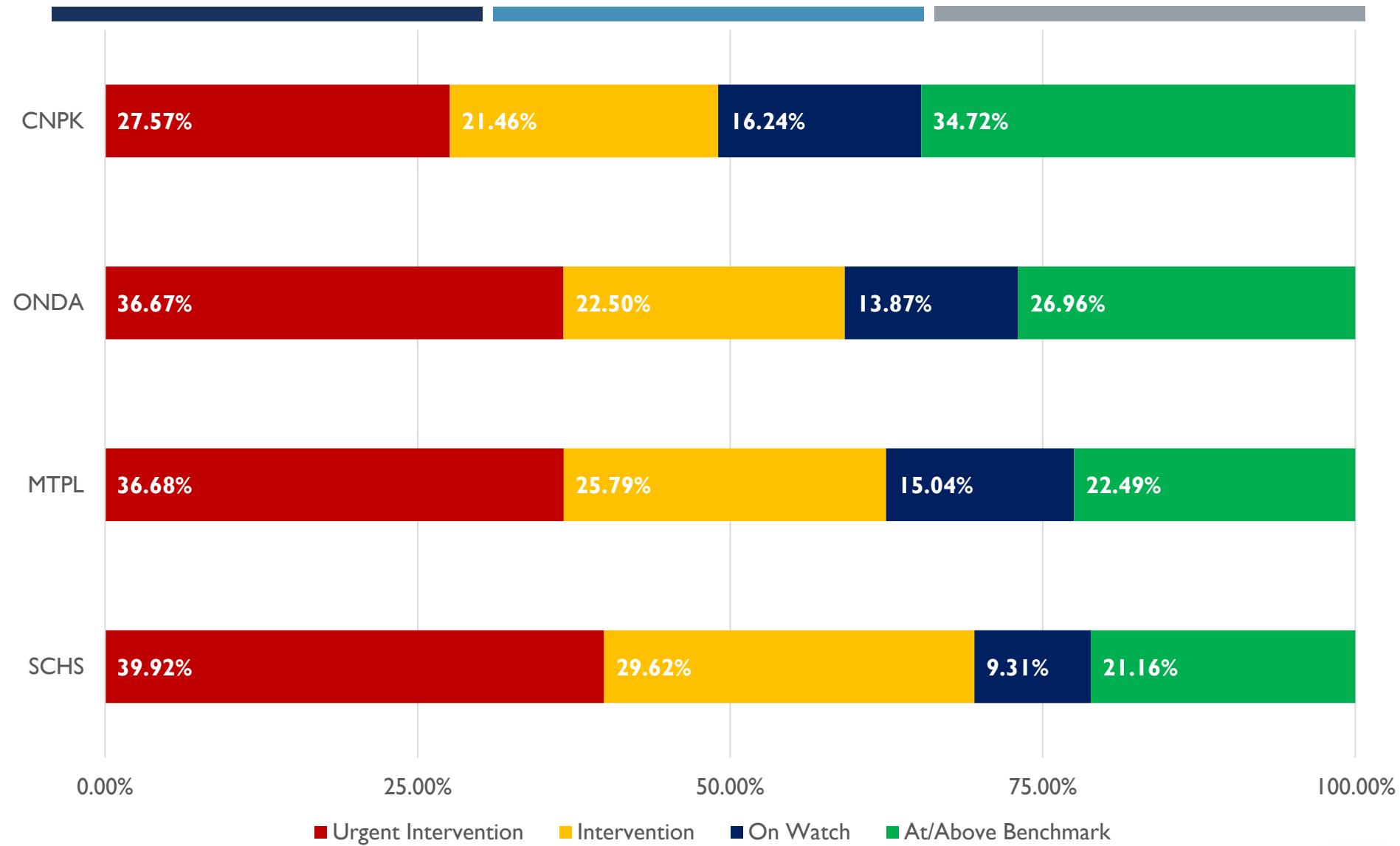
## Universal Screening: Math

# STAR Math, Grades 3-5



Quarter I	HAM	HOW	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
Total Tested	213	176	165	169	285	247	179	198	173	196	220
Participation	91.0%	97.8%	98.2%	94.4%	97.6%	94.3%	93.7%	97.1%	94.5%	95.6%	96.5%

# STAR Math, Grades 6-9



Quarter I	CPMS	MPMS	OMS	SHS	SCLA
Total Tested	680	707	658	462	38
Participation	97.7%	93.6%	92.7%	91.9%	86.4%



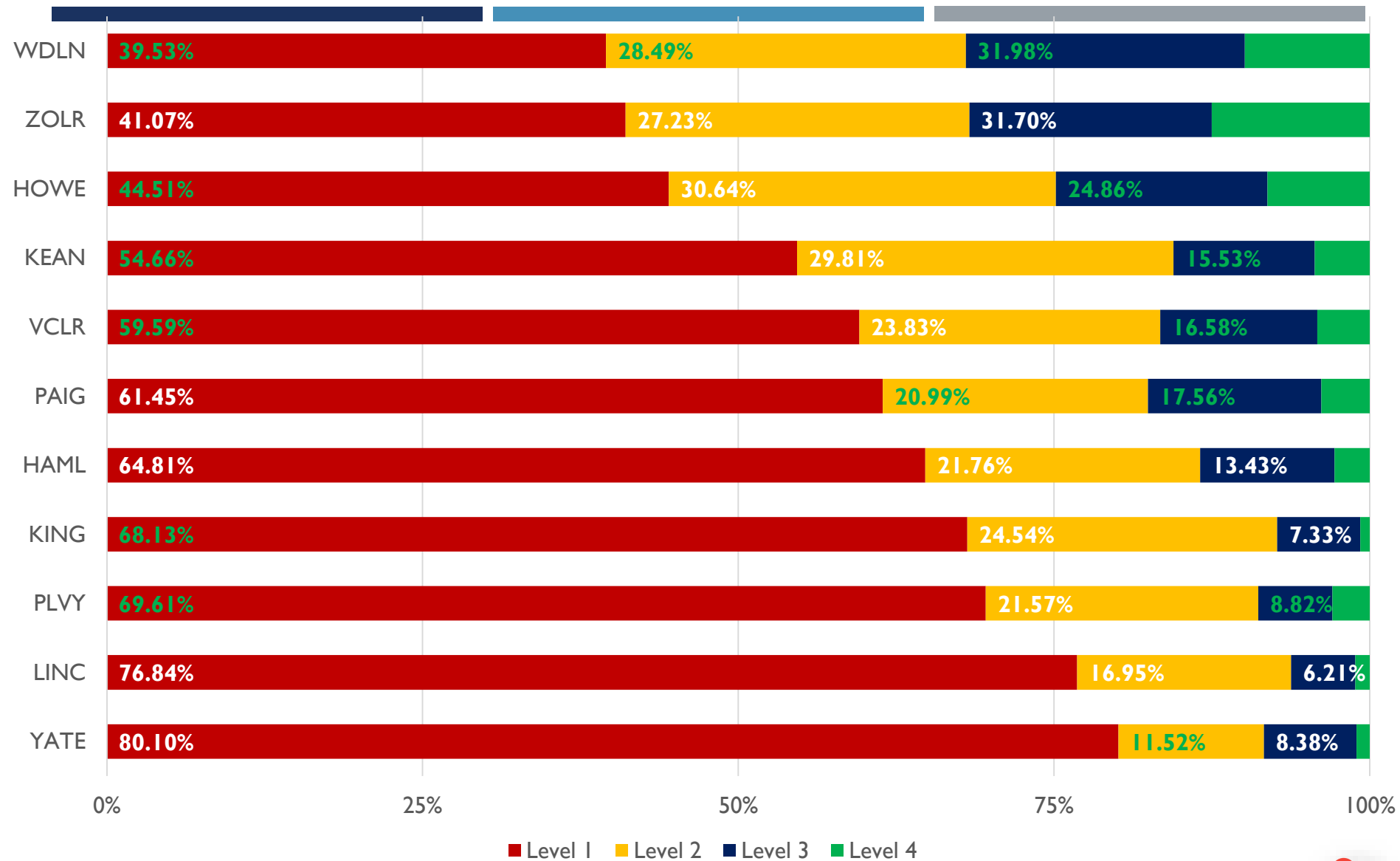
## SUMMARY OF DATA



# Fall Interims: Mathematics Grades 3-8

# Math Interims, Grades 3-5, Fall 2018 (vs. Fall 2017)

38

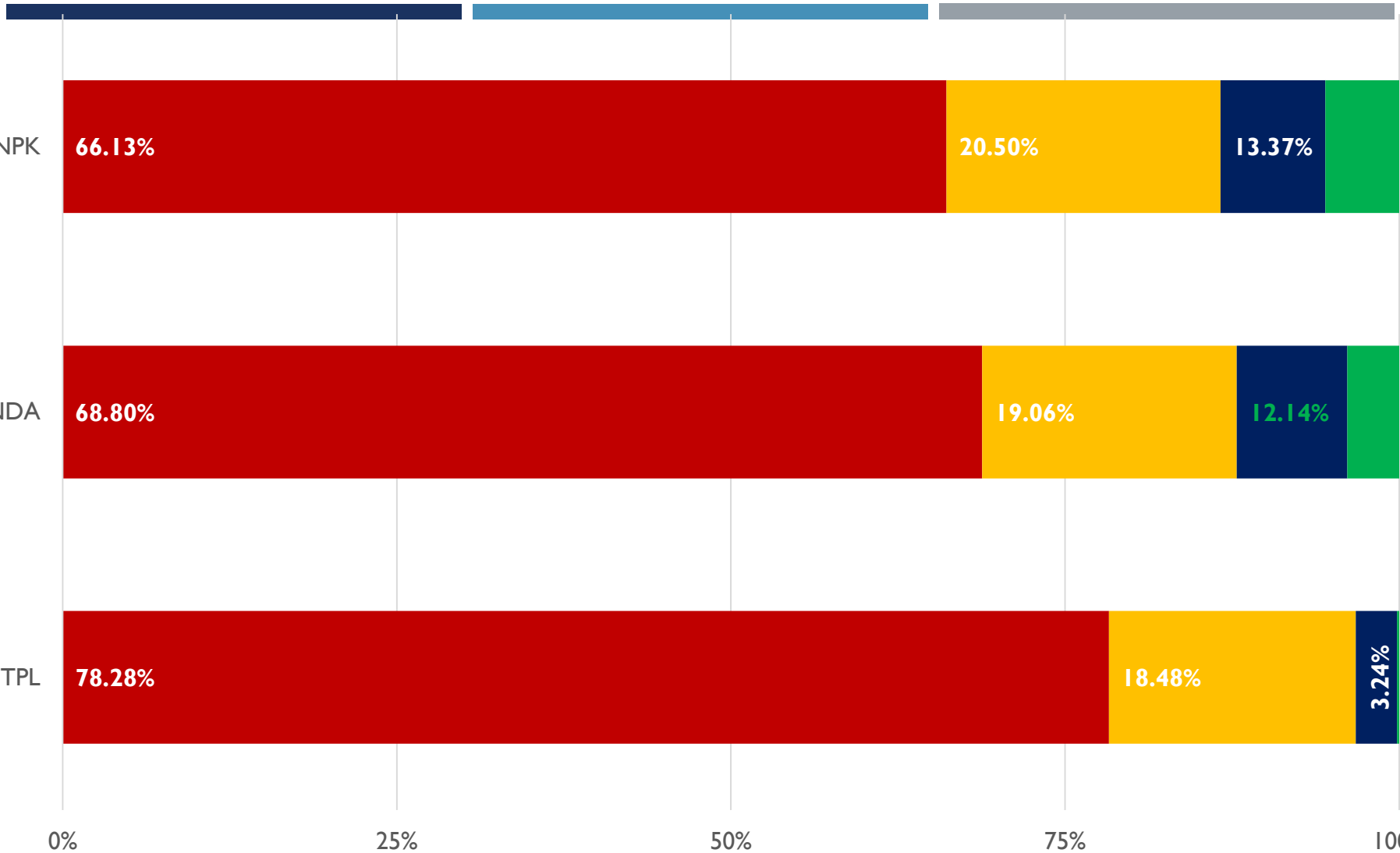


Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol
Total Tested	211	167	154	169	264	254	188	186	168	182	221
Participation	89.4%	94.4%	92.8%	96.6%	91.7%	95.9%	95.0%	89.4%	92.3%	89.7%	96.9%



# Math Interims, Grades 6-8, Fall 2018 (vs. Fall 2017)

39



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4

Quarter I	CP	MP	OMS
Total Tested	572	631	621
Participation	88.4%	90.1%	94.7%





# PDSA in Action: Math Oneida Attendance Zone Oneida Middle School













# Middle School Action Plans

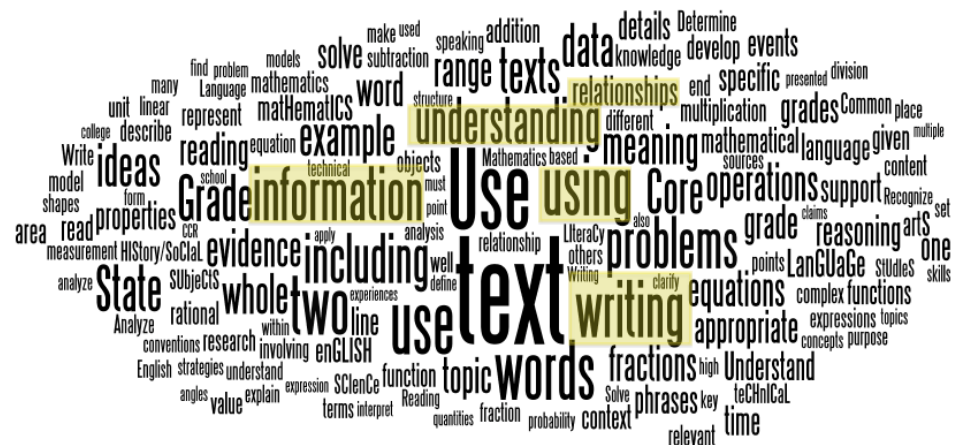
## Defining the Problem:

- Students are struggling with word problems and are not receiving full credit on extended-response questions
- Training and implementation of specific strategies to help students address lagging skills

 <h3>Algebra Alley</h3> <p>A bag contains 5 orange marbles, 3 green marbles and 4 purple marbles. How many green marbles must be added so that the probability of drawing a green marble is 75%?</p> <p>Write an equation to represent this situation and solve it.</p> <p>(5.03)</p>	 <h3>All About Data</h3> <p>The following ordered pairs represent the mass (in kg) and height (in m) of a group of visiting Martians.</p> <p>(35, 0.5); (32, 0.75); (28, 1); (5, 3.9); (10, 3.0); (24, 1.2); (15, 2.5); (7, 3.75); (12, 2.8); (25, 1); (18, 1.8); (22, 1.75)</p> <p>Using a scatterplot, what can you conclude about these visitors?</p>
 <h3>What's The Problem?</h3> <p>Find 5 rectangles with integral, centimeter dimensions 1 through 10 (using each value once) so that you can put them together without overlapping and form a 13 by 13 square.</p>  <p>(1.02)</p>	 <p>(4.01)</p>
 <h3>Mathematically Speaking</h3> <p>A Explain when would you expect the median and mean of a distribution to be close together?</p> <p>B Your math scores are 32, 100, 75, 72 and 78. Would you rather have your teacher use the mean or median on your report card? Why?</p> <p>(Review)</p>	 <h3>Geometry Wrap Up</h3> <p>Anna's seat on the merry-go-round is 8 feet from the center of the merry-go-round. Eric's seat is 6 feet from the center. After 5 complete revolutions of the ride, how much farther has Anna traveled than Eric?</p>  <p>(3.01)</p>



High Frequency Words - ALL Common Core ELA, History, Science, Technical &amp; Math Standards

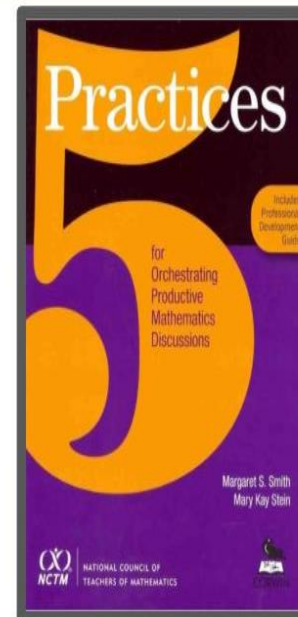


# PRODUCTIVE MATHEMATICAL DISCOURSE

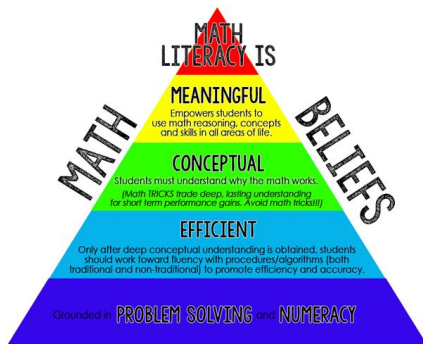


## Socialized Learning

## The 5 Practices for Orchestrating Productive Mathematics Discussions



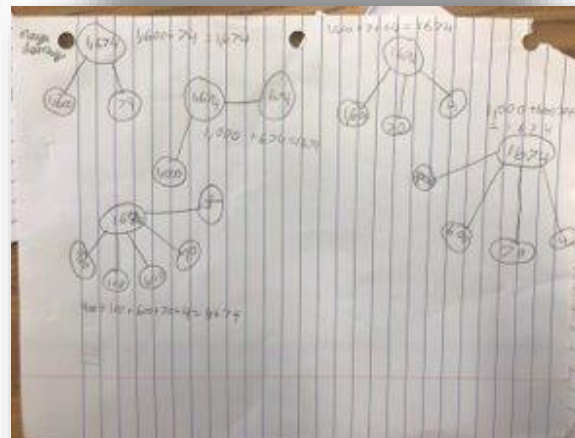
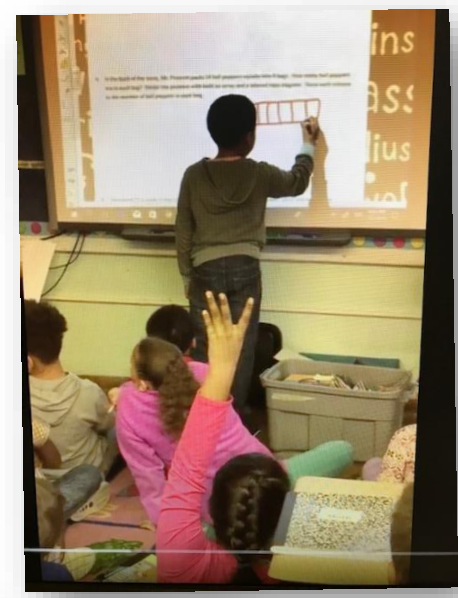
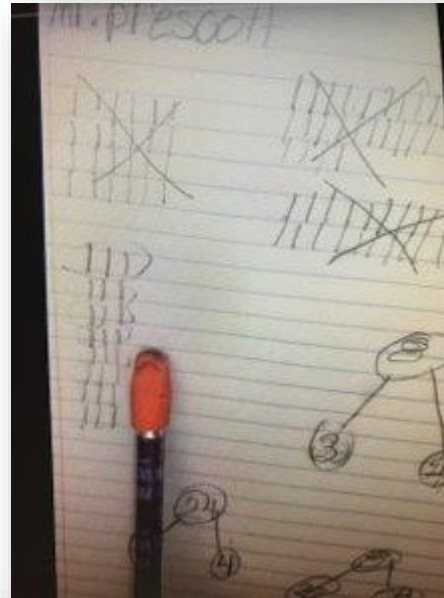
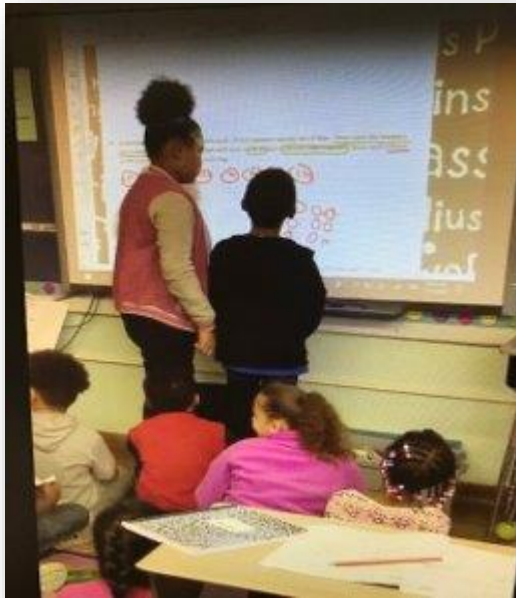
Anticipating  
Monitoring  
Selecting  
Sequencing  
Connecting



## Content-specific Pedagogy



# WHAT SHOULD WE SEE MORE OF IN THE CLASSROOMS?



## SUMMARY OF DATA



# Quarter I Report Card Achievement Data



# Number of Students (7-12) with Report Cards <65\*

\*2017-18 Q1 to 2018-19 Q1 Comparison

45

School	1 course			2 courses			3 or > courses		
	17-18 Q1	18-19 Q1	IEs Q1	17-18 Q1	18-19 Q1	IEs Q1	17-18 Q1	18-19 Q1	IEs Q1
CPMS	84	72	6	47	27	1	80	28	5
MPMS	82	97	20	46	53	15	90	71	15
ONMS	78	54	4	54	34	7	84	37	1
SHS	545	470	71	277	272	62	777	548	145
SCLA	40	42	8	36	31	5	150	96	28

Quarter	CP(78)	MP(78)	OMS(78)	SHS	SCLA
Total	445	513	465	2410	240

# CALCULATING RELATIVE RISK FOR 3 OR > COURSE FAILURES, GRADES 7-12

## Definition:

The risk of a subgroup failing 3 or more courses

*compared to*

The risk of all other students failing 3 or more courses

## Relative Risk:

Subgroup	Relative Risk QI 2017-18	Relative Risk QI 2018-19
Hispanic	1.10	1.09
Asian	0.49	0.52
Black	1.48	1.58
White	0.97	0.88
Two or more	0.91	0.86



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# Number of Students (K-6) Below Achievement for Grade Level on Report Cards\*

\*2017-18 Q1 to 2018-19 Q1 Comparison

47

	1 course		2 courses		3 or > courses	
School	<u>17-18 Q1</u>	<u>18-19 Q1</u>	<u>17-18 Q1</u>	<u>17-18 Q1</u>	<u>17-18 Q1</u>	<u>17-18 Q1</u>
HAM	71	75	53	73	104	85
HOWE	51	41	30	23	38	62
KEAN	25	31	25	17	32	42
LINC	57	56	27	36	78	64
MLK	82	78	56	56	91	78
PAIG	67	68	37	42	79	70
PLVY	73	88	47	25	70	59
VAN	42	50	29	25	67	43
WDLN	38	46	22	23	50	56
YATE	67	68	39	56	82	81
ZOL	28	35	35	20	25	33
CPMS (6)	24	41	16	12	10	17
MPMS (6)	51	34	13	14	20	17
ONMS (6)	40	41	24	18	25	20

Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol	CP6	MP6	OM6
Total	444	389	307	332	492	476	419	373	383	372	446	248	240	240





# CALCULATING RELATIVE RISK FOR 3 OR > COURSES BELOW ACHIEVEMENT GRADES K-6

## Definition:

The risk of a  
subgroup falling  
below 3 or more  
courses

*compared to*

The risk of all other  
students falling  
below 3 or more  
courses

## Relative Risk:

Subgroup	Relative Risk Q1 2017-18	Relative Risk Q1 2018-19
Hispanic	1.54	1.52
Asian	0.51	0.36
Black	1.17	1.30
White	0.98	0.88
Two or more	0.98	1.18



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**PDSA in Action: Course P/F**

**Oneida Attendance Zone**

**Oneida MS & Schenectady HS**

A magnifying glass with a brass handle and frame is positioned in the bottom left corner of the slide. The lens of the magnifying glass is focused on the word 'Oneida' in the text 'Oneida MS & Schenectady HS', making it appear larger and more prominent.

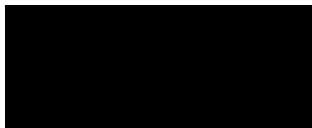
# High School & Middle School Action Plans

## Defining the Problem:

- The 5-week Interim Progress Report indicated that numerous students were at risk of course failure (grades < 65).
- Work recovery plans had not been put into place
- An increased focus was needed on Tier I Interventions and Goal Setting



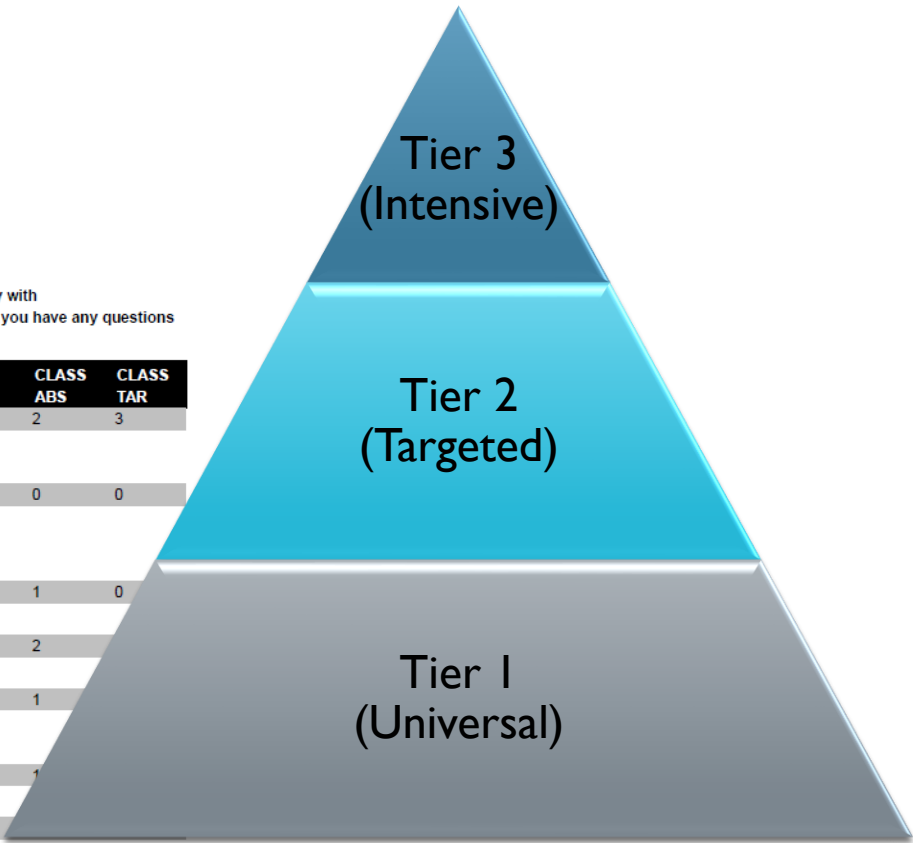
### INTERIM PROGRESS REPORT 2350 - ONEIDA MIDDLE SCHOOL



Dear Parent / Guardian,

Although our regular progress reports come out at ten week intervals, it is sometimes desirable to communicate more frequently with parents/guardians. Our goal is to inform you of your child's performance in certain of his/her courses. If, after reading this report, you have any questions or would like to discuss your child's progress, please call his/her guidance counselor.

SUBJECT	TEACHER	CLASS ABS	CLASS TAR
ENGLISH 8 SHOWS GOOD EFFORT CURRENTLY HAS AN "A" AVERAGE (IN THE 90'S)		2	3
MATH 8 SHOWS GOOD EFFORT IS A PLEASURE TO HAVE IN CLASS FREQUENTLY TAKES TIME TO HELP OTHERS		0	0
PHYS ED CURRENTLY HAS AN "A" AVERAGE (IN THE 90'S)		1	0
SCIENCE 8 SHOWS GOOD EFFORT		2	
SOC STUDIES 8 IS A PLEASURE TO HAVE IN CLASS CURRENTLY HAS A "B" AVERAGE (IN THE 80'S)		1	
SPANISH 8 CURRENTLY HAS AN "A" AVERAGE (IN THE 90'S)		1	
STUDIO IN ART IS A PLEASURE TO HAVE IN CLASS			



## SUMMARY OF DATA

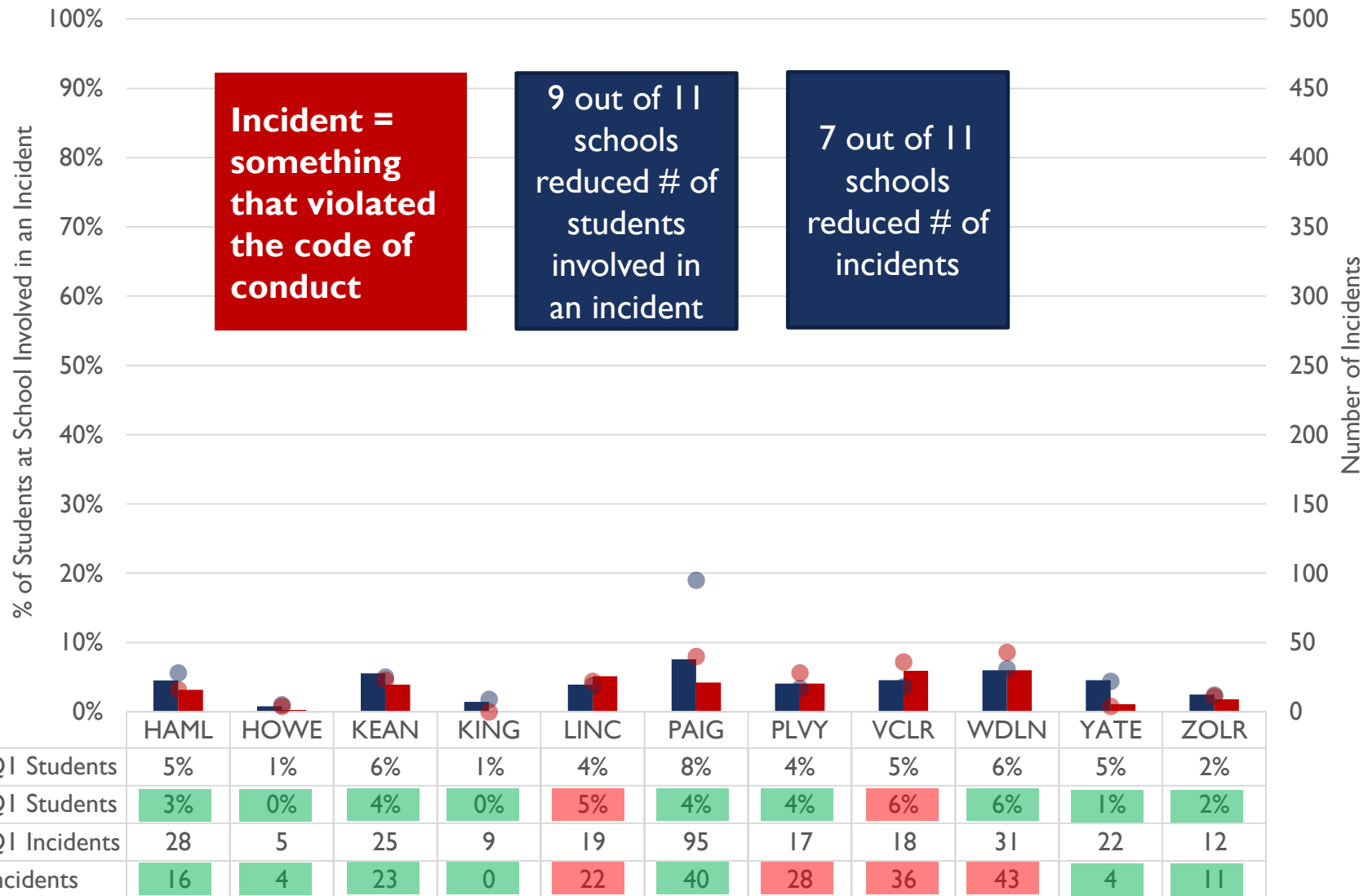


# Quarter I Behavior Data



# % of Students (Unique) and # of Incidents, K-5

## Q1 2017-18 vs. Q1 2018-19

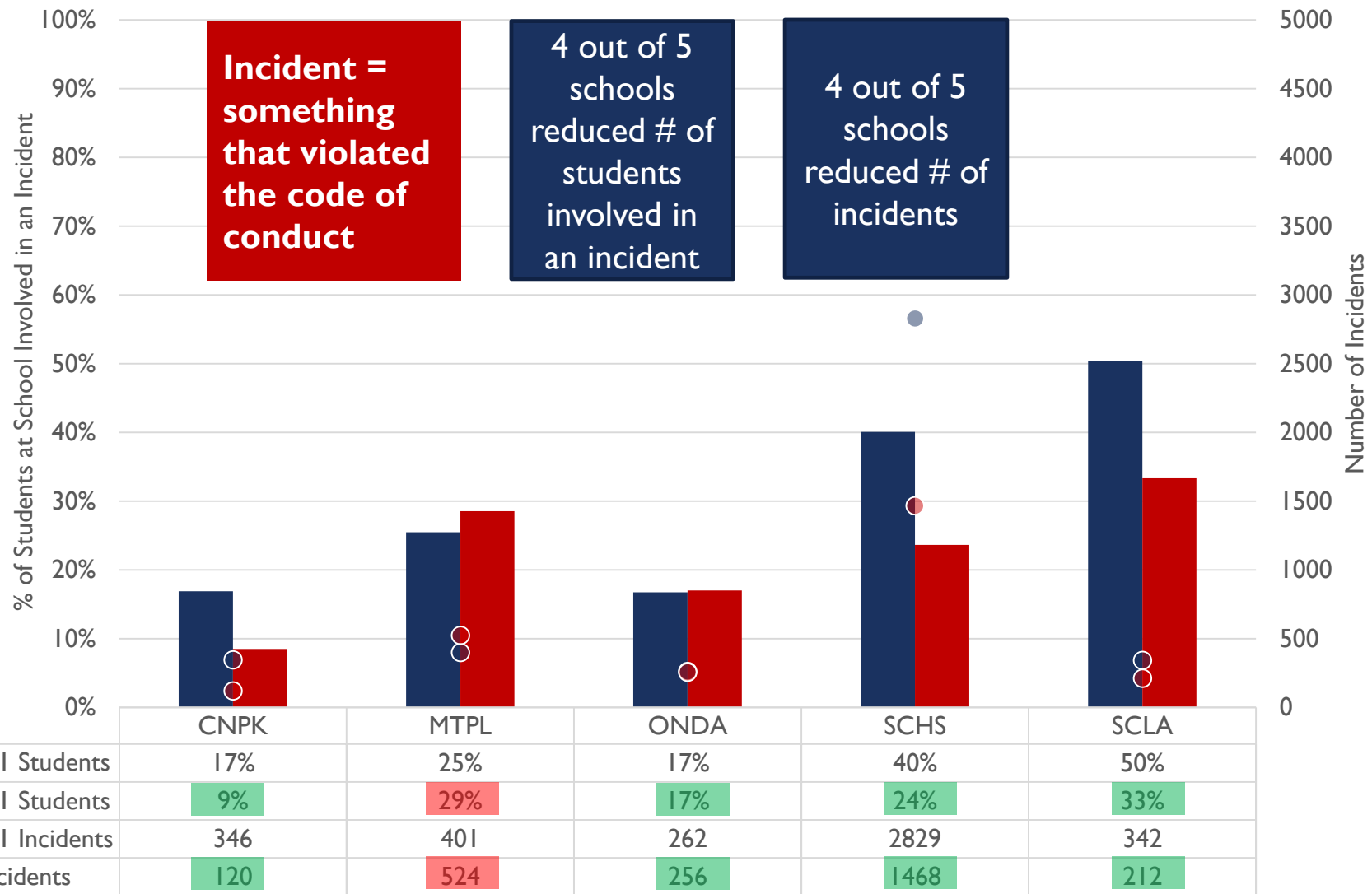


Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol
Total	444	389	307	332	492	476	419	373	383	372	446



# % of Students (Unique) Involved in an Incident, 6-12

## Q1 2017-18 vs. Q1 2018-19



Axis Title

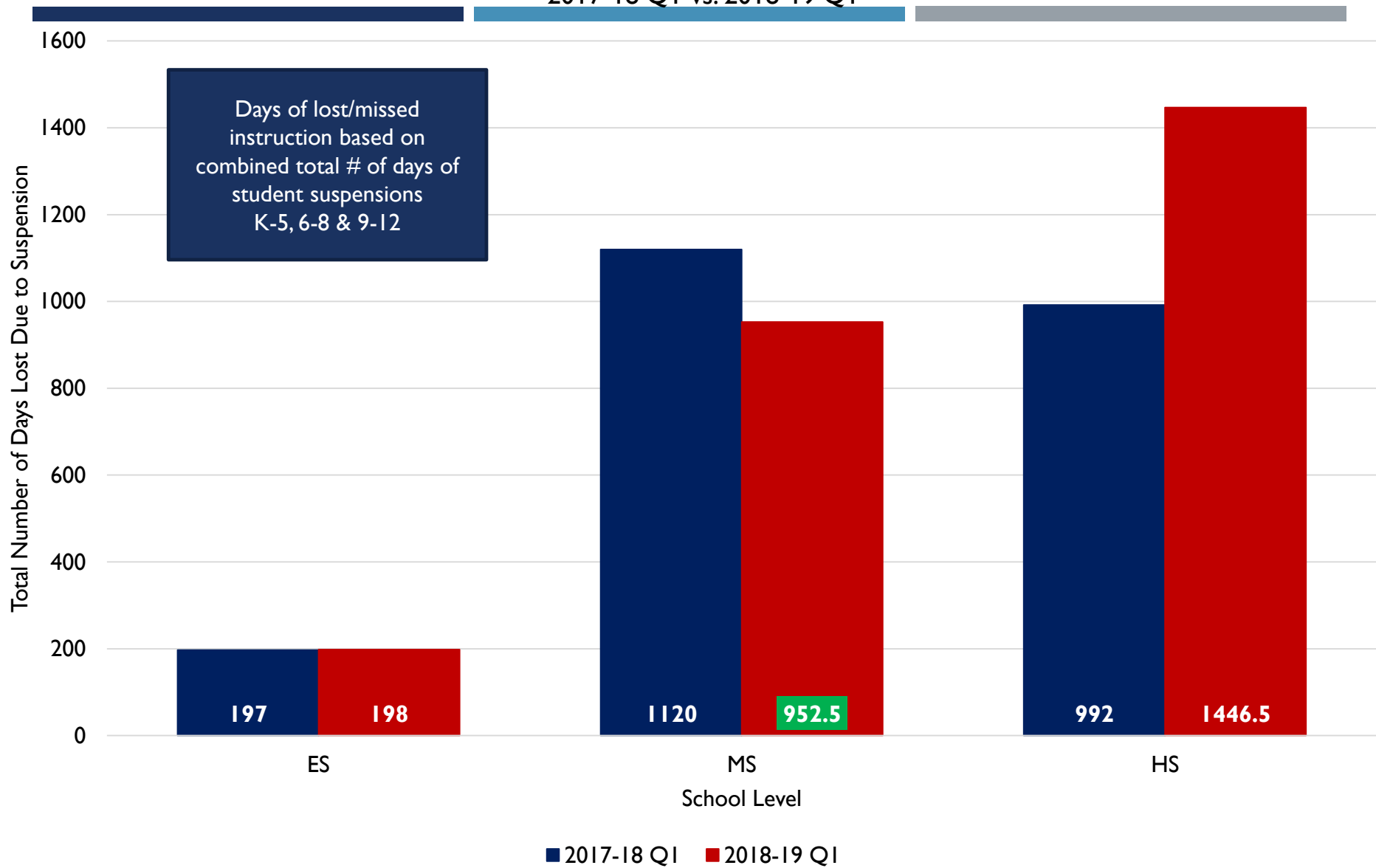
Quarter I	CP	MP	OMS	SHS	SCLA
Total	693	753	705	2410	240

# Days of Instruction Lost to Suspension, by Level

2017-18 Q1 vs. 2018-19 Q1

54

Days of lost/missed instruction based on combined total # of days of student suspensions K-5, 6-8 & 9-12



Quarter I Enrollment	ES	MS	HS
Total # Students	4494	2136	2703





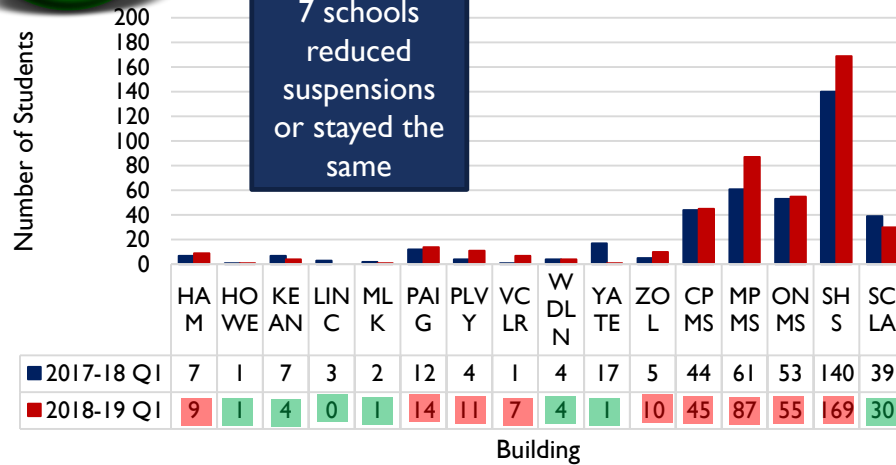
# Number of Student Suspensions by Building\*

\*Quarter I 2017-18 vs. Quarter I 2018-19

55

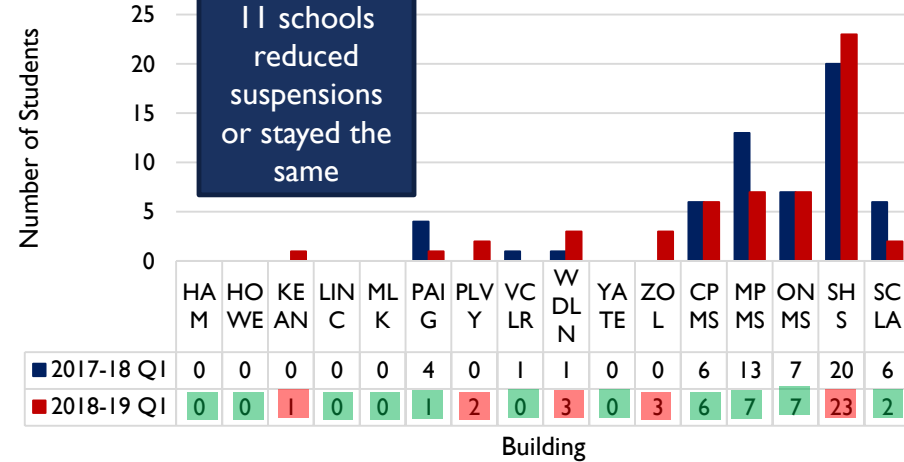
## 1-5 Days

7 schools reduced suspensions or stayed the same



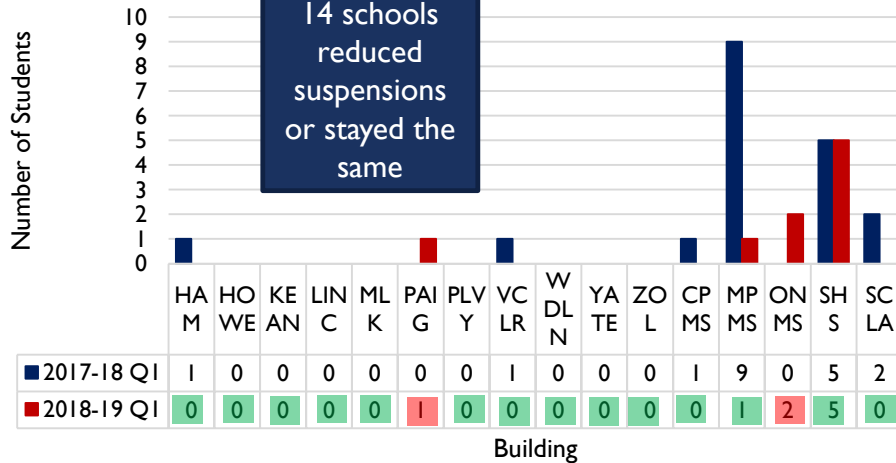
## 6-10 Days

11 schools reduced suspensions or stayed the same



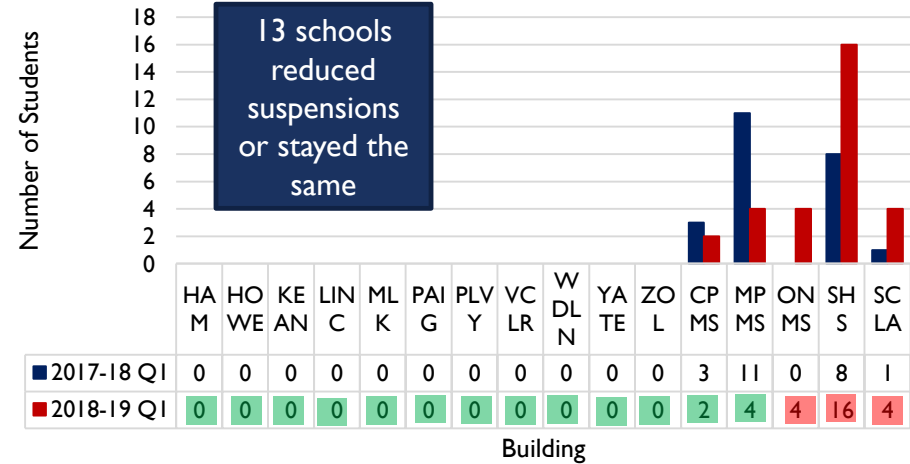
## 11-19 Days

14 schools reduced suspensions or stayed the same



## 20+ Days

13 schools reduced suspensions or stayed the same



Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol	CP	MP	OMS	SHS	SCLA
Total	444	389	307	332	492	476	419	373	383	372	446	693	753	705	2410	240

# CALCULATING RELATIVE RISK

## Definition:

The risk of a  
subgroup being  
suspended

*compared to*

The risk of all other  
students being  
suspended

## Relative Risk:

Subgroup	Relative Risk 2017-18 Q1	Relative Risk 2018-19 Q1
Hispanic	1.11	0.96
Asian	0.13	0.20
Black	3.26	2.76
White	0.60	0.70
Two or more	0.36	0.59





# PDSA in Action: Behavior

## Oneida Attendance Zone

### Oneida Middle School



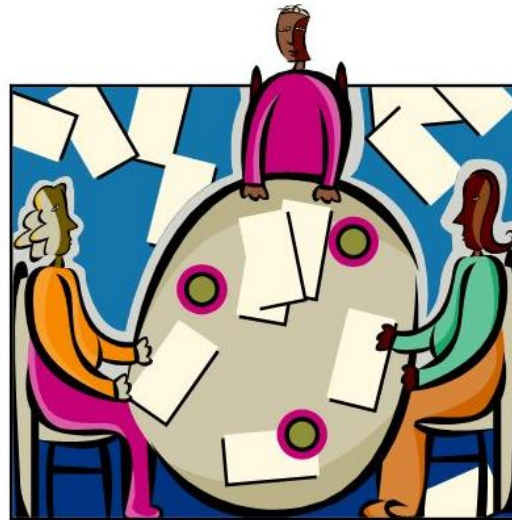
# Middle School Action Plans

## Defining the Problem:

- The first 2 months of the prior school year resulted in an elevated level of physical altercations
- Behavior was not being acted upon proactively



## Cultural Brokers



- Identify partners with legitimacy with families & targeted communities.
- Ensure partners are representative of the community.
- Develop reciprocal trusting relationships
  - Bring resources to the table
  - Demonstrate humility

## SUMMARY OF DATA



# Quarter I Student Attendance Data

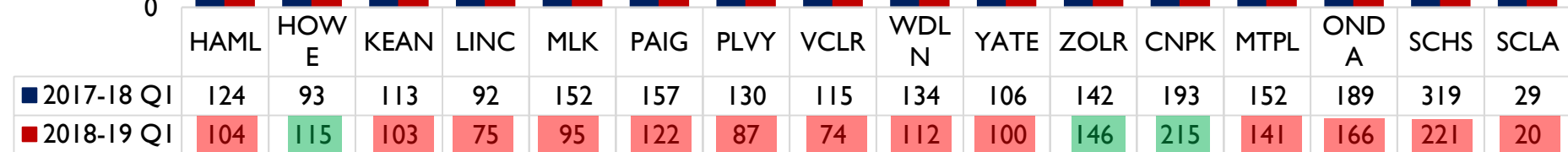
# Perfect Attendance\*

\*Q1 2017-18 to Q1 2018-19

60

Number of Students

3 schools saw an increase in the number of students with perfect attendance

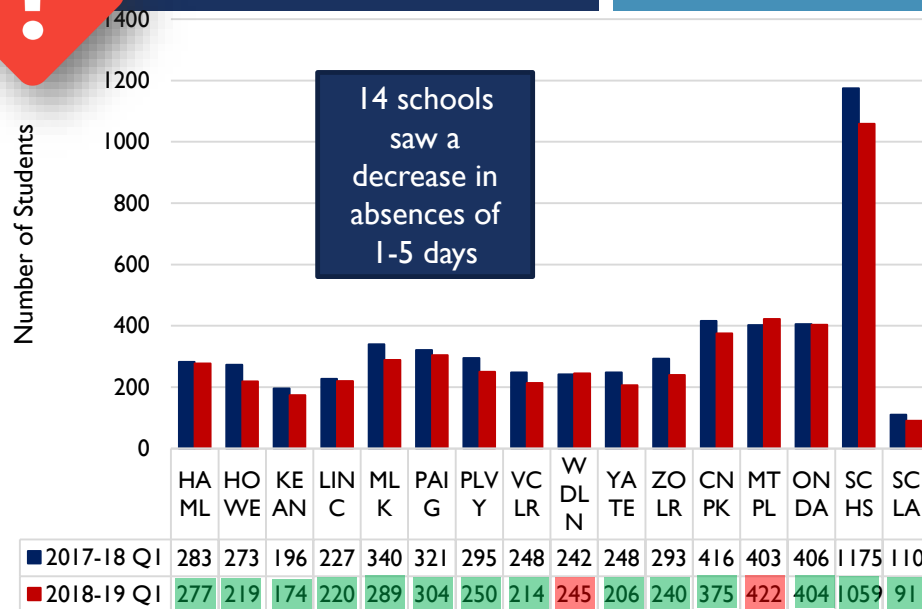


Quarter I	Ham	How	Kean	Linc	MLK	Paig	PV	Van	Wdl	Yate	Zol	CP	MP	OMS	SHS	SCLA
Total	444	389	307	332	492	476	419	373	383	372	446	693	753	705	2410	240



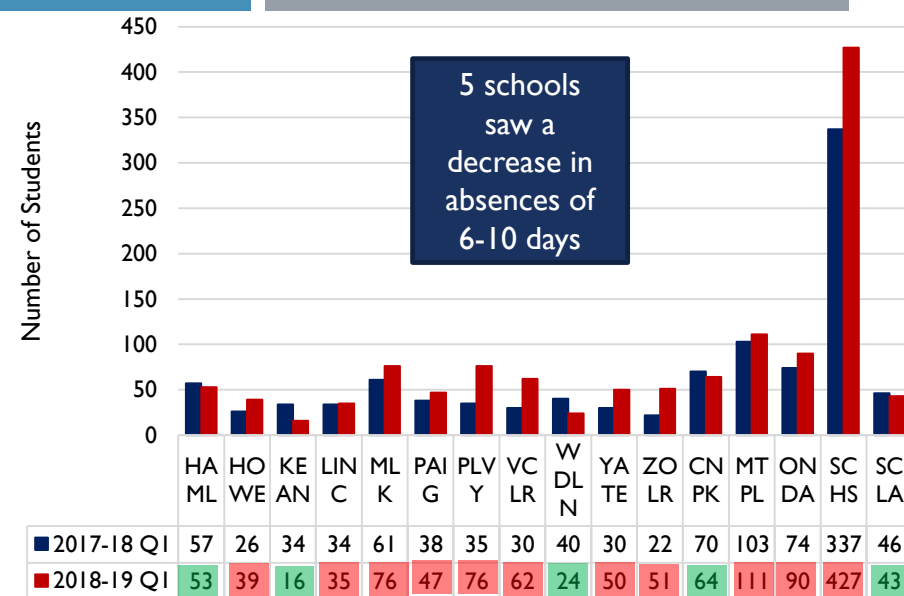
## Student Absences, 1-5 Days\*

\*Q1 2017-18 to Q1 2018-19



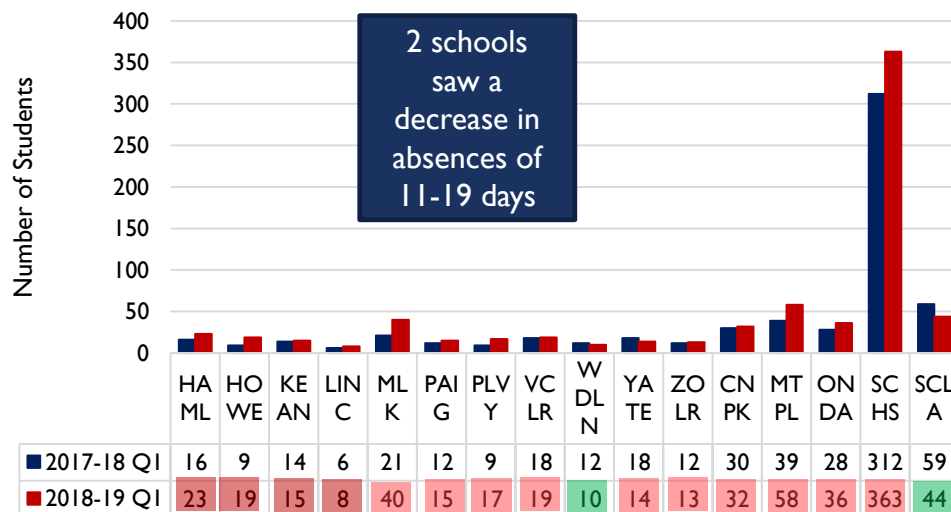
## Student Absences, 6-10 Days\*

\*Q1 2017-18 to Q1 2018-19



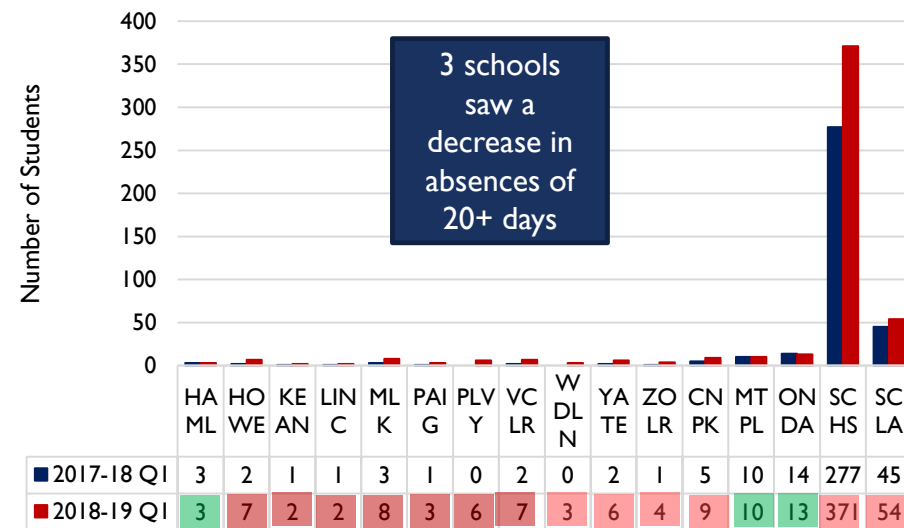
## Student Absences, 11-19 Days\*

\*Q1 2017-18 to Q1 2018-19



## Student Absences, 20+ Days\*

\*Q1 2017-18 to Q1 2018-19





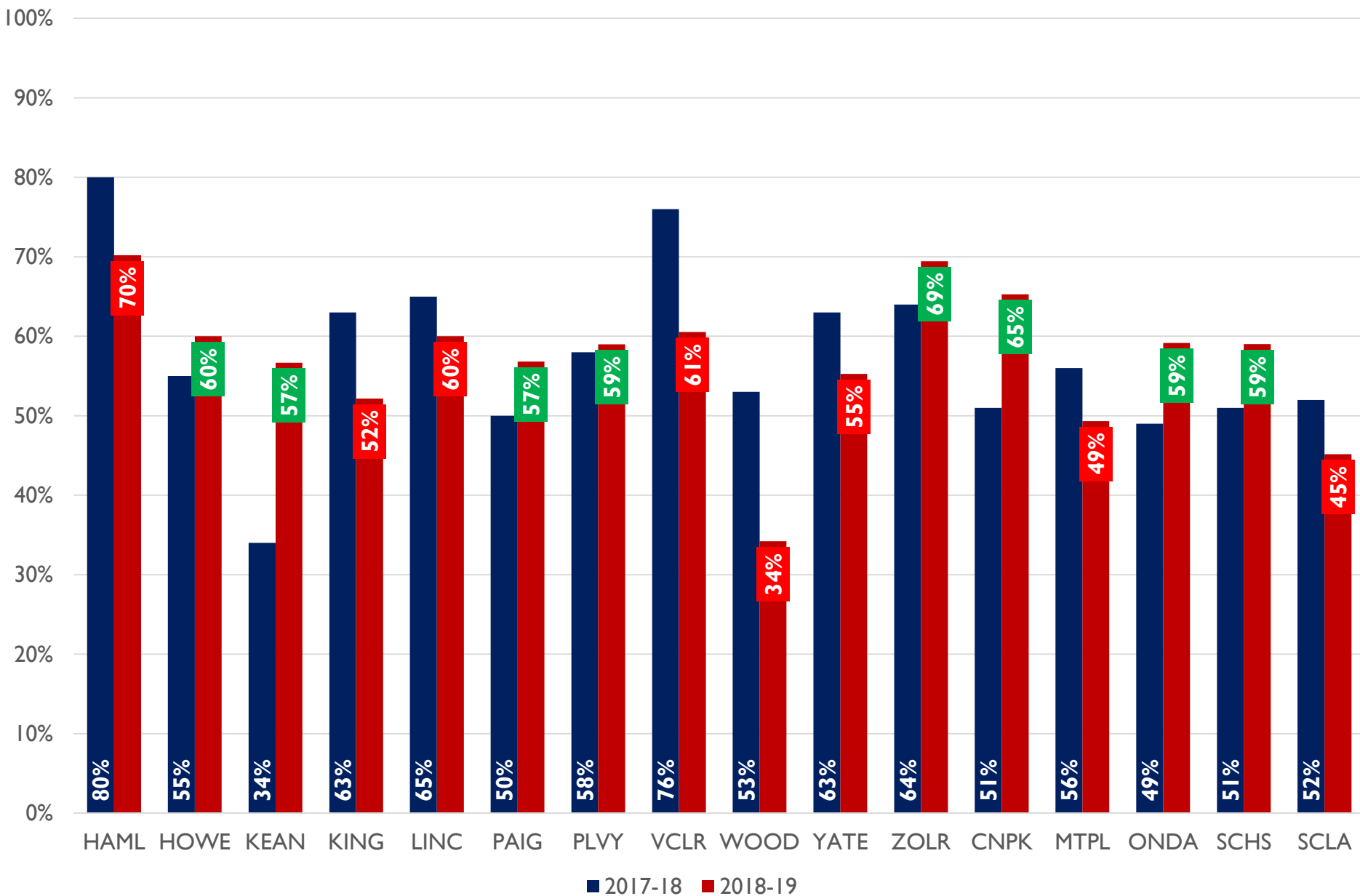
## SUMMARY OF DATA



# Quarter I Teacher Attendance Data

# % of Teachers with less than 2 Absences, by School

## Quarter I, Year-to-Year Comparison



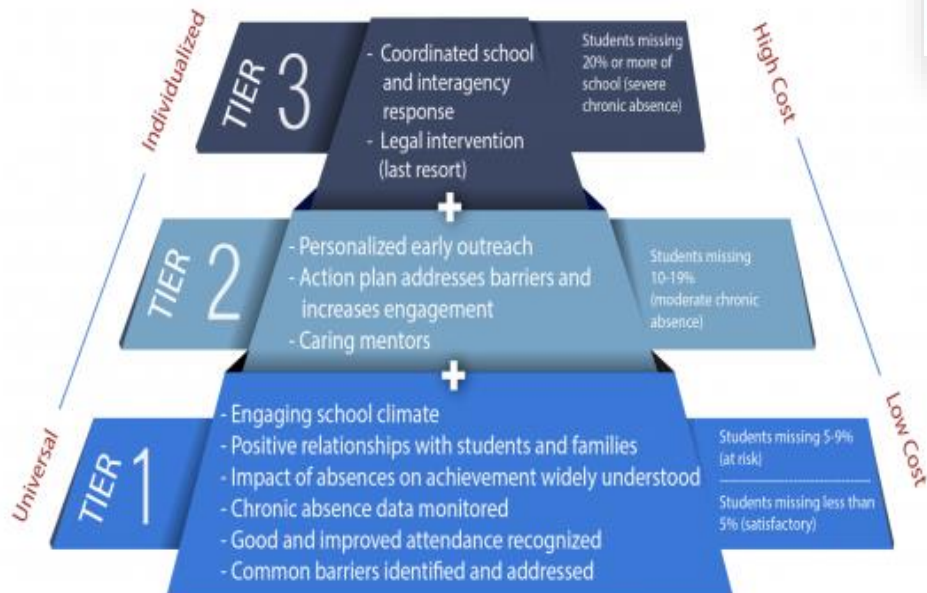


# PDSA in Action: Attendance Attendance Committee District-wide



- Attendance Committee
- Parent Portal
- Attendance Manual
- Attendance Intervention Plan
- Data Analysis & Target Setting

## Tiered System of Supports For Improving Attendance



#projectbehere

**Attendance Pledge Check:**

✓ Oneida Middle School	596
✓ Central Park Middle School	580
✓ Mont Pleasant Middle School	You In?

THANK YOU! QUESTIONS?



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