



# 2018-2019 Academic Report & Annual Special Education Report

October 2, 2019



# Outline of Presentation



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# Legend



MOVING IN THE  
RIGHT DIRECTION



CAUTIOUSLY  
OPTIMISTIC



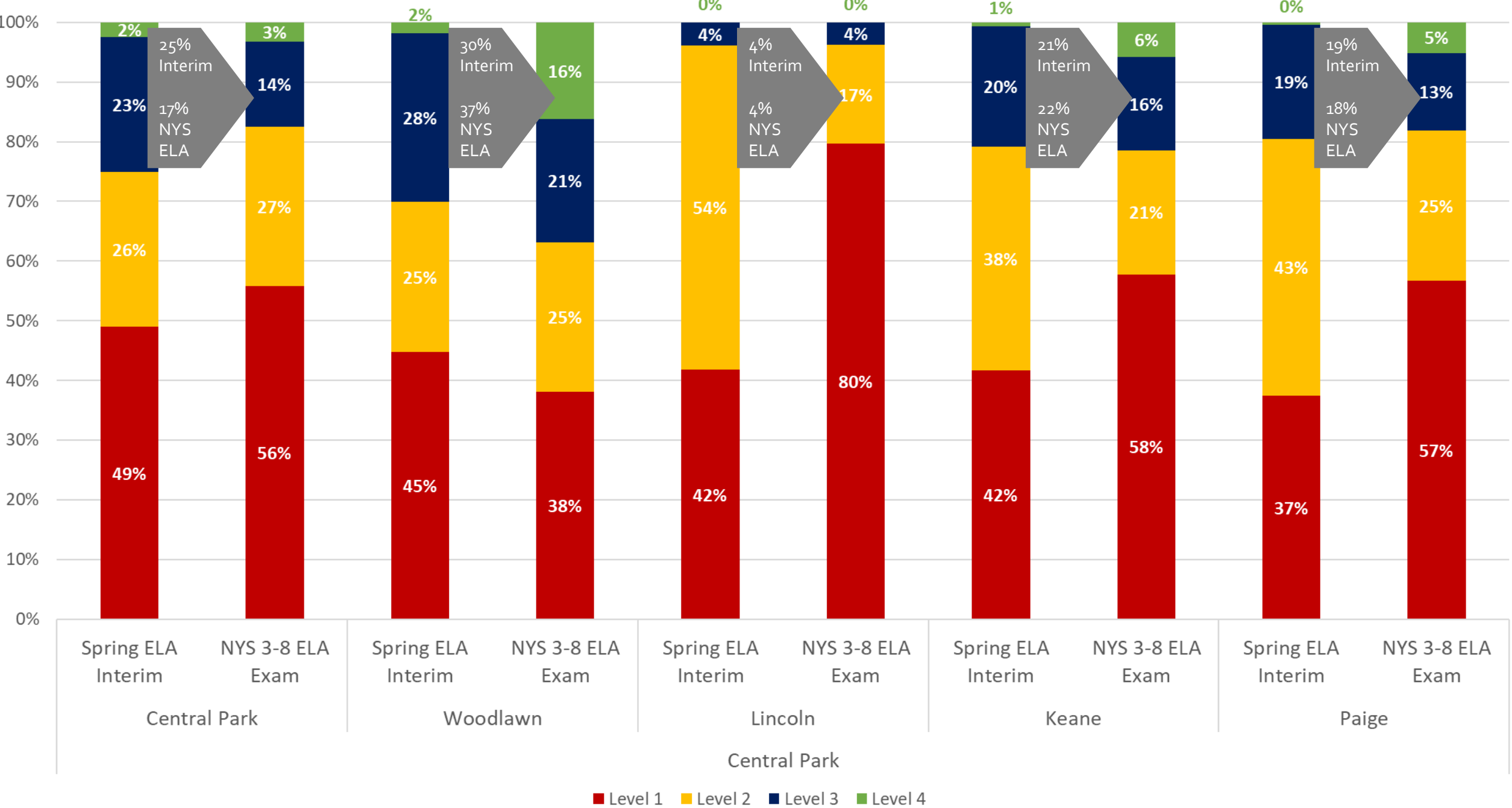
PRIORITY AREA



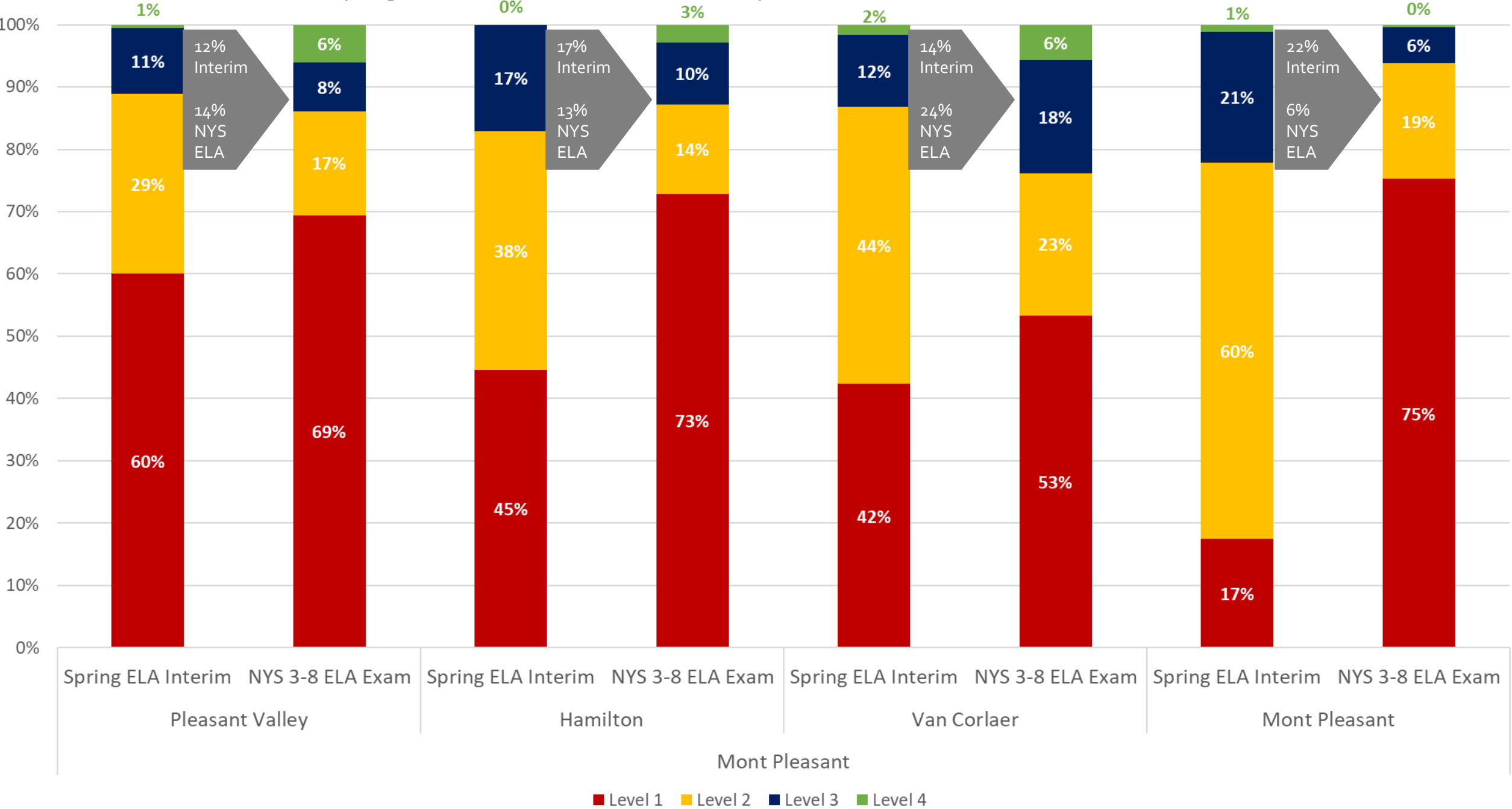
# English Language Arts Grades 3-8

Interim to NYS Exam Comparison

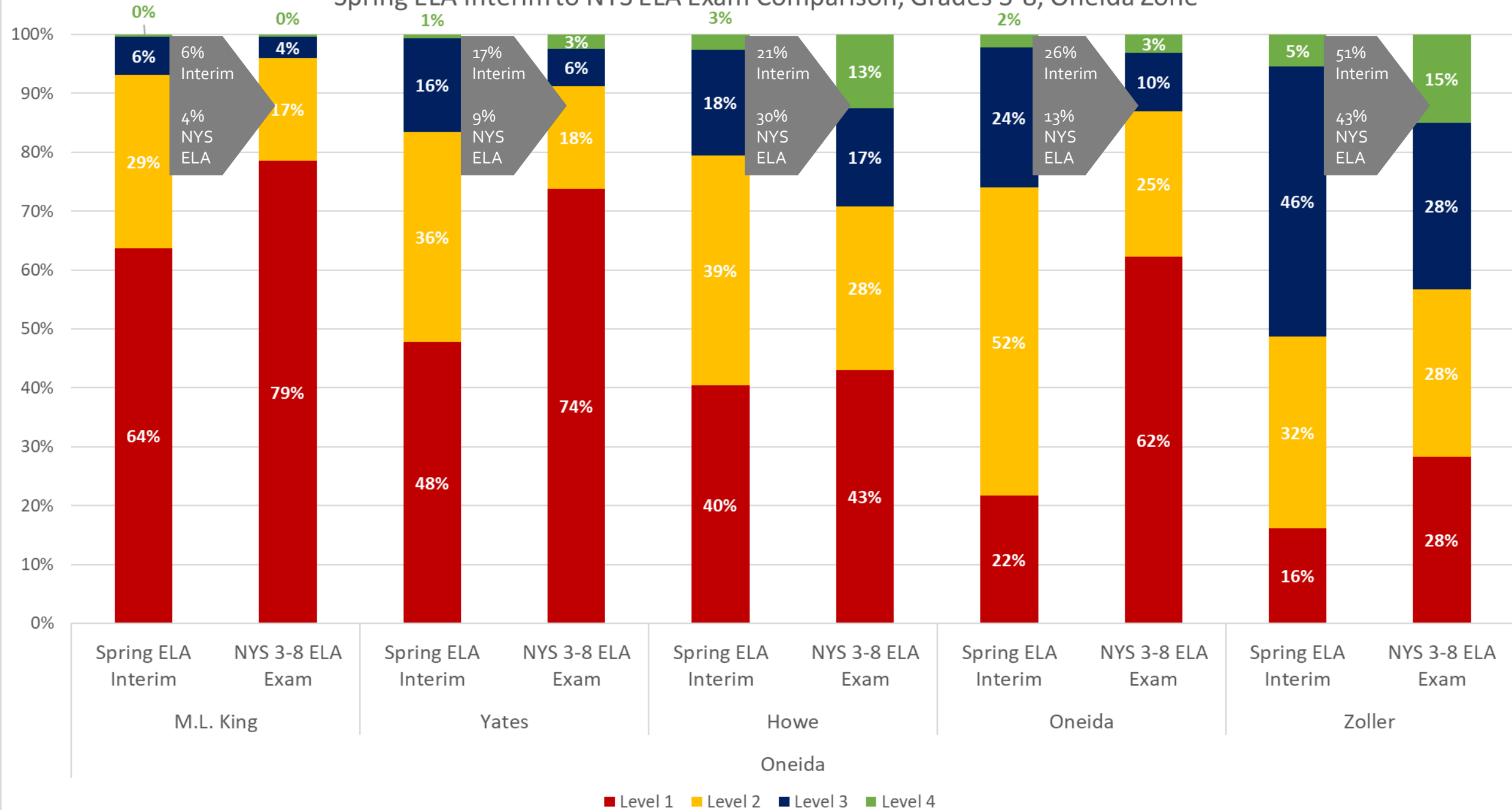
Spring ELA Interim to NYS ELA Exam Comparison, Grades 3-8, Central Park Zone



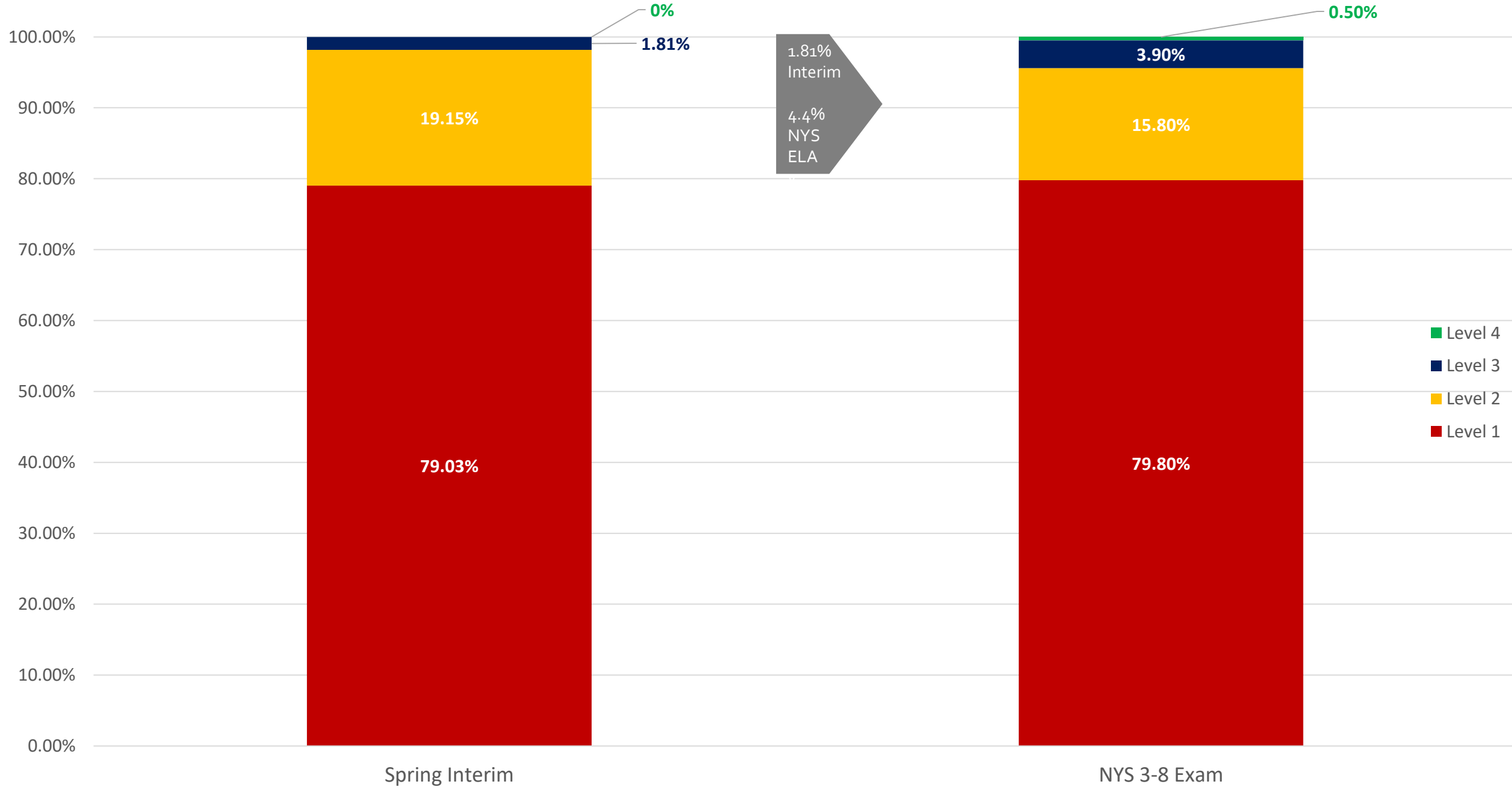
Spring ELA Interim to NYS ELA Exam Comparison, Grades 3-8, Mont Pleasant Zone



# Spring ELA Interim to NYS ELA Exam Comparison, Grades 3-8, Oneida Zone

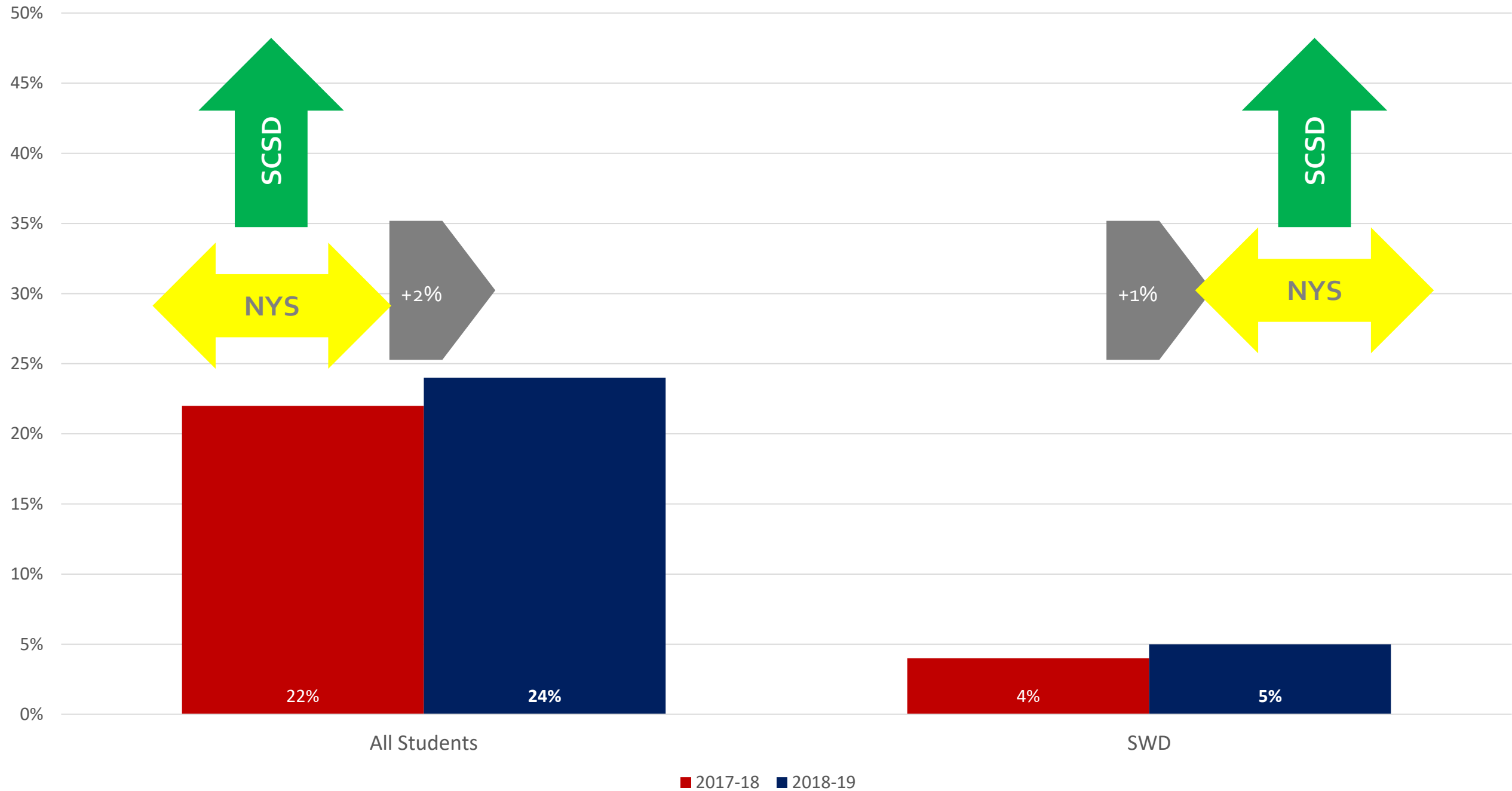


# Spring ELA Interim to NYS ELA Exam Comparison, Grades 3-8, Students with Disabilities

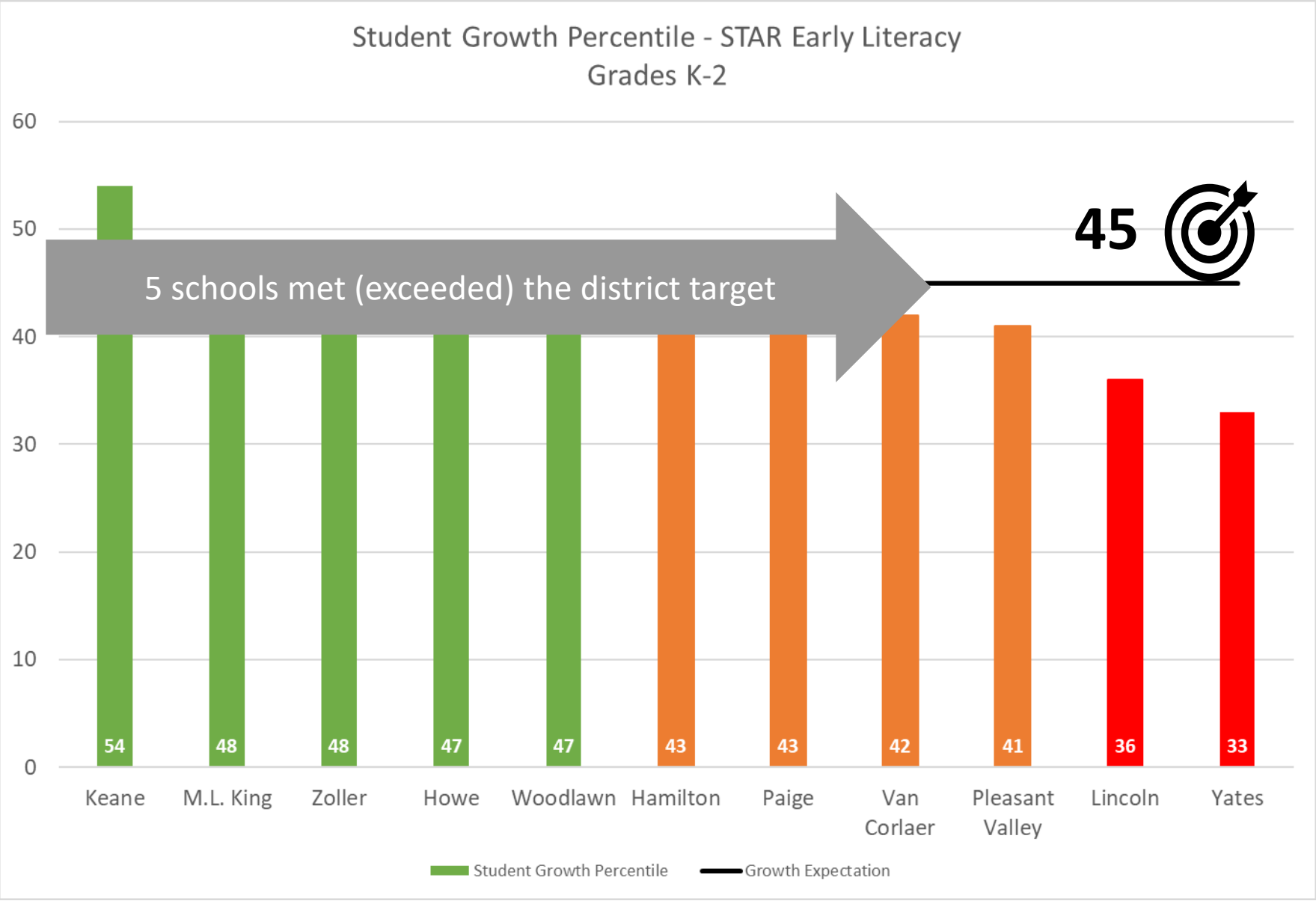




2017-18 to 2018-19 NYS 3-8 ELA Exam Proficiency Comparison

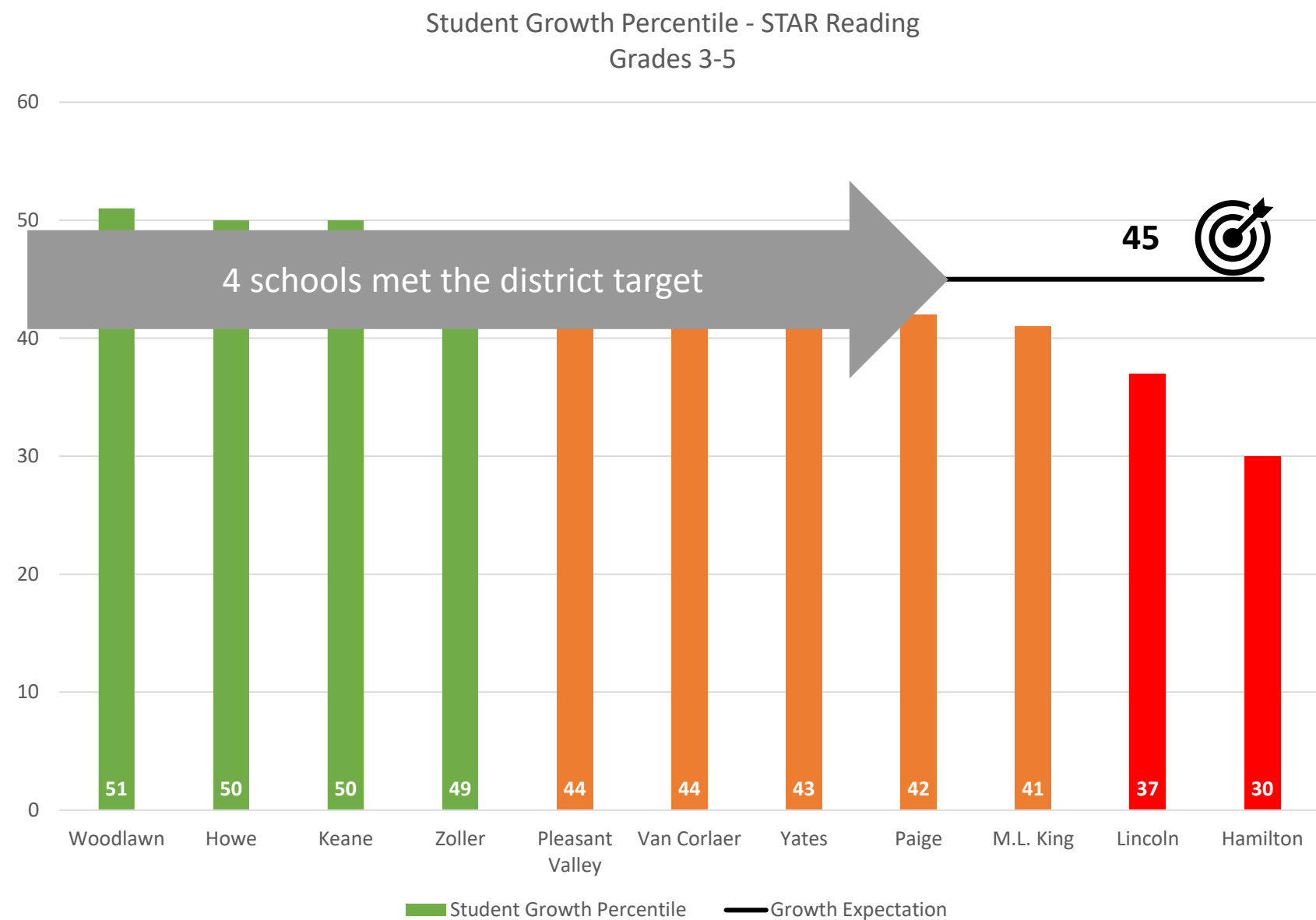


# Early Literacy Growth Comparison to Academic Peers\*



*\*Academic peers are students in the same grade with a similar scaled score on a **STAR** assessment from the beginning period to the current time period examined. A Student Growth Percentile, or SGP, compares a student's growth to that of his or her **academic peers** nationwide.*

# Reading Grades 3-5 Growth Comparison to Academic Peers\*



*\*Academic peers are students in the same grade with a similar scaled score on a **STAR** assessment from the beginning period to the current time period examined. A Student Growth Percentile, or SGP, compares a student's growth to that of his or her **academic peers** nationwide.*

11

## Relative Risk of Not Being Proficient on NYS ELA 3-8 Assessment



### Definition:

The risk of a subgroup  
scoring within the  
Level 1 or Level 2  
Category

*compared to*

The risk of all other  
students scoring within  
the Level 1 or Level 2  
Category

Subgroup	Risk
Hispanic	1.08
Asian	0.96
Black	1.12
White	0.84
2 or more	0.93
SWD	1.13



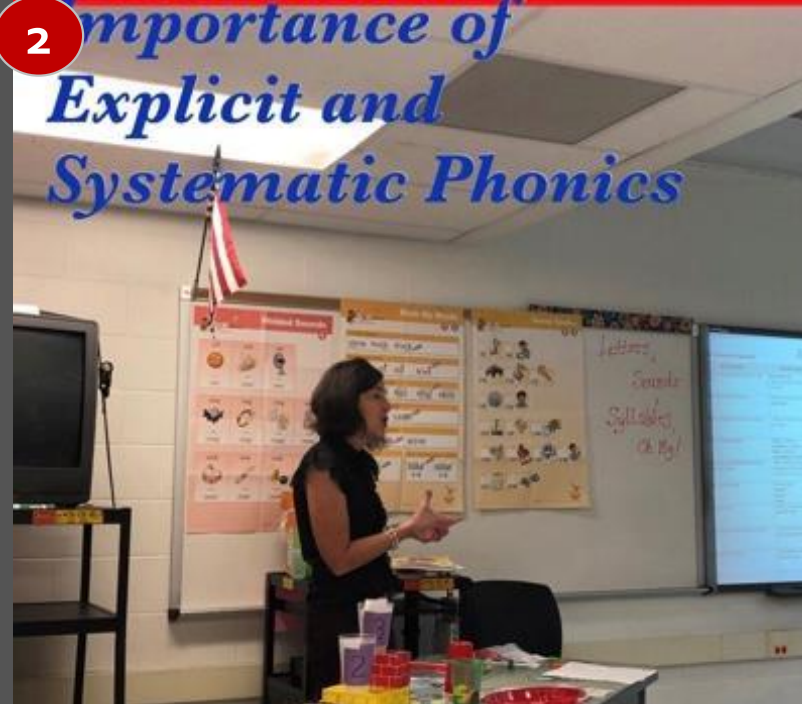
Literacy  
English Language Arts



1

Grade Level	Daily Minutes
Kindergarten	50
1 <sup>st</sup> Grade	40
2 <sup>nd</sup> Grade	30
3 <sup>rd</sup> Grade	20

2



3



4

124 What has happened?

125 When the people saw it, there arose general laughter and derision, and she was  
 126 so ashamed that she would rather have been a thousand fathoms below the  
 127 ground. She sprang to the door and would have run away, but on the stairs a  
 128 man caught her and brought her back. When she looked at him, it was king  
 129 Thrusbeard again.

130 He said to her kindly, "Do not be afraid, I and the fiddler who has been living  
 131 with you in that wretched hovel are one. For love of you, I disguised myself so.  
 132 And I was also the hussar who rode through your crockery. This was all done to  
 133 humble your proud spirit, and to punish you for the insolence with which you  
 134 mocked me."

135 "Wait, What!?"

136 Then she wept bitterly and said, "I have done great wrong, and am not worthy to

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Schenectady City School District

## English Language Arts Interim Assessment – Book I

Grade **4**



1

## THE READING APPRENTICESHIP® FRAMEWORK

### SOCIAL DIMENSION

- » Creating safety
- » Investigating the relationship between literacy and power
- » Sharing text talk
- » Sharing reading processes, problems, and solutions
- » Noticing and appropriating others' ways of reading

### PERSONAL DIMENSION

- » Developing reader identity
- » Developing metacognition
- » Developing reader fluency and stamina
- » Developing reader confidence and range

## METACOGNITIVE CONVERSATION

### COGNITIVE DIMENSION

- » Getting the big picture
- » Breaking it down
- » Monitoring comprehension
- » Using problem-solving strategies to assist and restore comprehension
- » Setting reading purposes and adjusting reading processes

### KNOWLEDGE-BUILDING DIMENSION

- » Surfacing, building, and refining schema
- » Building knowledge of content and the world
- » Building knowledge of texts
- » Building knowledge of language
- » Building knowledge of disciplinary discourse and practices

2

**Goals:** States the long-term accomplishments that students should be able to do with the knowledge and skill, on their own. Frames standards as long-term performance accomplishments. Answers the questions: "Why" "What can be done with this?"

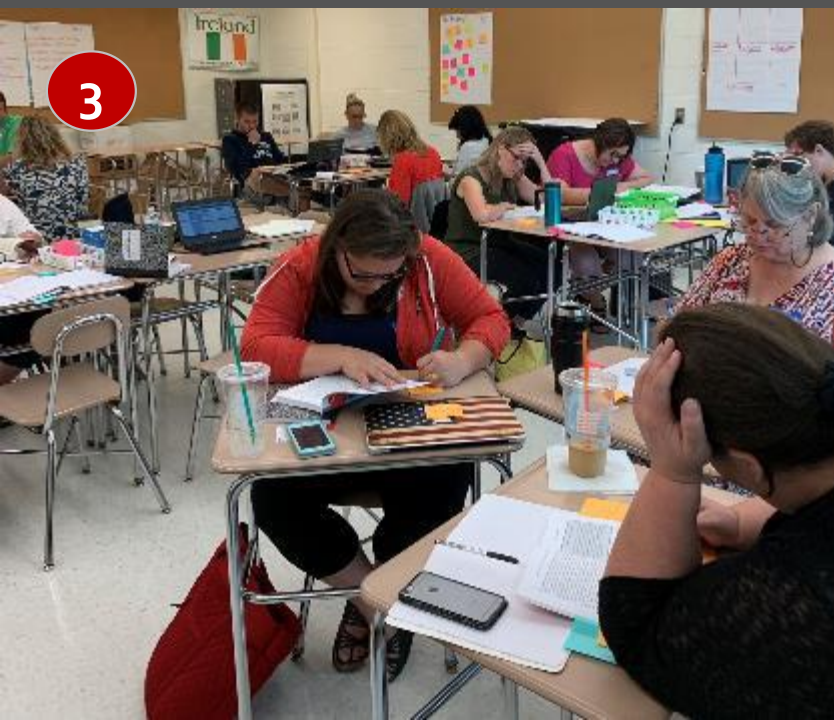
Navigate, analyze, and evaluate web based resources to research and create meaning of a topic

Synthesize information from a variety of web based resources to solve problems and answer research questions

Students will be able to prepare a piece of writing for publication that uses text features and author's craft in their own writing in order to convey ideas in a feature article through a genre study of mentor texts.

Students will be able to use problem solving to analyze issues, make decisions and overcome problems independently or with minimal adult feedback to persist through rigorous academic challenges.

3



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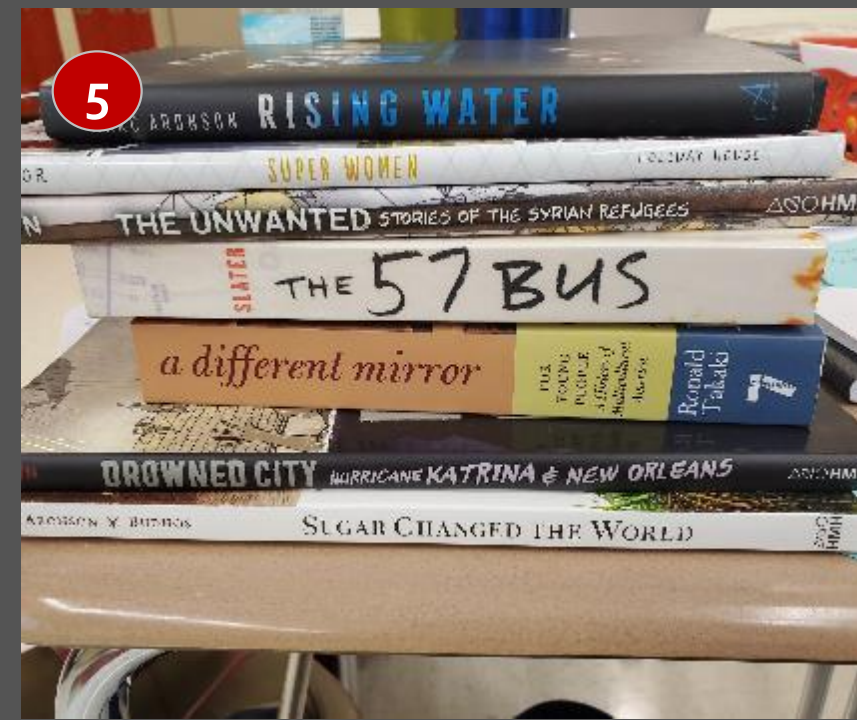
## Disciplinary Literacy in History

A Toolkit for Digital Citizenship

SAM WINEBURG & ABBY REISMAN

Let's begin with what disciplinary literacy is not. It is not "reading for main idea," "predicting word meaning from context," summarizing, backtracking, or any host of generic reading strategies. Such strategies matter, to be sure. They

5



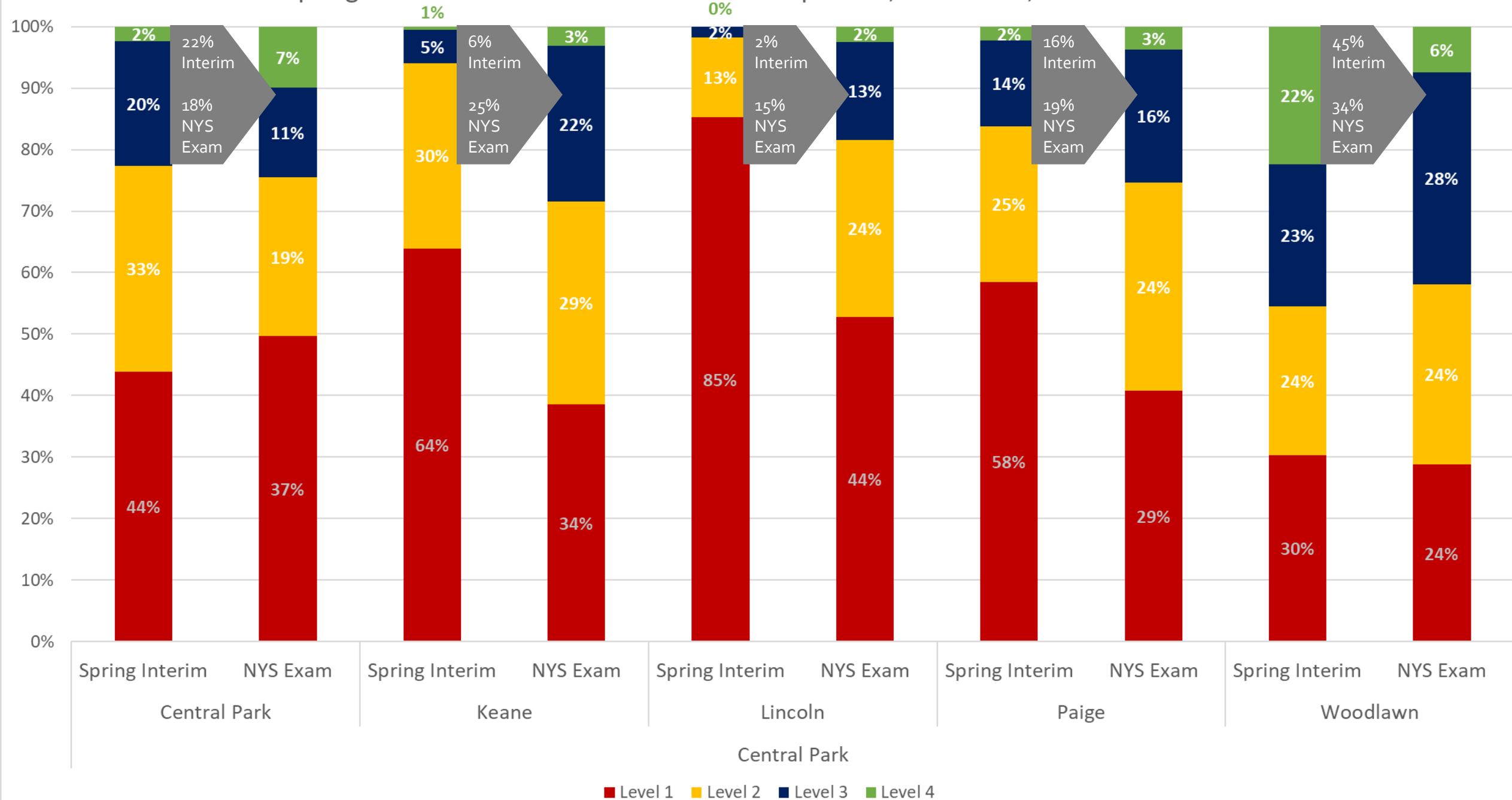


# Mathematics Grades 3-8

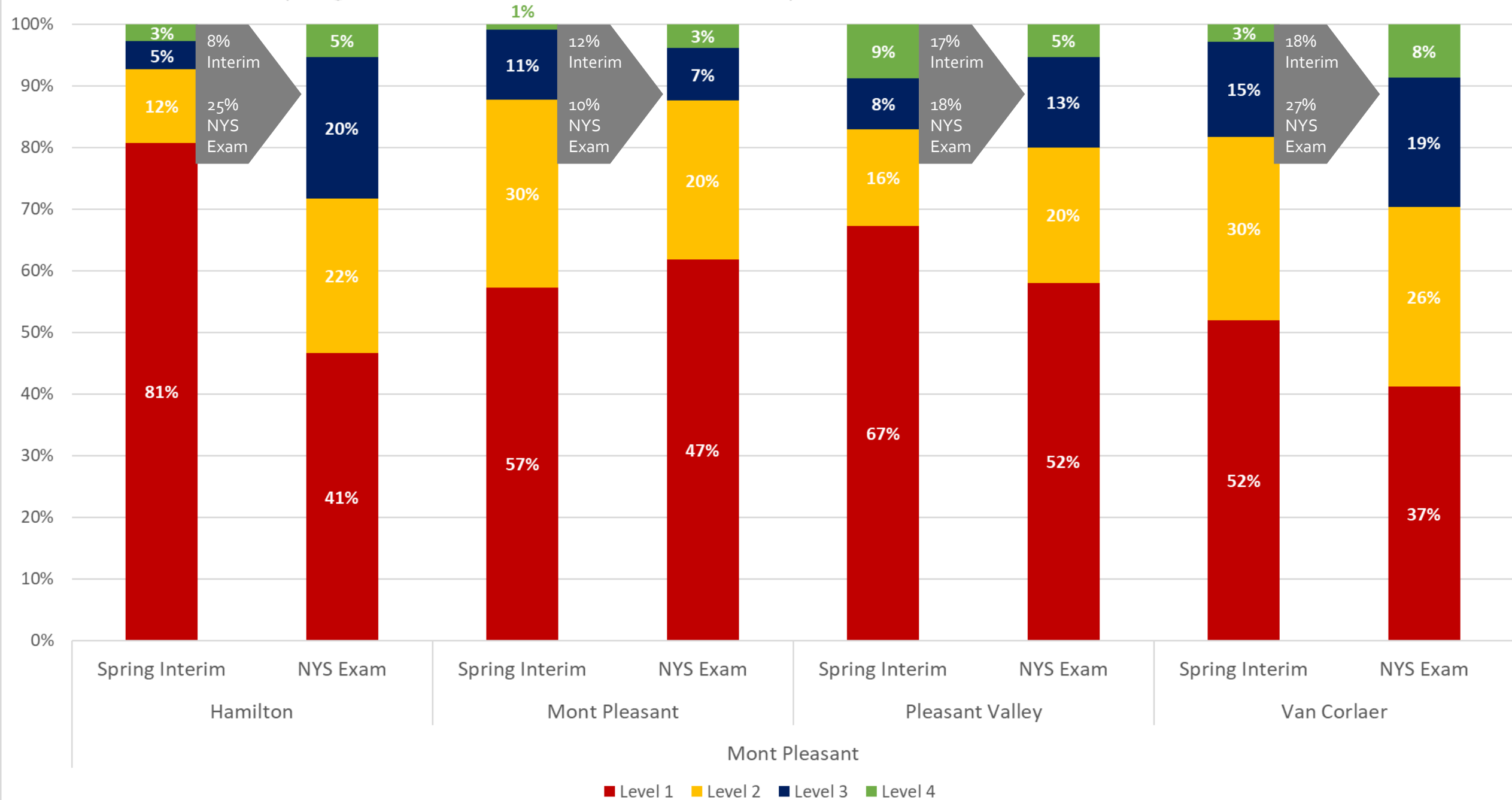
Interim to NYS Exam Comparison



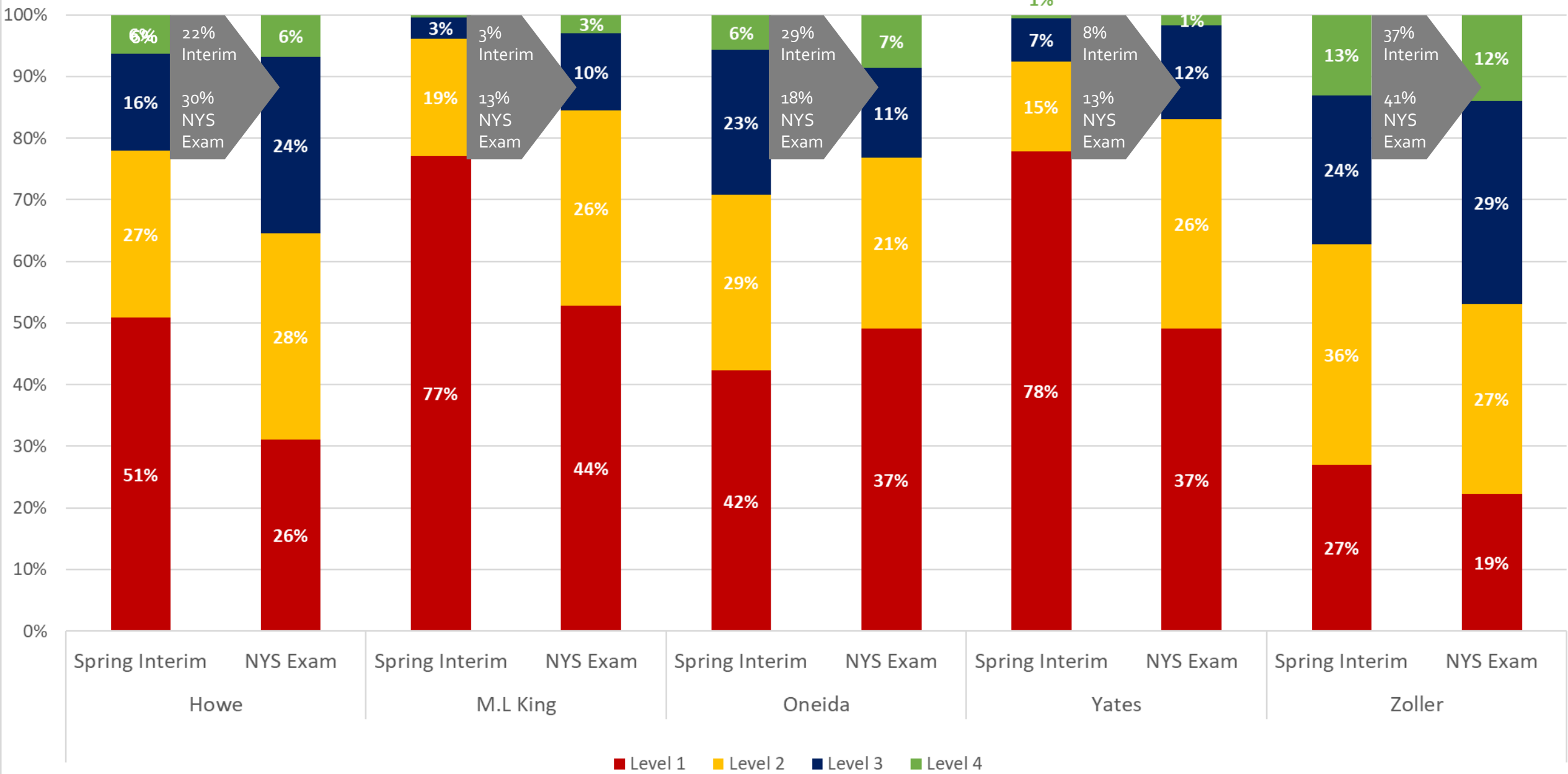
# Spring Math Interim to NYS Math Exam Comparison, Grades 3-8, Central Park Zone



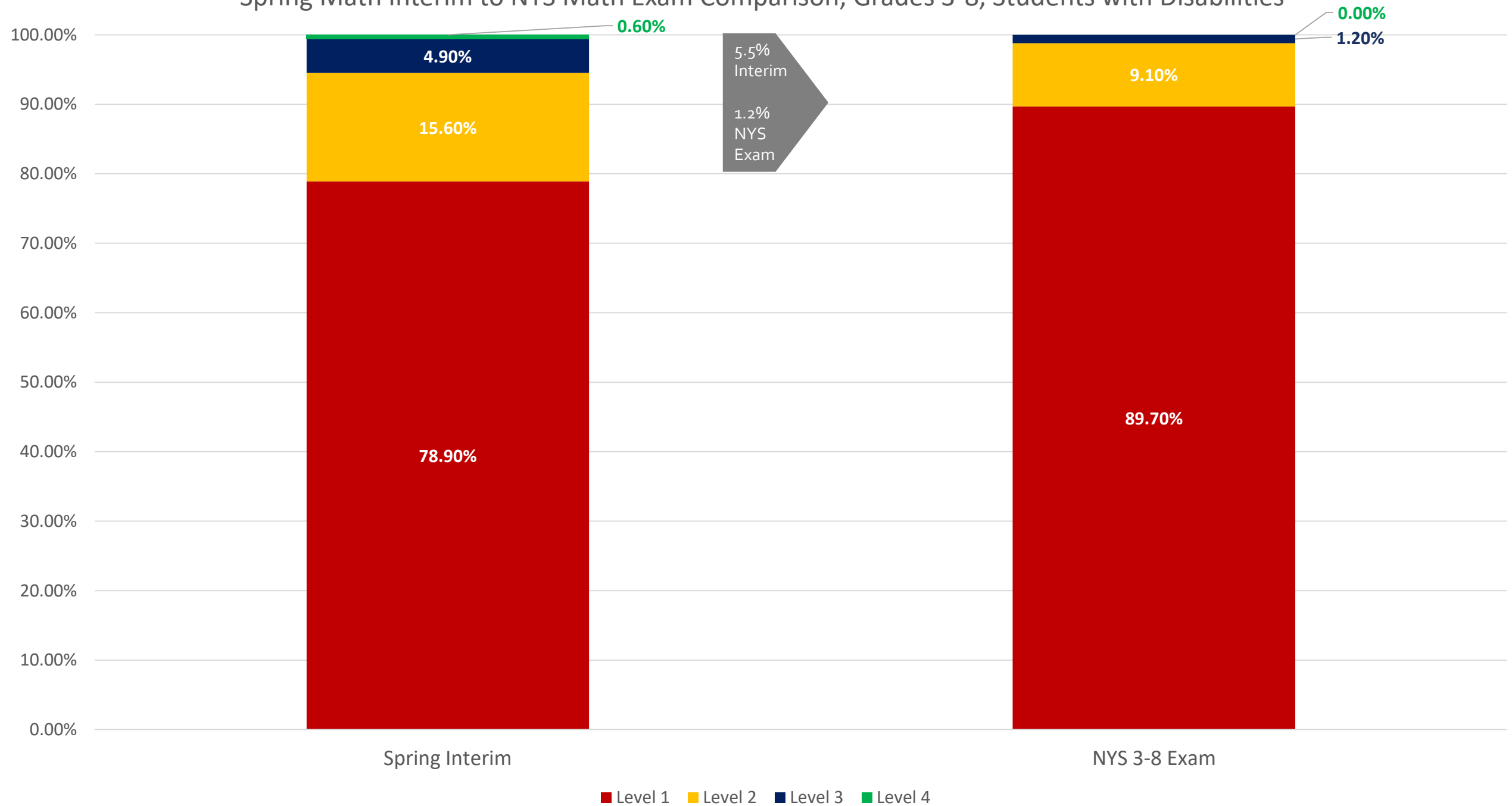
# Spring Math Interim to NYS Math Exam Comparison, Grades 3-8, Mont Pleasant Zone



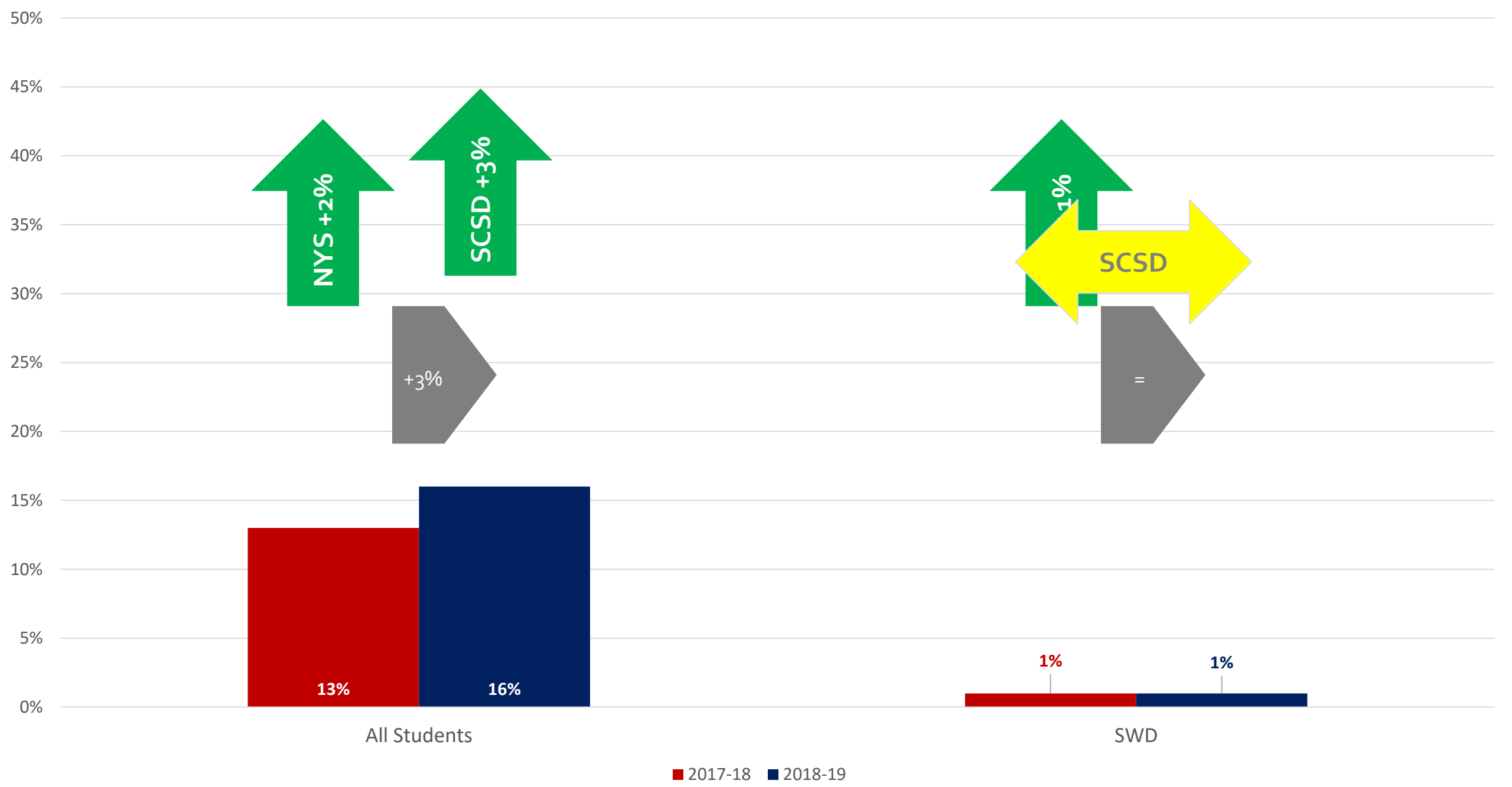
# Spring Math Interim to NYS Math Exam Comparison, Grades 3-8, Oneida Zone



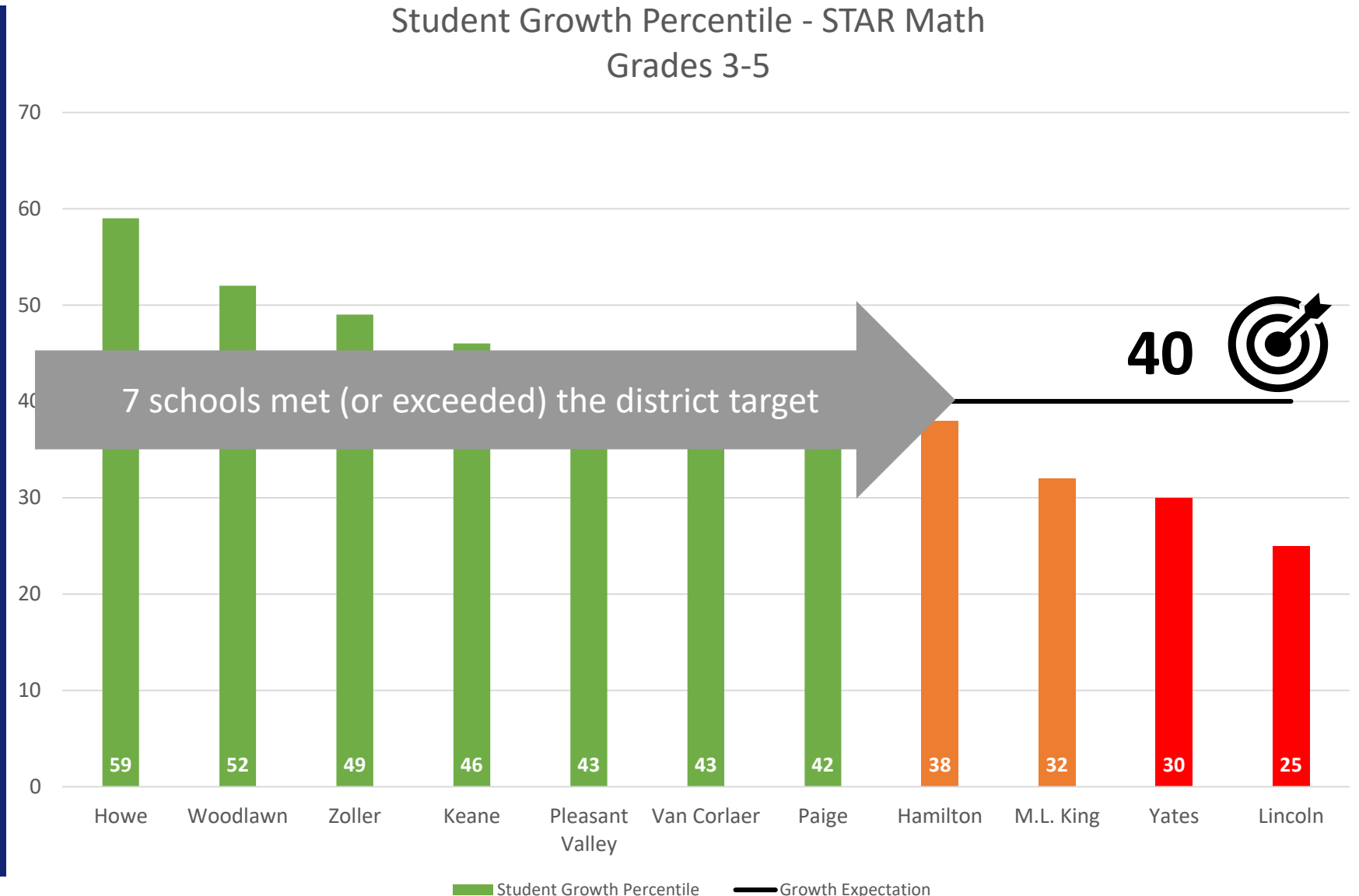
# Spring Math Interim to NYS Math Exam Comparison, Grades 3-8, Students with Disabilities



# 2017-18 to 2018-19 NYS 3-8 Math Exam Proficiency Comparison

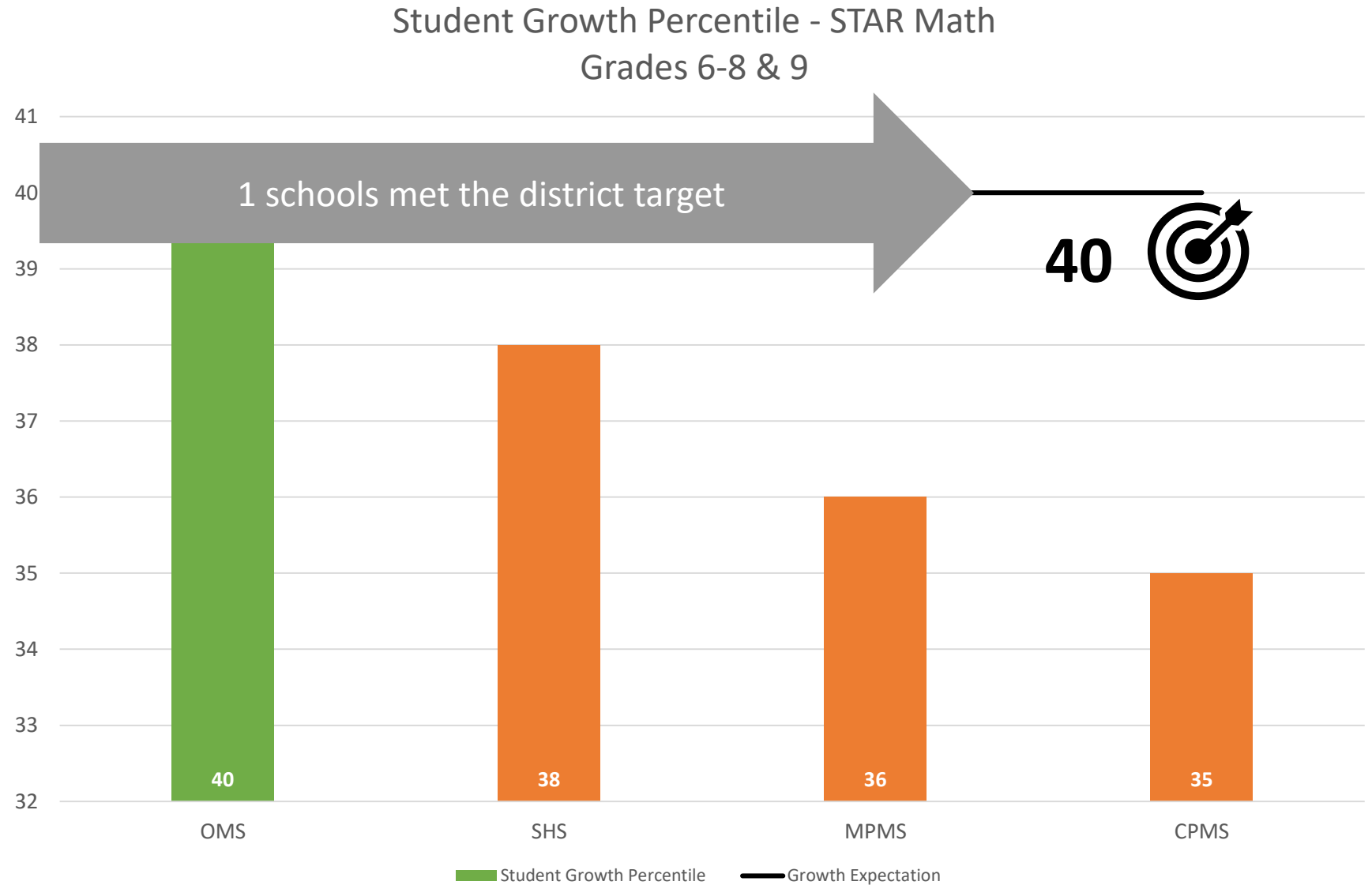


# Math Grades 3-5 Growth Comparison to Academic Peers\*



*\*Academic peers are students in the same grade with a similar scaled score on a **STAR** assessment from the beginning period to the current time period examined. A Student Growth Percentile, or SGP, compares a student's growth to that of his or her **academic peers** nationwide.*

# Math Grades 6-8 & 9 Growth Comparison to Academic Peers\*



*\*Academic peers are students in the same grade with a similar scaled score on a **STAR** assessment from the beginning period to the current time period examined. A Student Growth Percentile, or SGP, compares a student's growth to that of his or her **academic peers** nationwide.*

## Relative Risk of Not Being Proficient on NYS Math 3-8 Assessment



### Definition:

The risk of a subgroup  
scoring within the  
Level 1 or Level 2  
Category

*compared to*

The risk of all other  
students scoring within  
the Level 1 or Level 2  
Category

Subgroup	Risk
Hispanic	1.09
Asian	0.94
Black	1.09
White	0.84
2 or more	1.03
SWD	1.08





Mathematics



1



**INSTITUTE for  
LEARNING**

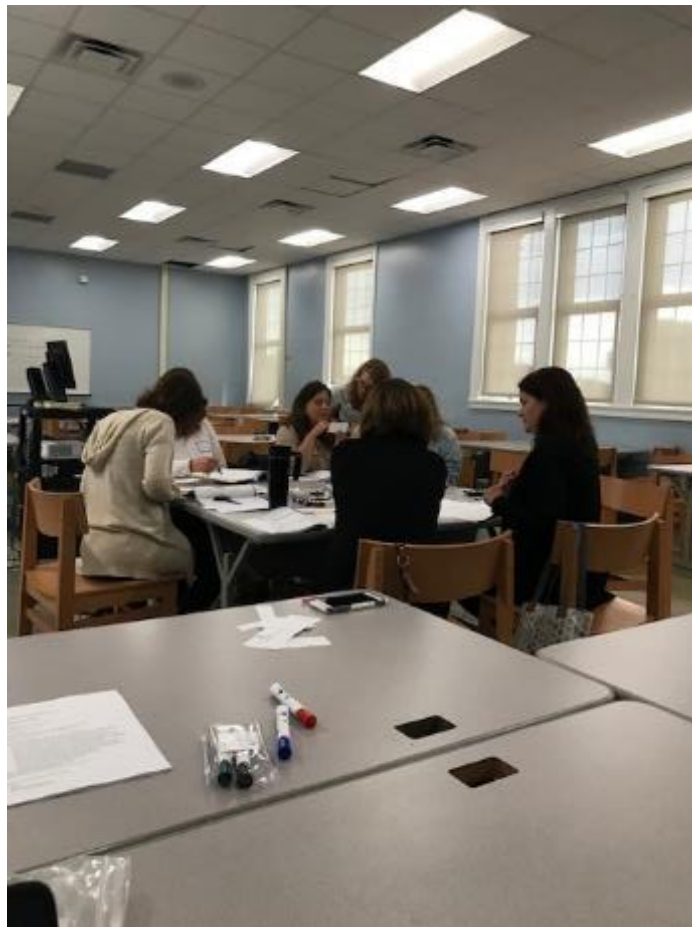
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UNIVERSITY OF PITTSBURGH

2



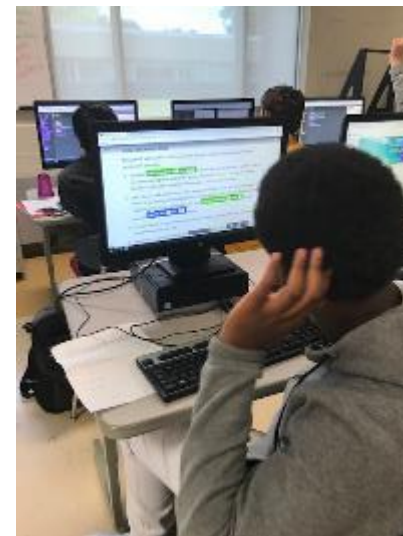
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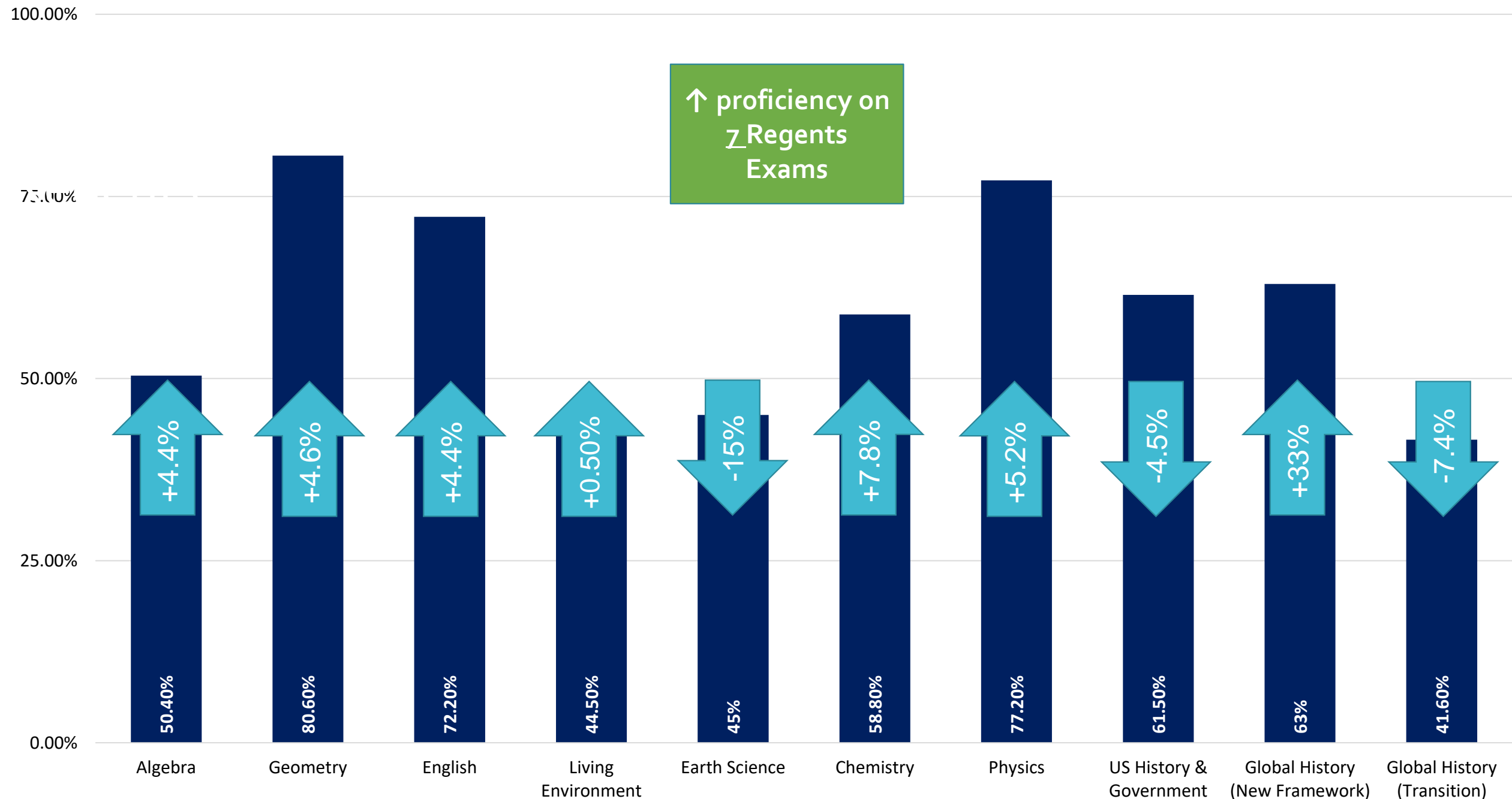




# Regents Exams

Overall Comparison

# 2018-19 Regents Exam Proficiency



## Relative Risk of Not Passing Regents Exams



### Definition:

The risk of a subgroup  
not passing a Regents  
examination  
*compared to*

The risk of all other  
students not passing

Subgroup	Risk
Hispanic	1.28
Asian	0.62
Black	1.25
White	0.89
2 or more	1.24
SWD	2.81



NYU

STEINHARDT



# Report Card Achievement

2018-19 Quarter-to-Quarter Comparison

# Number of Students (6-12) with <65 on Report Cards

## Quarterly Comparison

<u>School</u>	1 course				2 courses				3 or > courses			
	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
CPMS	73	83	83	94	28	49	32	33	28	54	61	(77) 79
MPMS	97	88	85	99	55	71	52	60	75	98	122	(153) 130
ONMS	3 schools decreased			68	2 schools decreased			36	1 school decreased			(100) 92
SCHS	465	429	411	400	279	278	252	253	656	793	787	(794) 807
SCLA	33	33	36	24	32	37	24	21	130	136	133	(119) 130

	CPMS (7+8)	MPMS (7+8)	ONMS (7+8)	SCHS	SCLA
Enrollment	496	551	499	2371	237

## Relative Risk of Course Failures Grades 6-12



### Definition:

The risk of a  
subgroup failing 3  
or more courses  
*compared to*  
The risk of all  
other students  
failing 3 or more  
courses

Subgroup	Risk Q1	Risk Q2	Risk Q3	Risk Q4
Hispanic	1.04	1.08	1.11	1.14
Asian	0.50	0.61	0.51	0.53
Black	1.61	1.39	1.38	1.39
White	0.88	0.93	0.96	0.93
2 or more	0.96	0.81	1.27	1.06
SWD	1.60	1.36	1.34	1.17



Number of Students (K-5) Below Achievement Level on Report Cards  
Quarterly Comparison

School	1 course				2 courses				3 or > courses			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
HAML	76	59	59	61	70	43	32	32	85	78	62	(62) 53
HOWE	41	40	36	36	23	23	21	18	62	50	38	(42) 31
KEAN	30	34	20	24	17	13	9	12	42	30	24	(20) 18
KING	78	83	78	65	56	42	45	35	77	55	30	(55) 32
LINC	8 schools decreased			51	7 schools decreased			28	9 schools decreased			(51) 44
PAIG				67				36				(70) 50
PLVY	88	57	74	56	25	32	36	24	61	48	47	(75) 33
VCLR	48	29	68	49	25	30	19	9	43	19	14	(37) 13
WDLN	44	44	38	30	19	22	20	20	51	43	34	(43) 36
YATE	67	61	50	43	53	32	32	46	76	99	76	(66) 64
ZOLR	33	19	24	23	20	12	8	14	32	19	24	(23) 13

School	Enrollment
HAML	457
HOWE	399
KEAN	324
KING	516
LINC	361
PAIG	492
PLVY	437
VCLR	424
WDLN	410
YATE	289
ZOLR	459

## Relative Risk of Being Below Achievement Grades K-5



### Definition:

The risk of a  
subgroup failing  
3 or more  
courses  
*compared to*  
The risk of all  
other students  
failing 3 or  
more courses

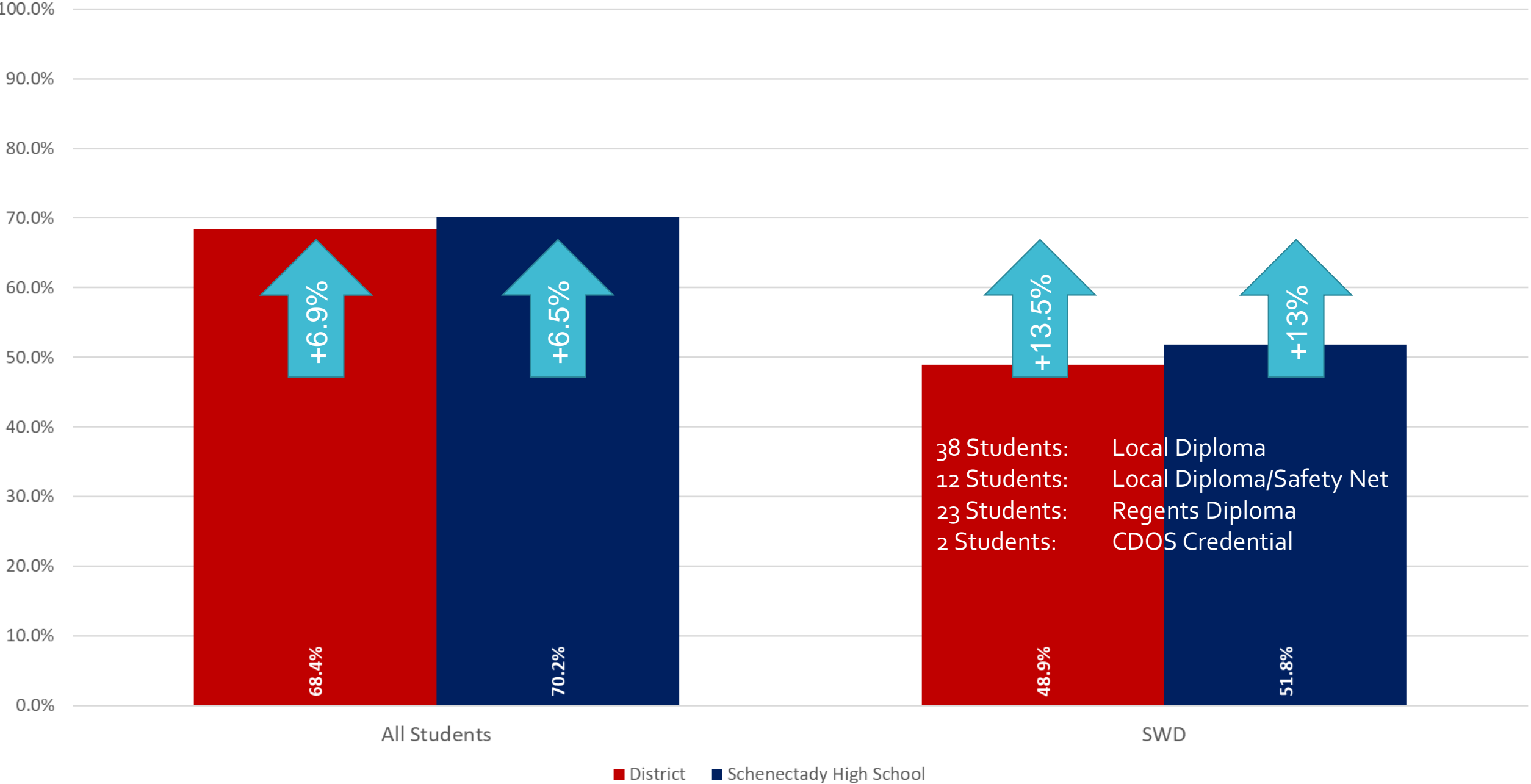
Subgroup	Risk Q <sub>1</sub>	Risk Q <sub>2</sub>	Risk Q <sub>3</sub>	Risk Q <sub>4</sub>
Hispanic	1.36	1.31	1.48	1.27
Asian	0.37	0.36	0.35	0.42
Black	1.28	1.34	1.30	1.16
White	0.85	1.00	1.04	1.08
2 or more	1.13	0.90	1.05	1.03
SWD	3.65	3.69	3.86	2.99



# Graduation Rate

2018-19 School Year

Graduation Rate  
June & August



Regen  
Gradu



# Improving Academic Outcomes for Students with Disabilities





# Special Education Academic Goals & Strategies for 2018-19



## 2018-19 Goals:

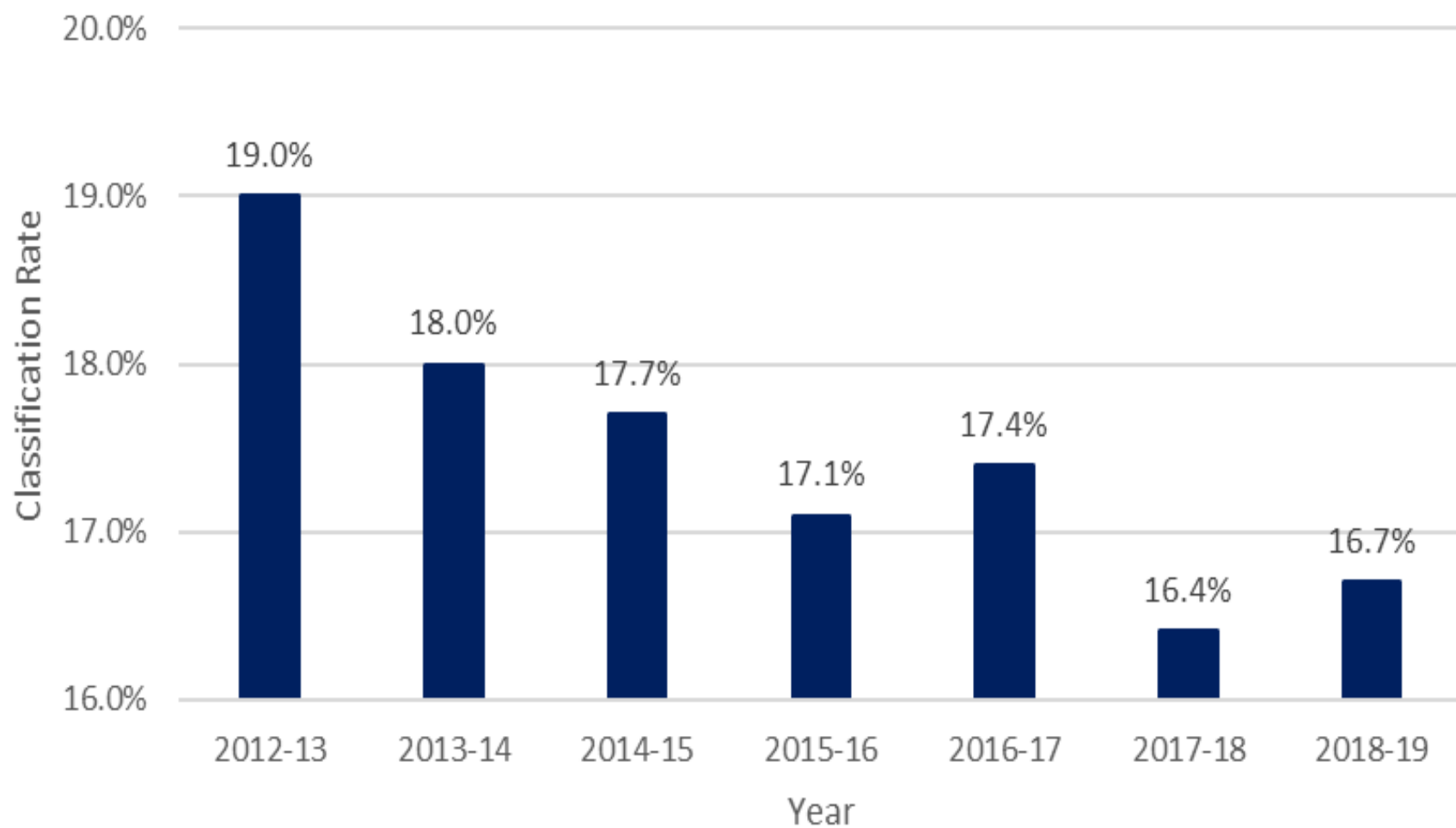
- Improve Academic Outcomes in ELA & Math
- Reduce Classification Rate
- Reduce Disproportionality



# Classification Rate Trend



Classification Trend Data



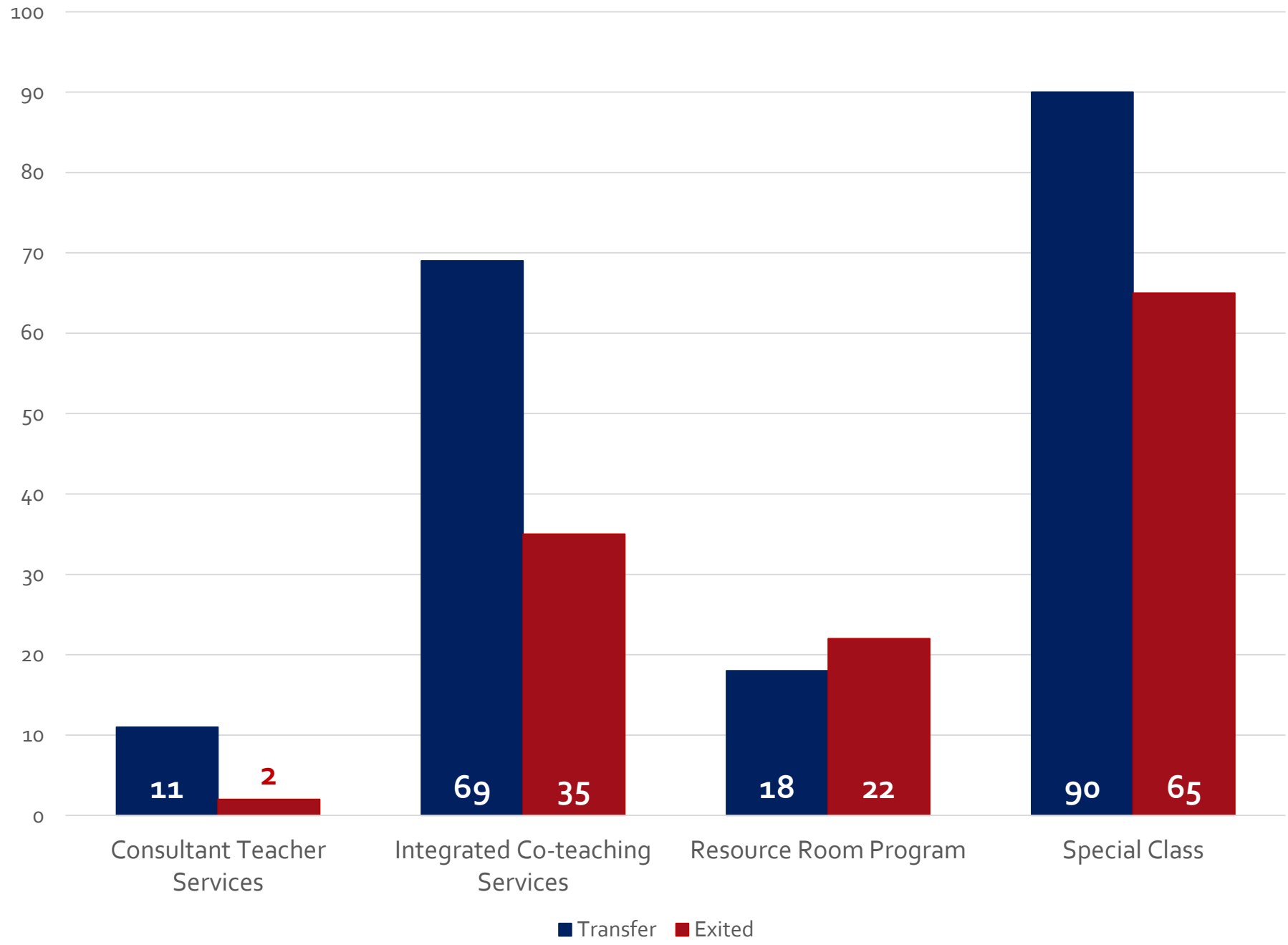


188 classified students transferred into district with an IEP in the 18-19 school year.

124 classified students transferred out.



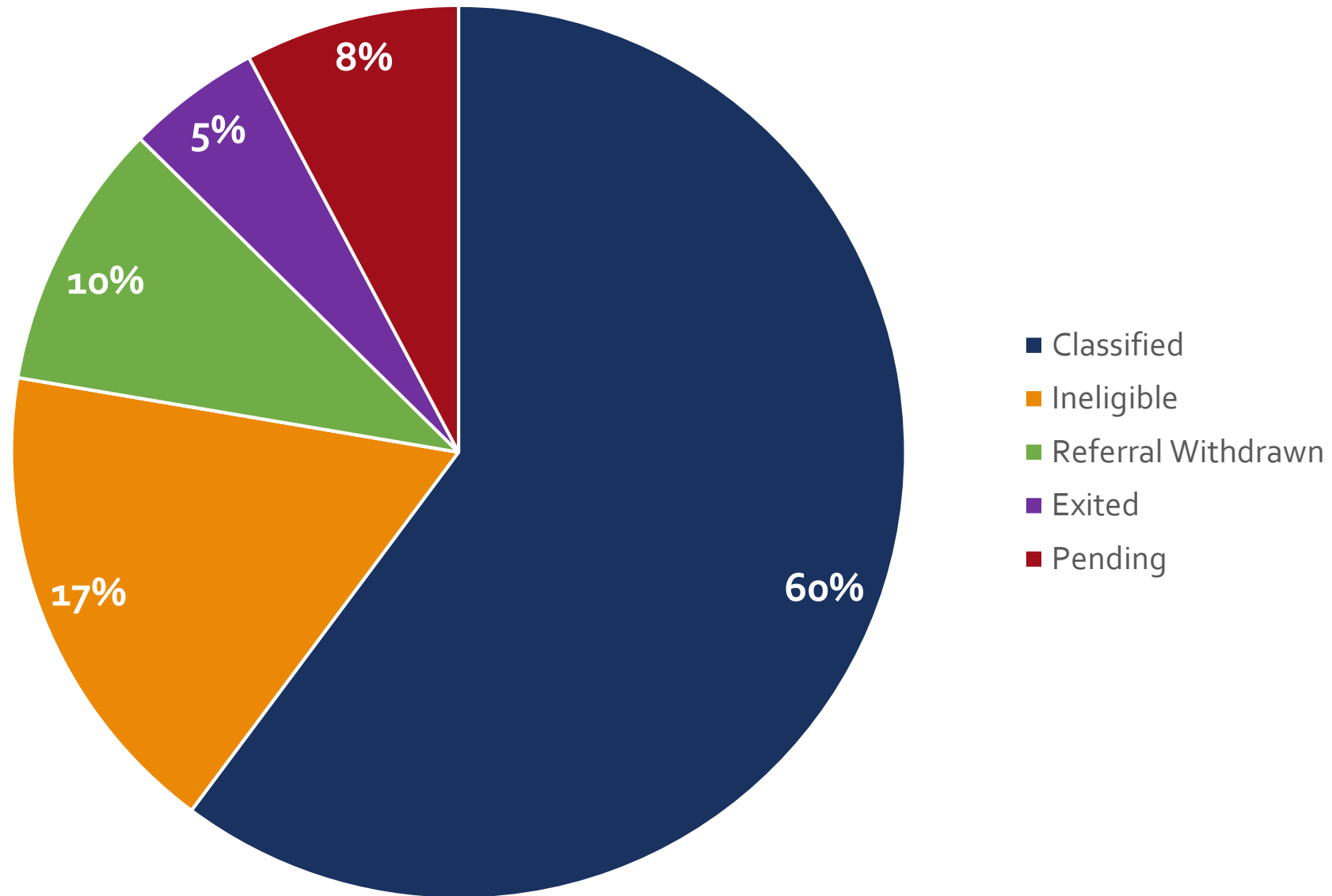
2018-19 Classified Students Entering vs. Exiting, by Program

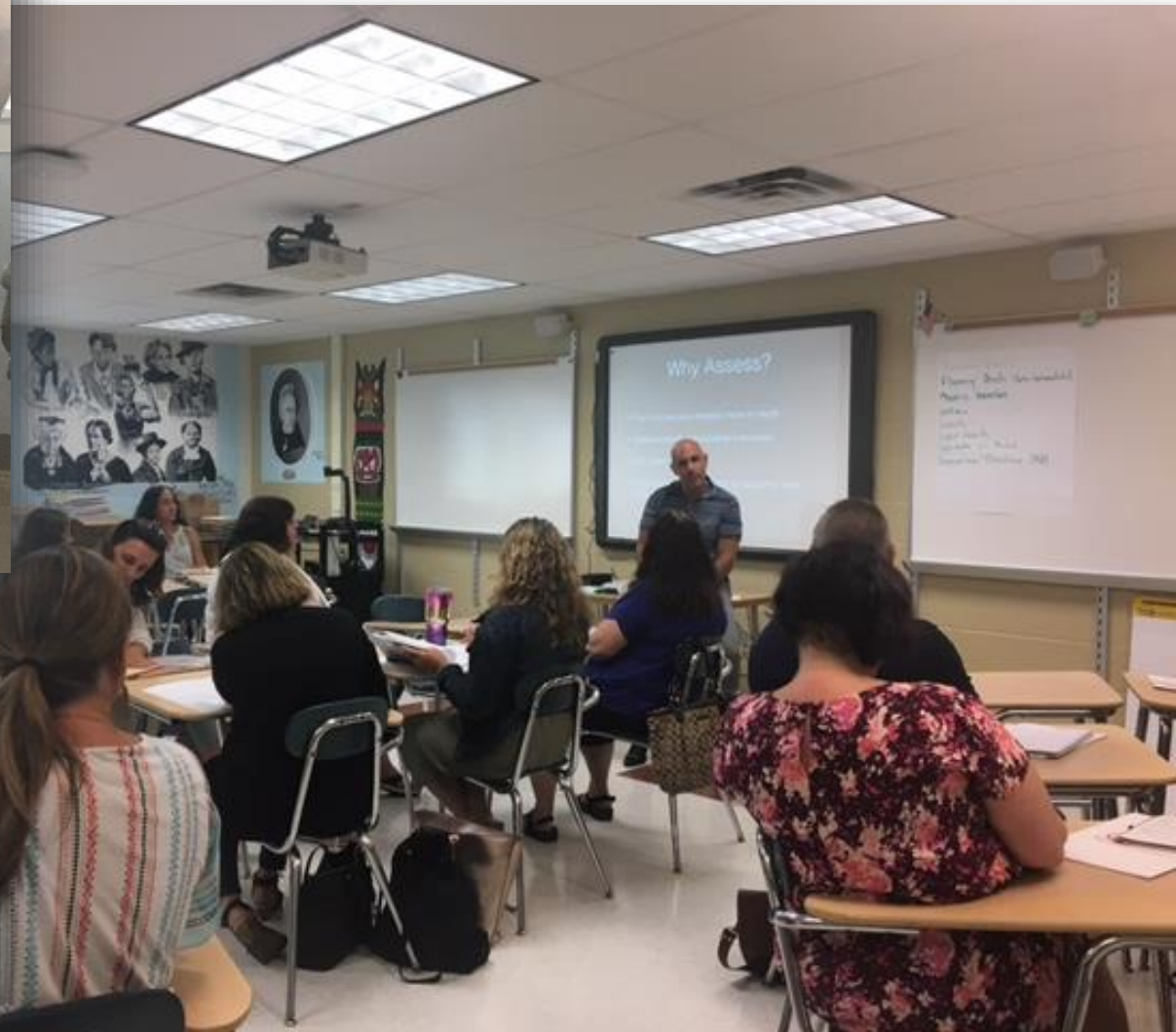
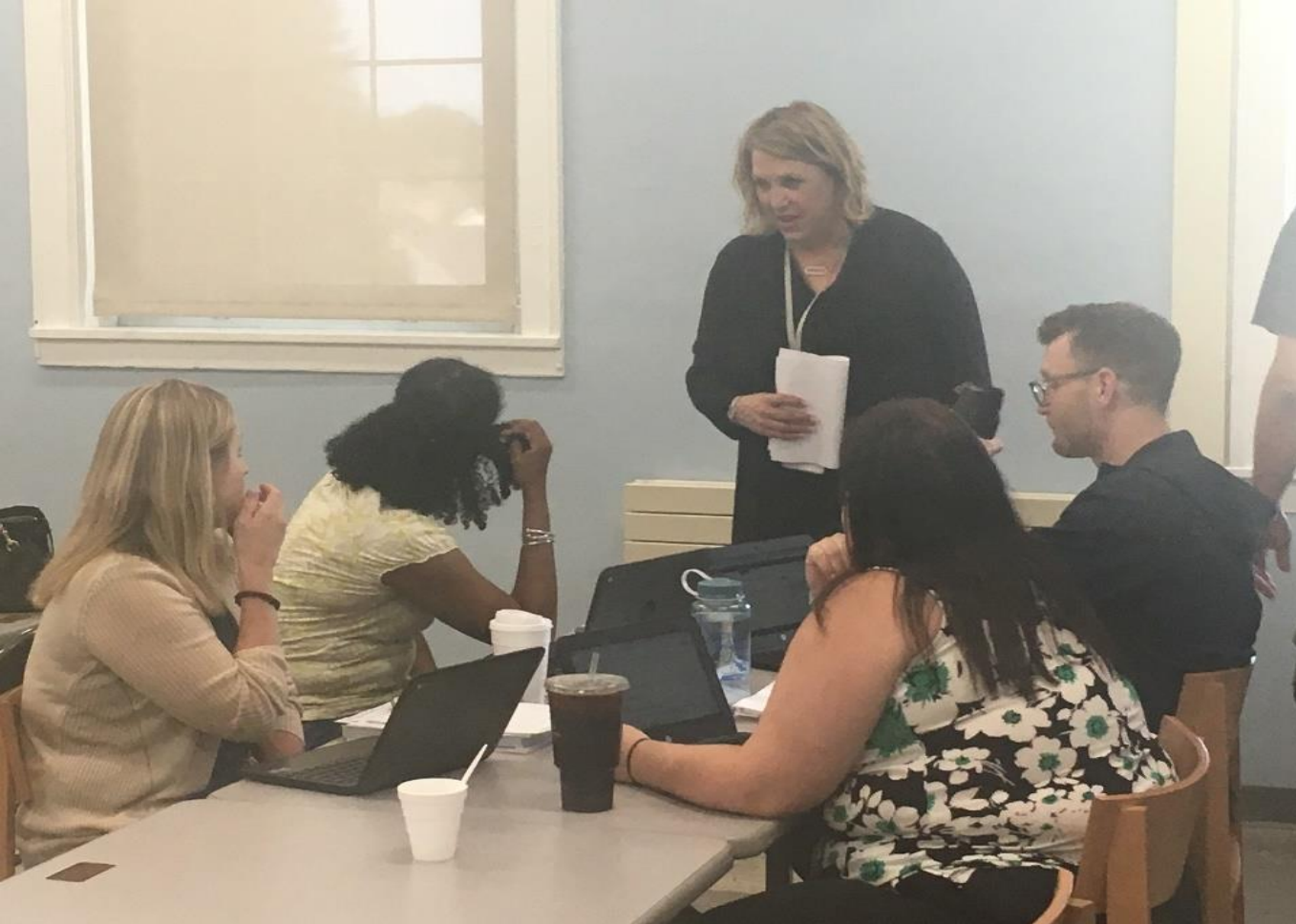


# 2018-19 New CSE Referrals



Referrals by Committee Recommended Decision Status

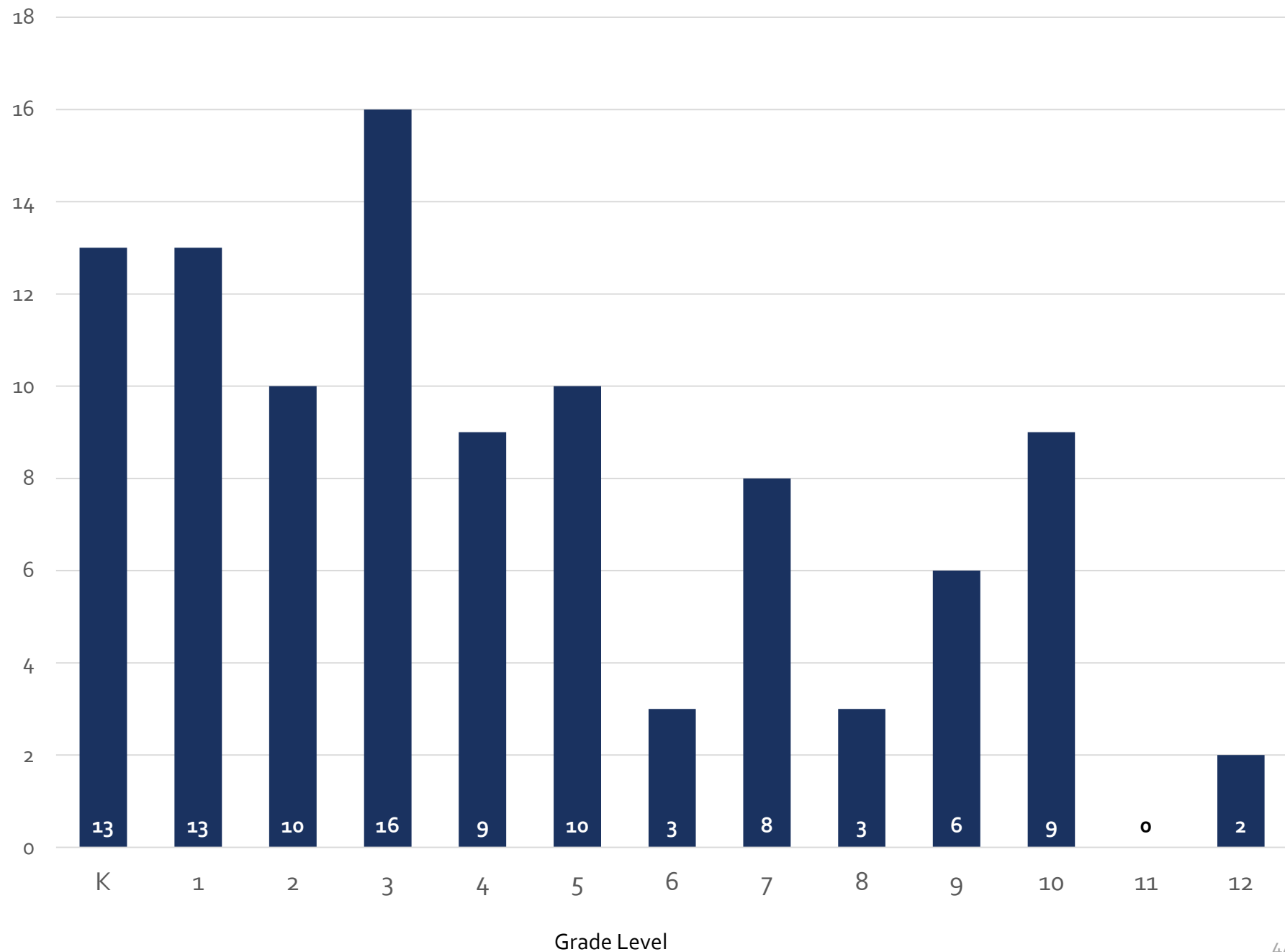




# 2018-19 New CSE Referrals, by Grade



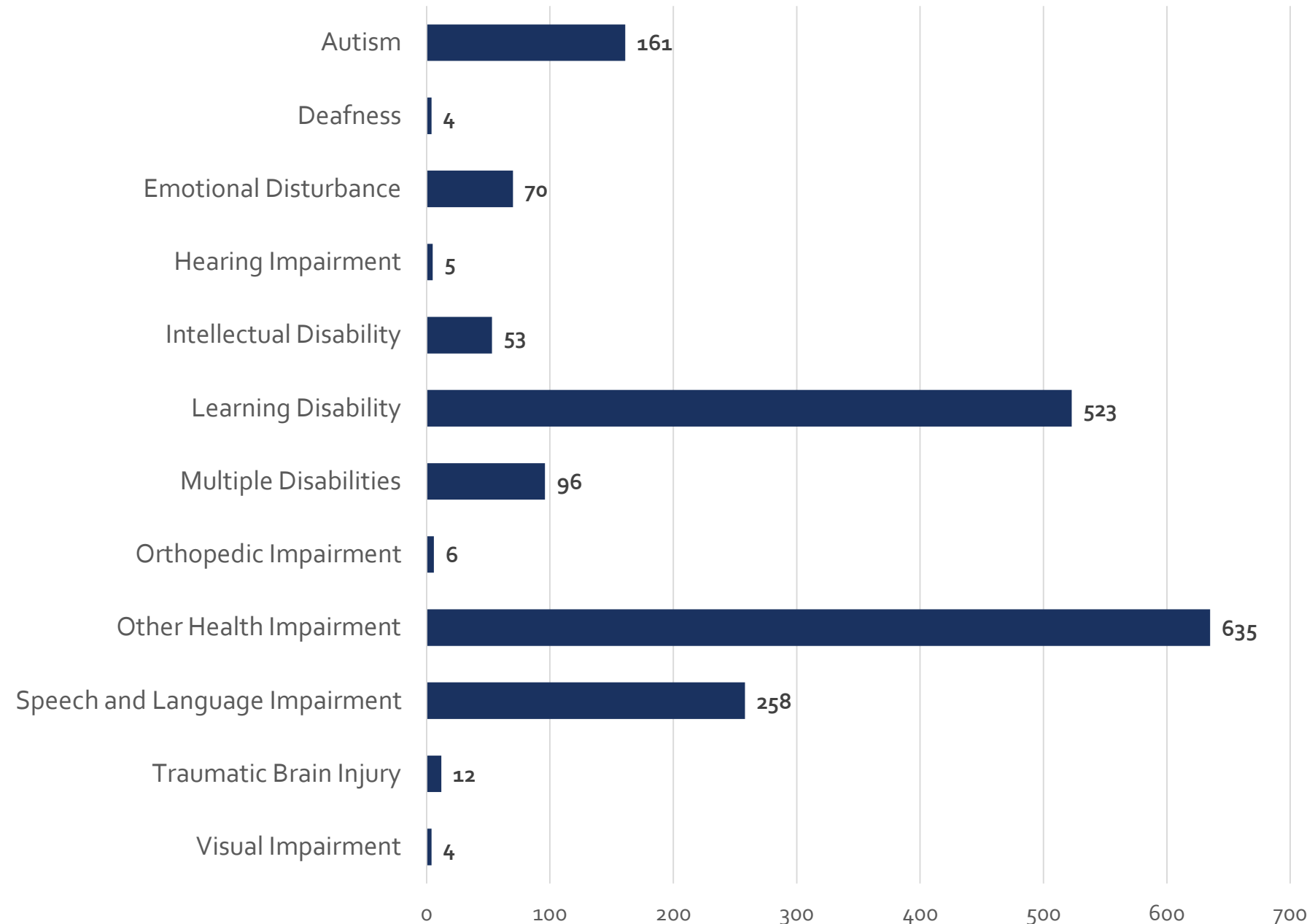
2018-19 New CSE Referrals By Grade



# Classification of Students with Disabilities, Districtwide



2018-19 Student Disability Classification



# Looking Ahead: Academic Goals and Strategies for 2019-2020



## 2019-2020 Goals:

- Reduce Classification Rate
- Improve Academic Outcomes in ELA & Math
- Continue to Increase Graduation Rate for SWD
- Desired State: Accelerated Growth & Declassification

## Strategies:

- Theory of Action
- Partner with Office of Curriculum & Instruction
- Professional Development & Coaching
- Consultant Expertise—Author and Professor at Hunter College, Dr. Catherine Voulgarides
- Plan-Do-Study-Act Cycles

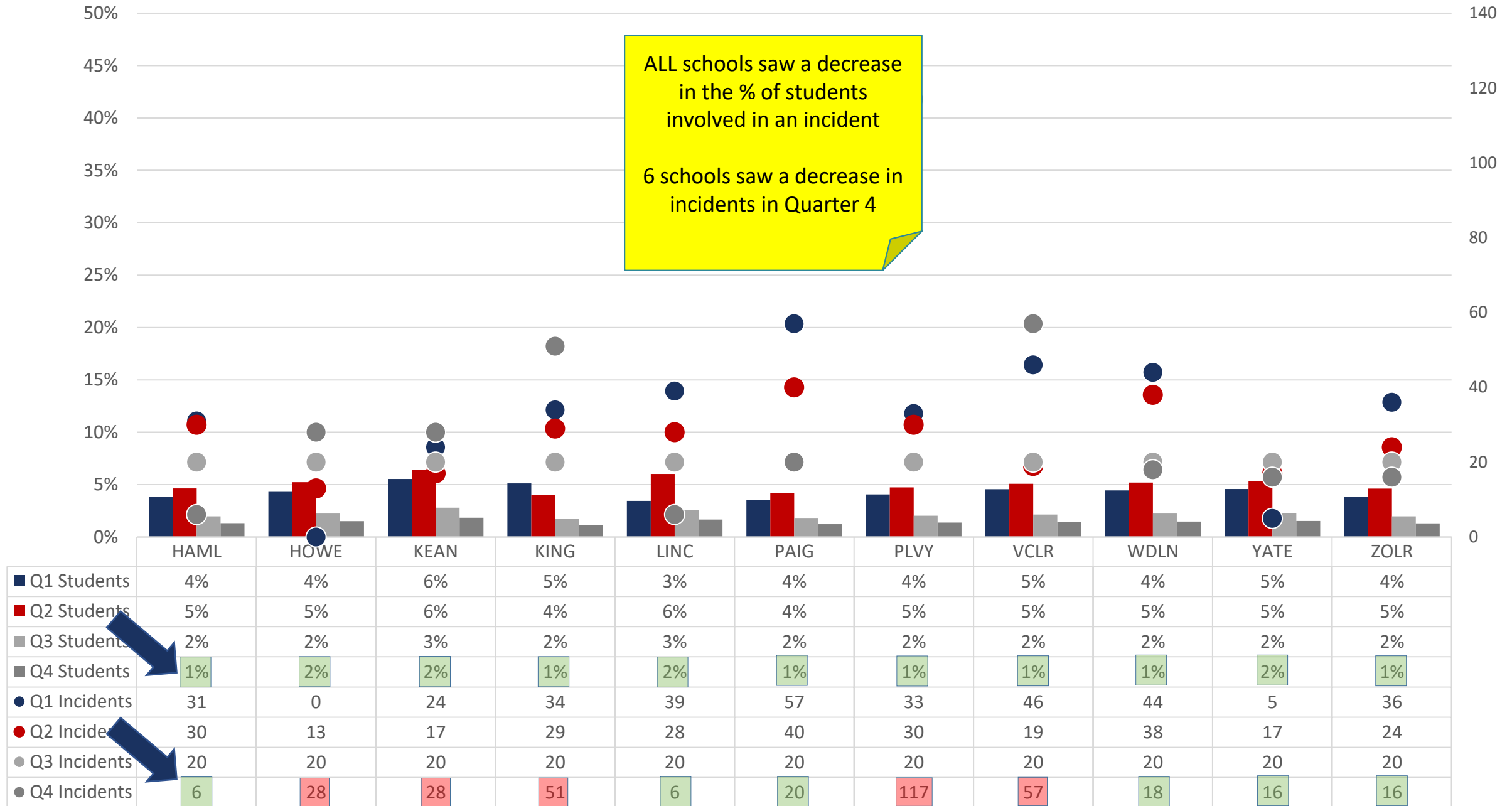




# Student Behavior

Quarterly Comparison

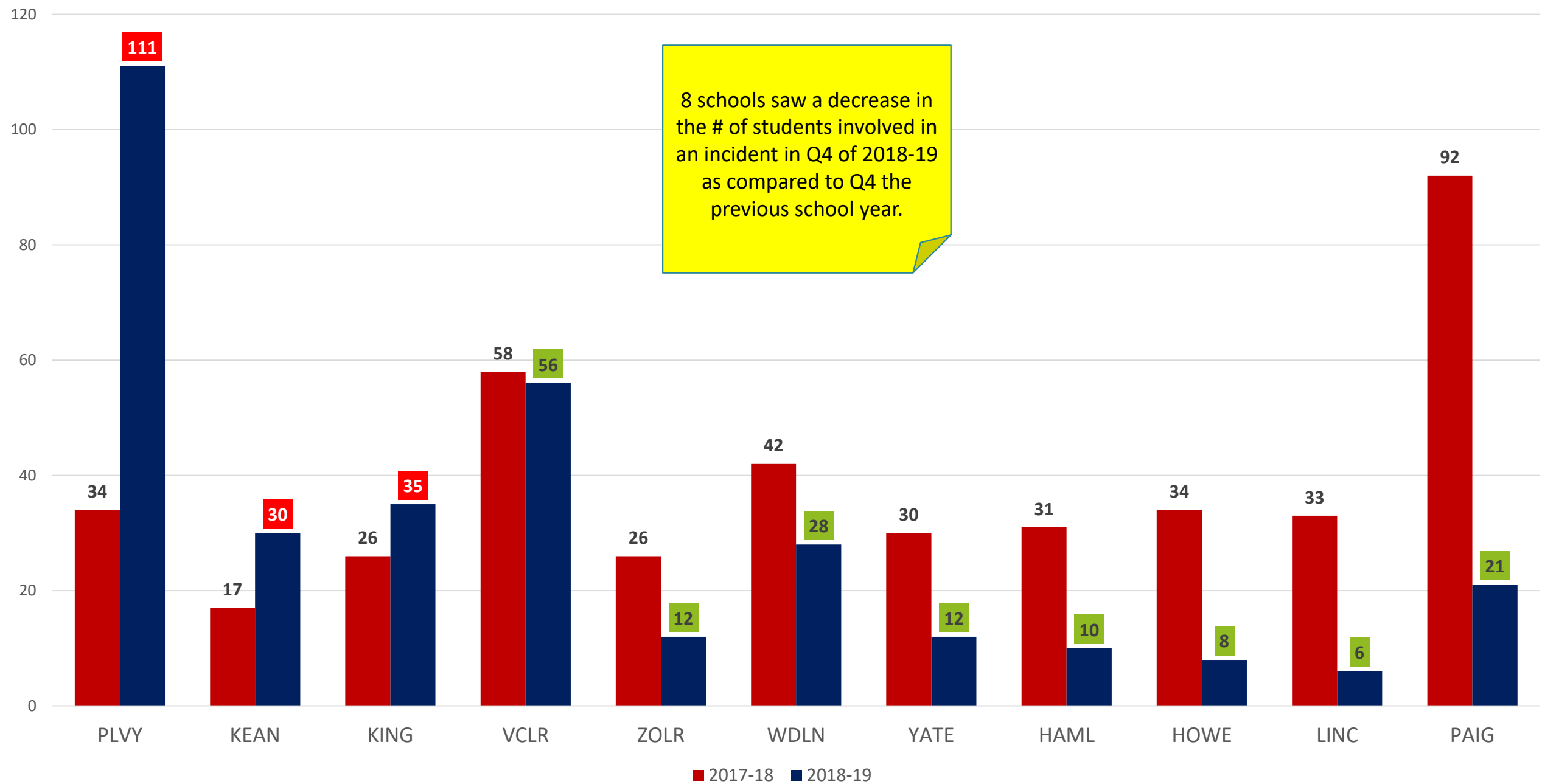
# % of Students (Unique) and # of Incidents, Grades K-5 Quarterly Comparison



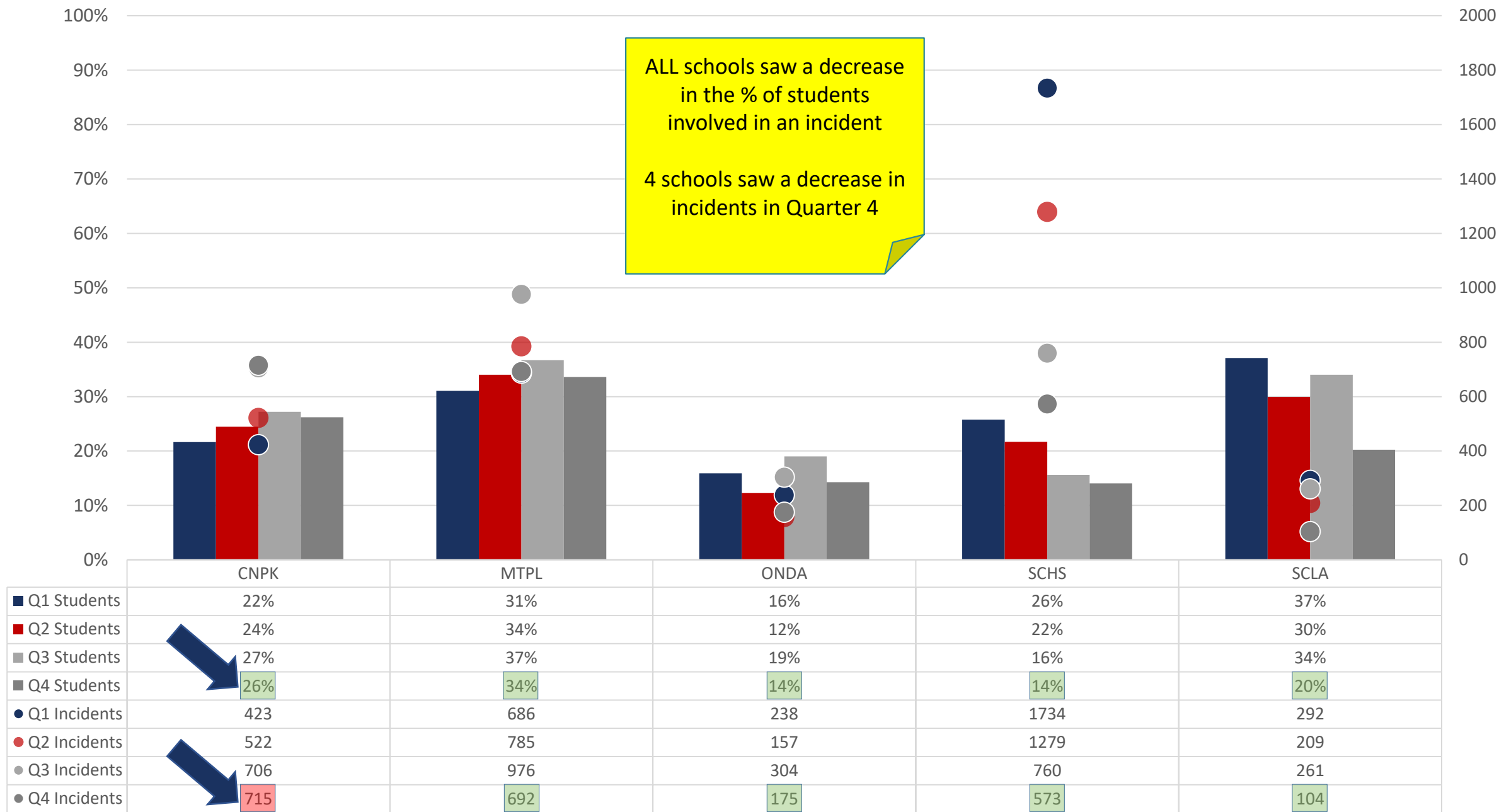


Change (+/-) in Number of Students Involved in an Incident, K-5  
Q4 2017-18 to Q4 2018-19 Comparison

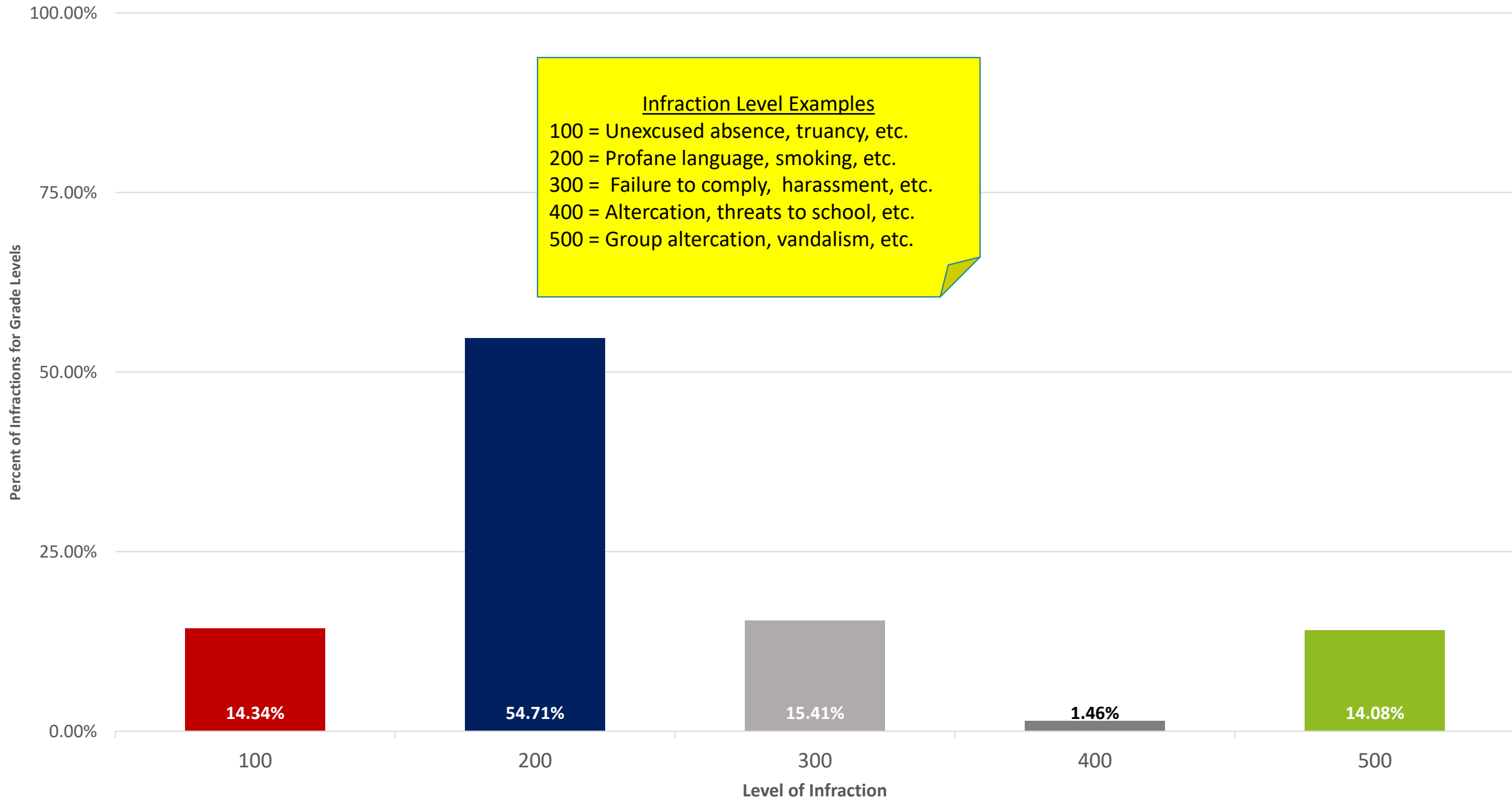
8 schools saw a decrease in the # of students involved in an incident in Q4 of 2018-19 as compared to Q4 the previous school year.



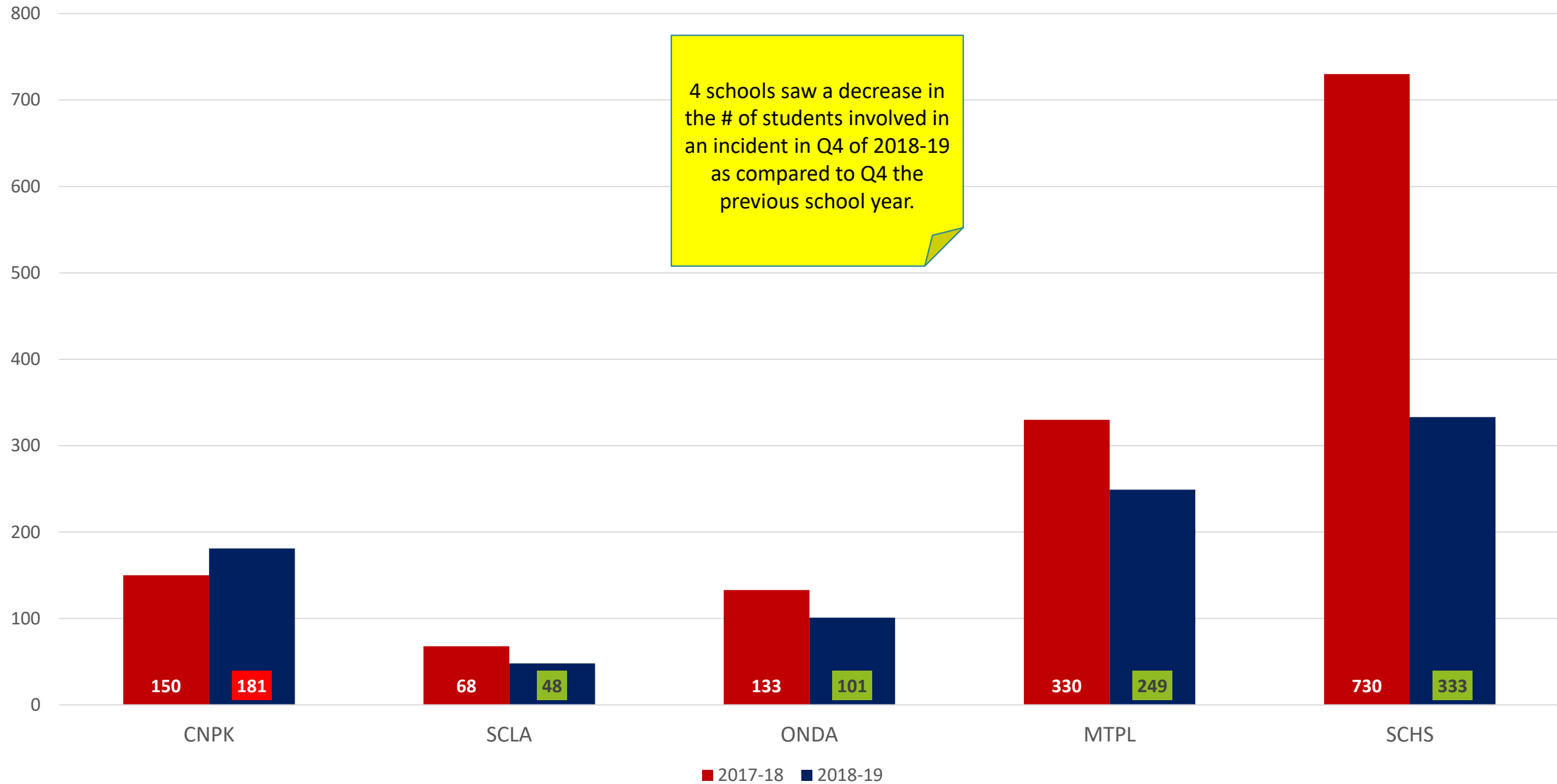
% of Students (Unique) and # of Incidents, Grades 6-12  
Quarterly Comparison



% of Infractions/Level, Grades 6-12



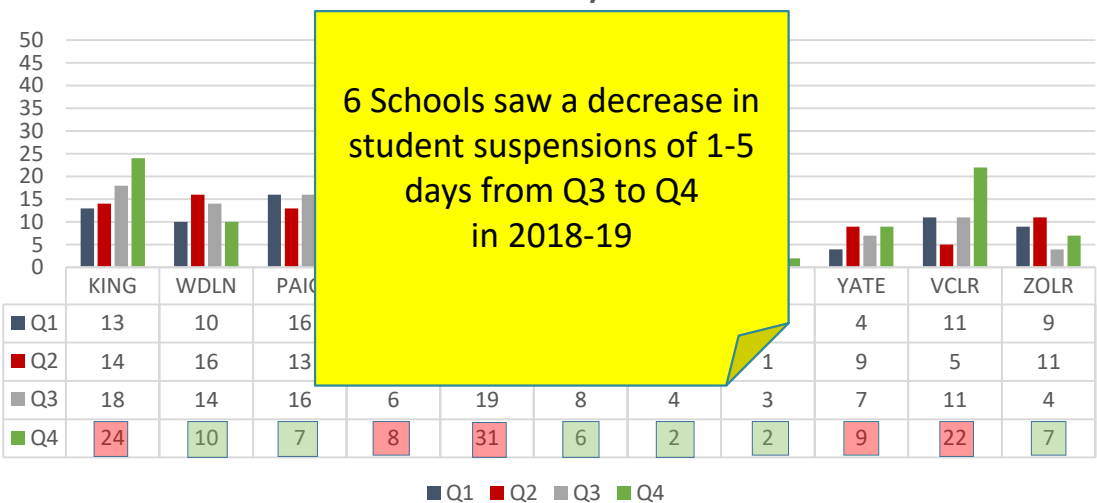
Number of Students Involved in an Incident, Grades 6-12  
Q4 2017-18 to Q4 2018-19 Comparison



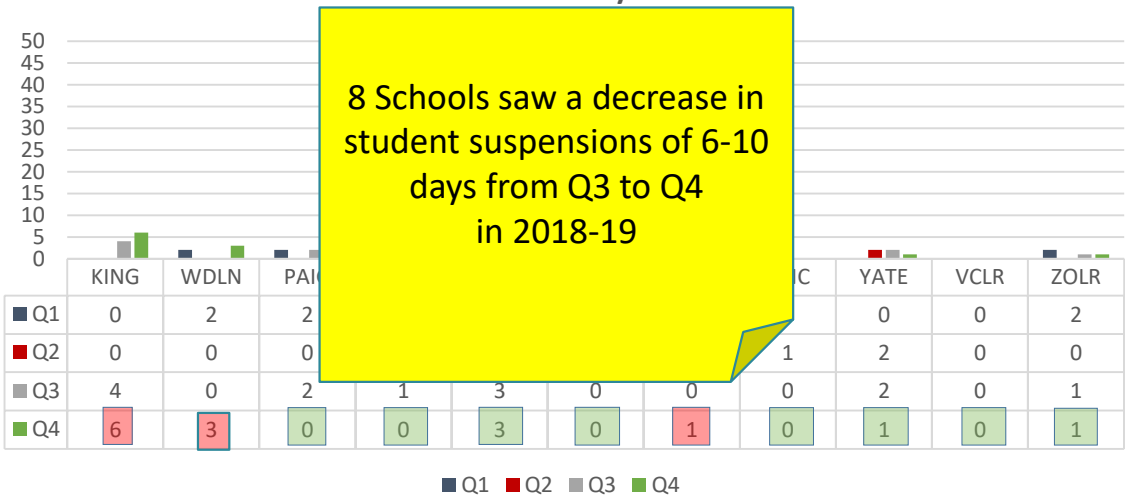
# Number of Students Suspensions, Grades K-5

## Quarterly Comparison

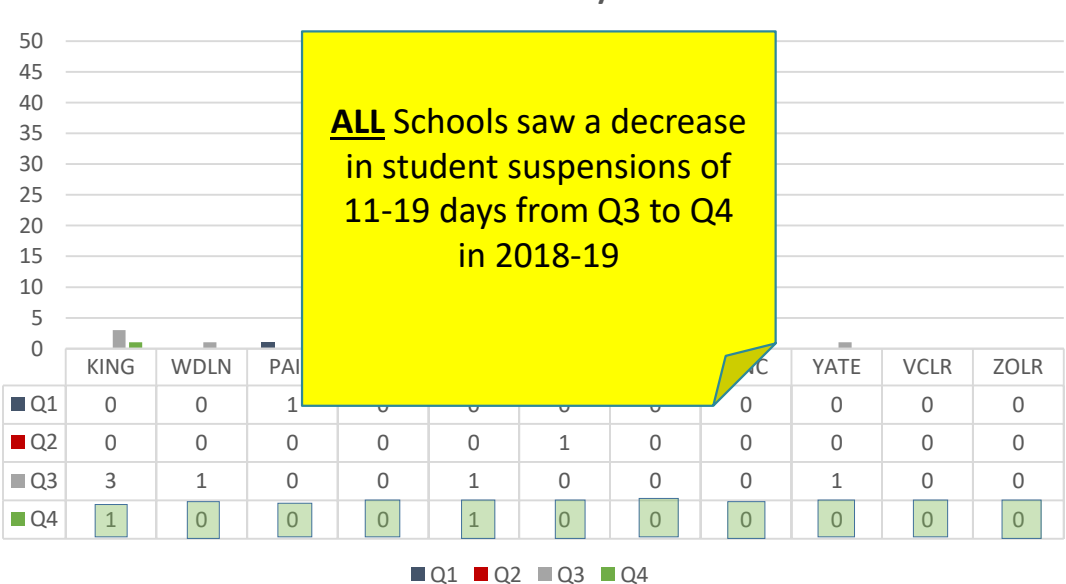
### 1-5 Days



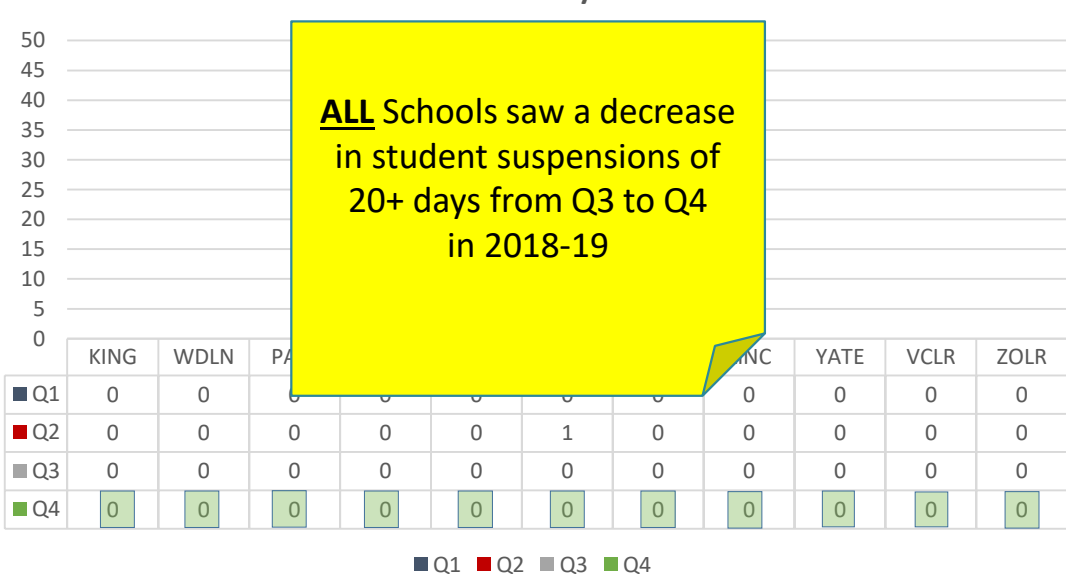
### 6-10 Days



### 11-19 Days



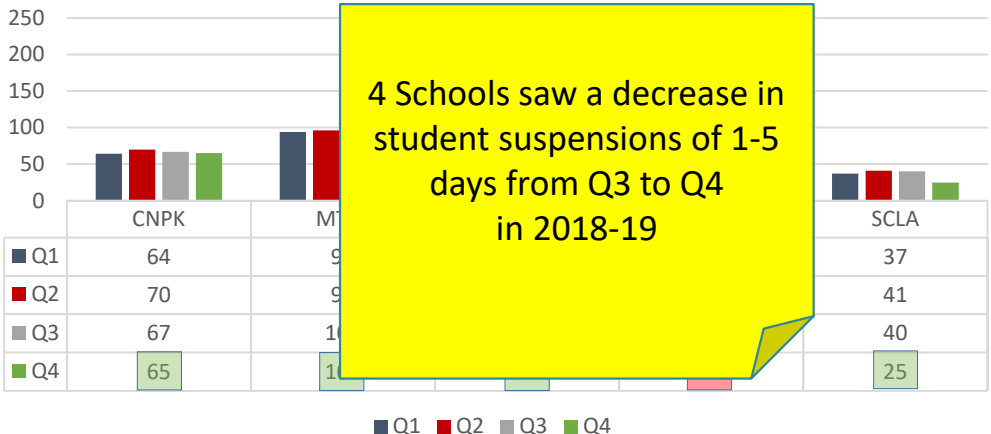
### 20+ Days



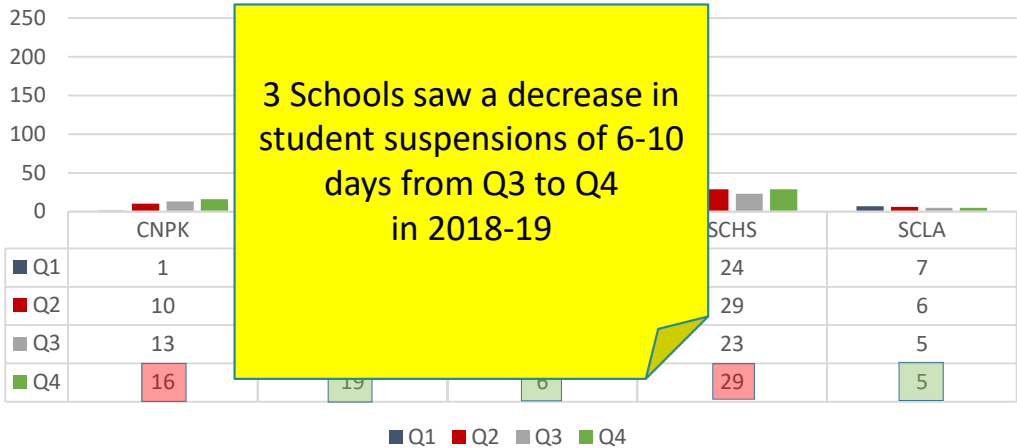
# Number of Students Suspensions, Grades 6-12

## Quarterly Comparison

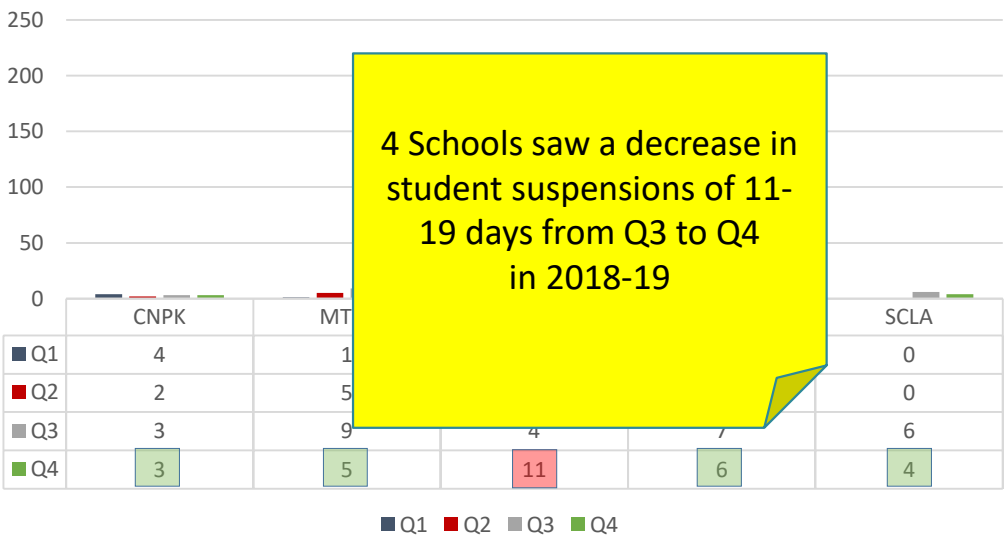
### 1-5 Days



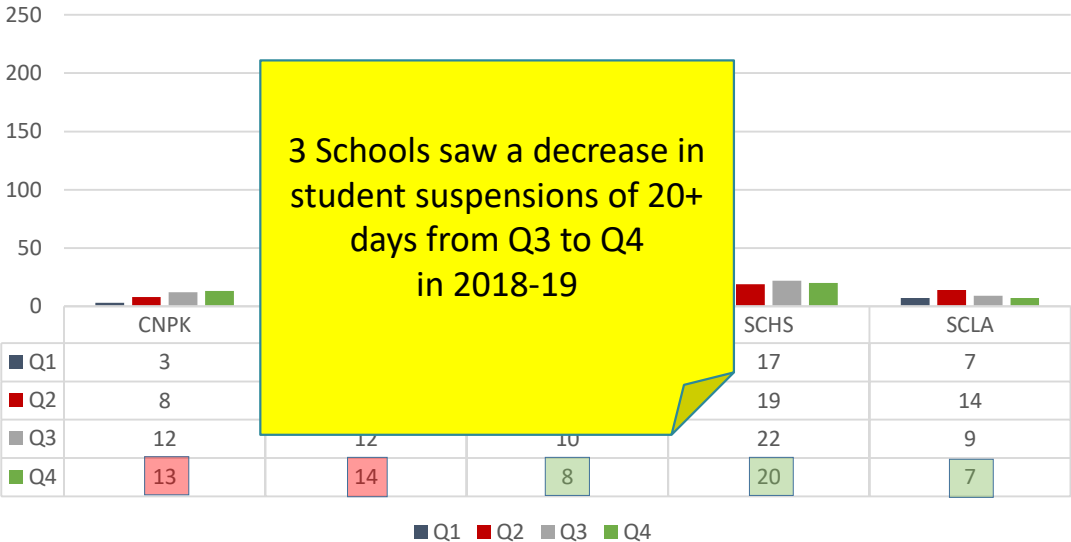
### 6-10 Days



### 11-19 Days



### 20+ Days



## Relative Risk of Suspension



### Definition:

The risk of a subgroup being suspended  
*compared to*  
The risk of all other students being suspended

Subgroup	Q1	Q2	Q3	Q4
Hispanic	1.02	0.87	1.09	1.22
Asian	0.21	0.25	0.20	0.23
Black	2.40	2.47	2.52	2.23
White	0.72	0.76	0.63	0.61
2 or more	0.69	0.80	0.68	0.82
SWD	2.42	2.15	2.12	1.68

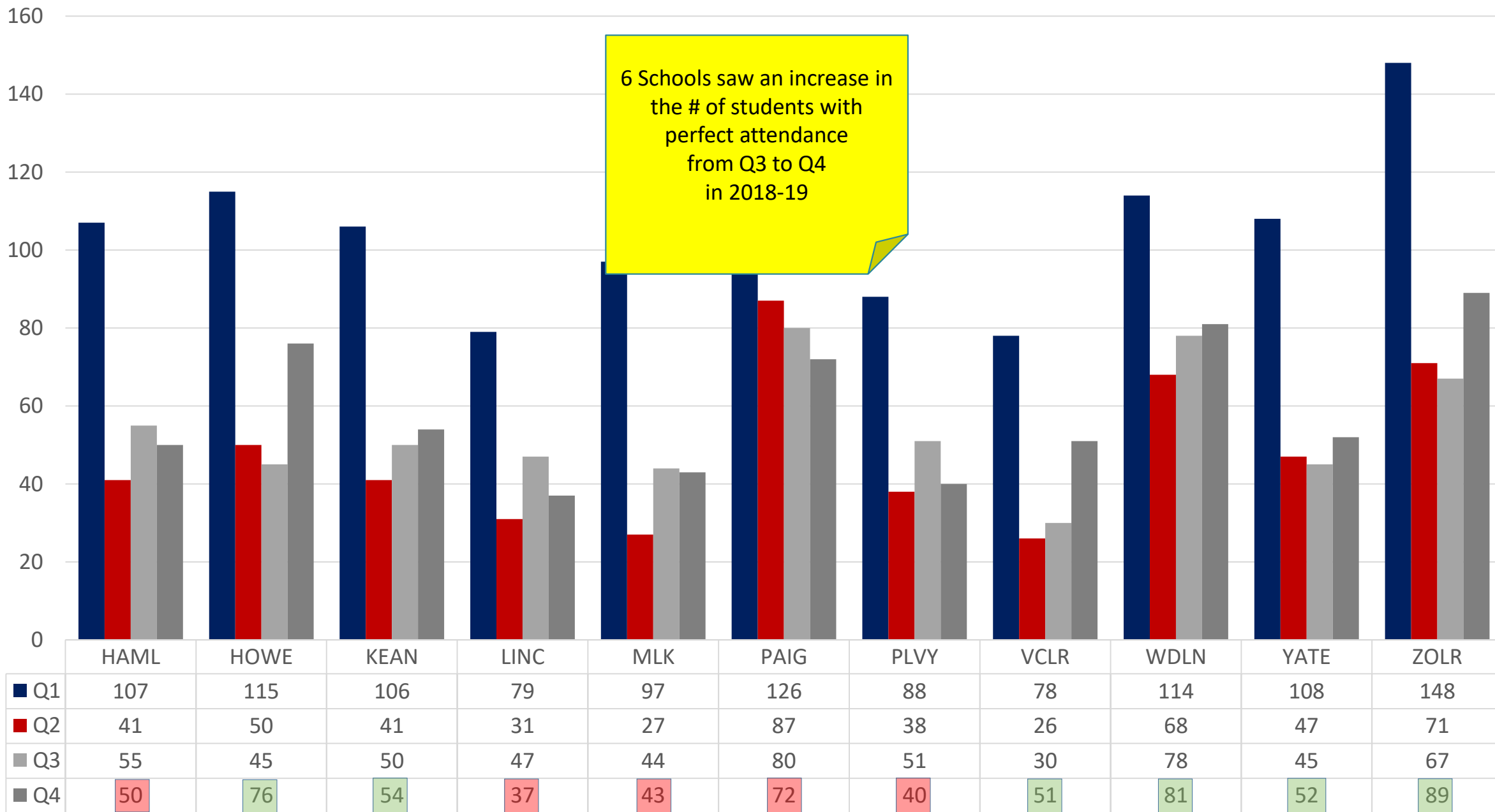


# Quarter 4 Student Attendance

Quarterly Comparison

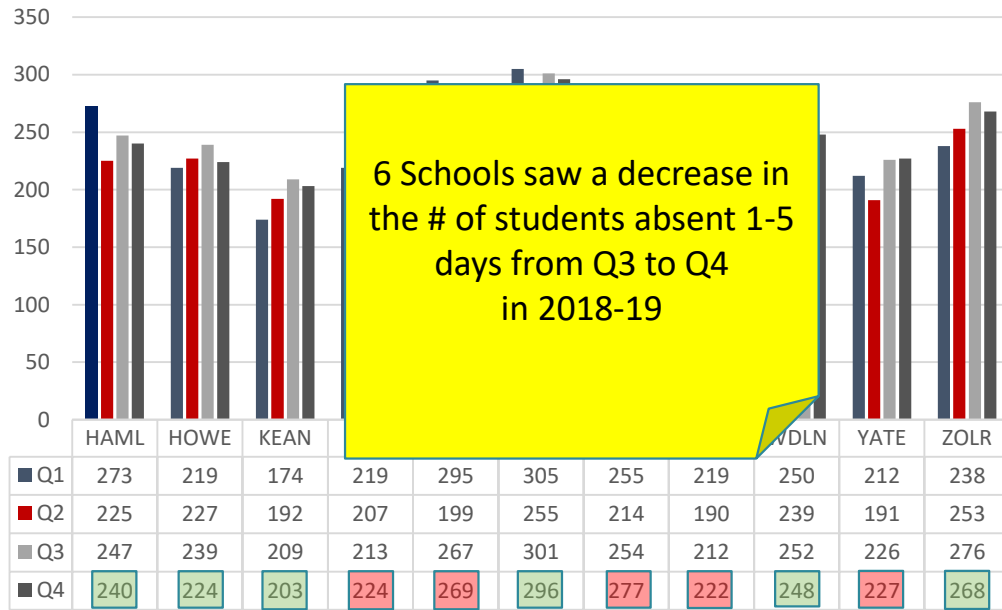


# Perfect Attendance, Grades K-5 Quarterly Comparison

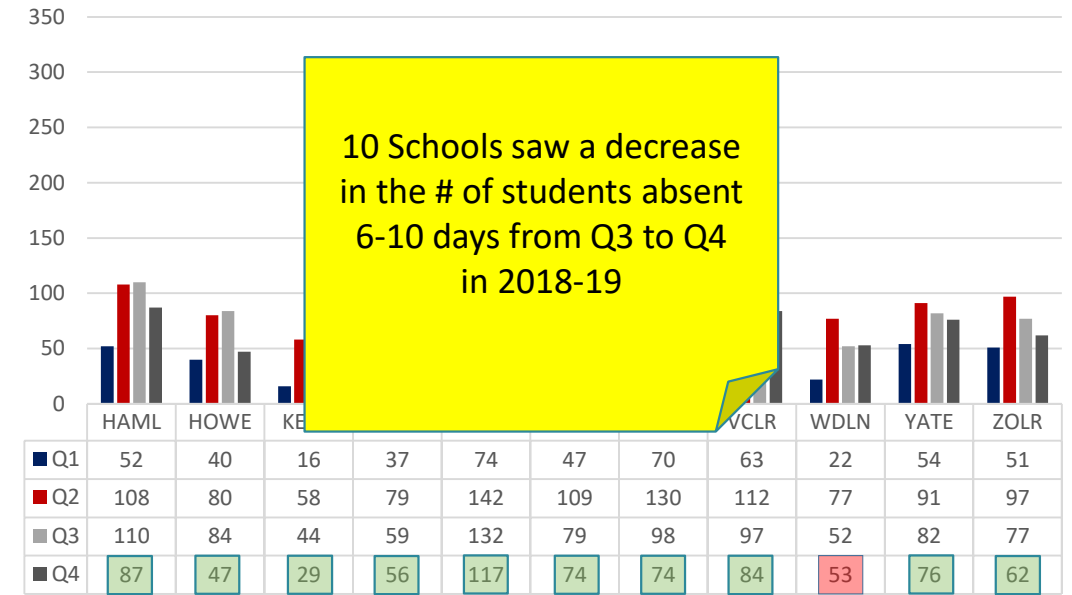


# Number of Student Absences, Grades K-5 Quarterly Comparison

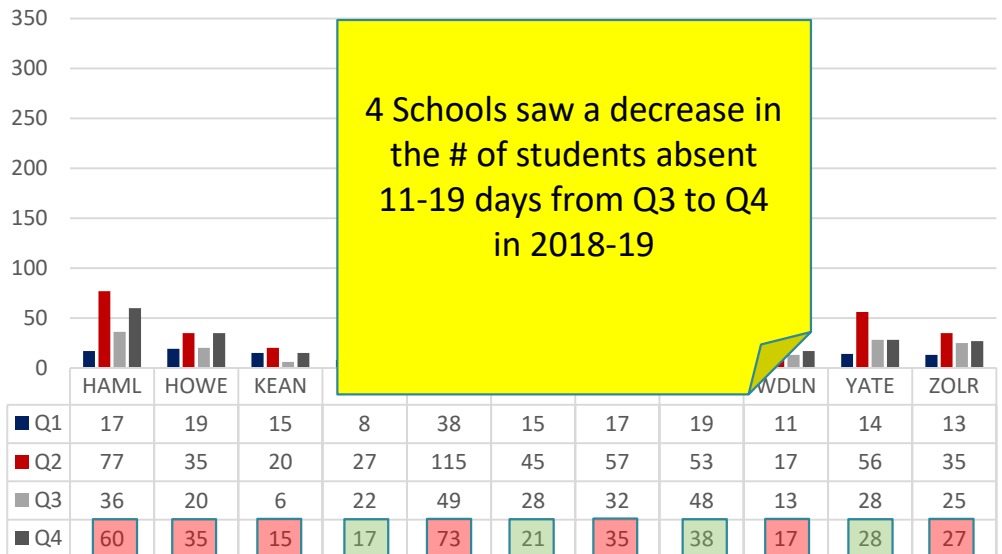
## 1-5 Days



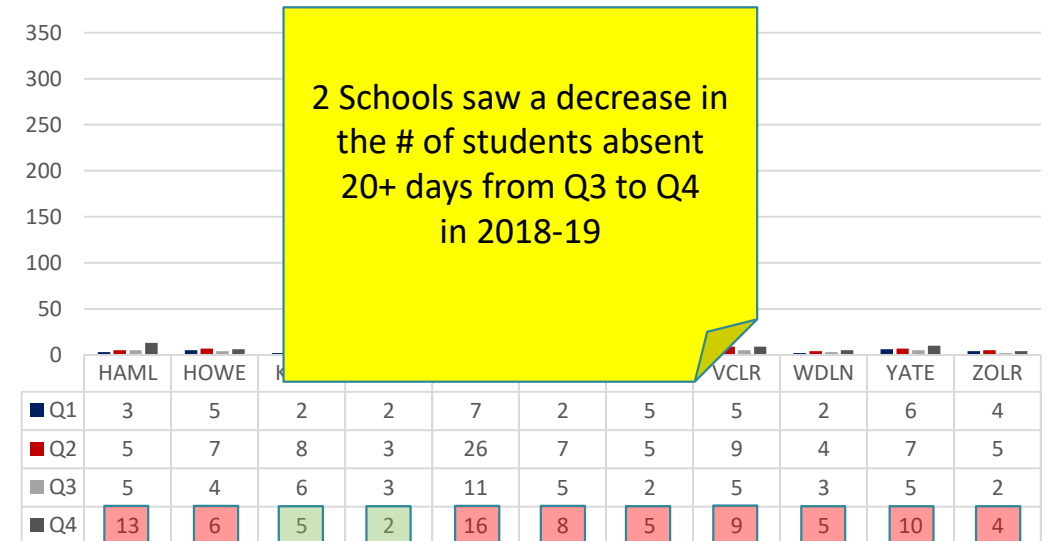
## 6-10 Days



## 11-19 Days

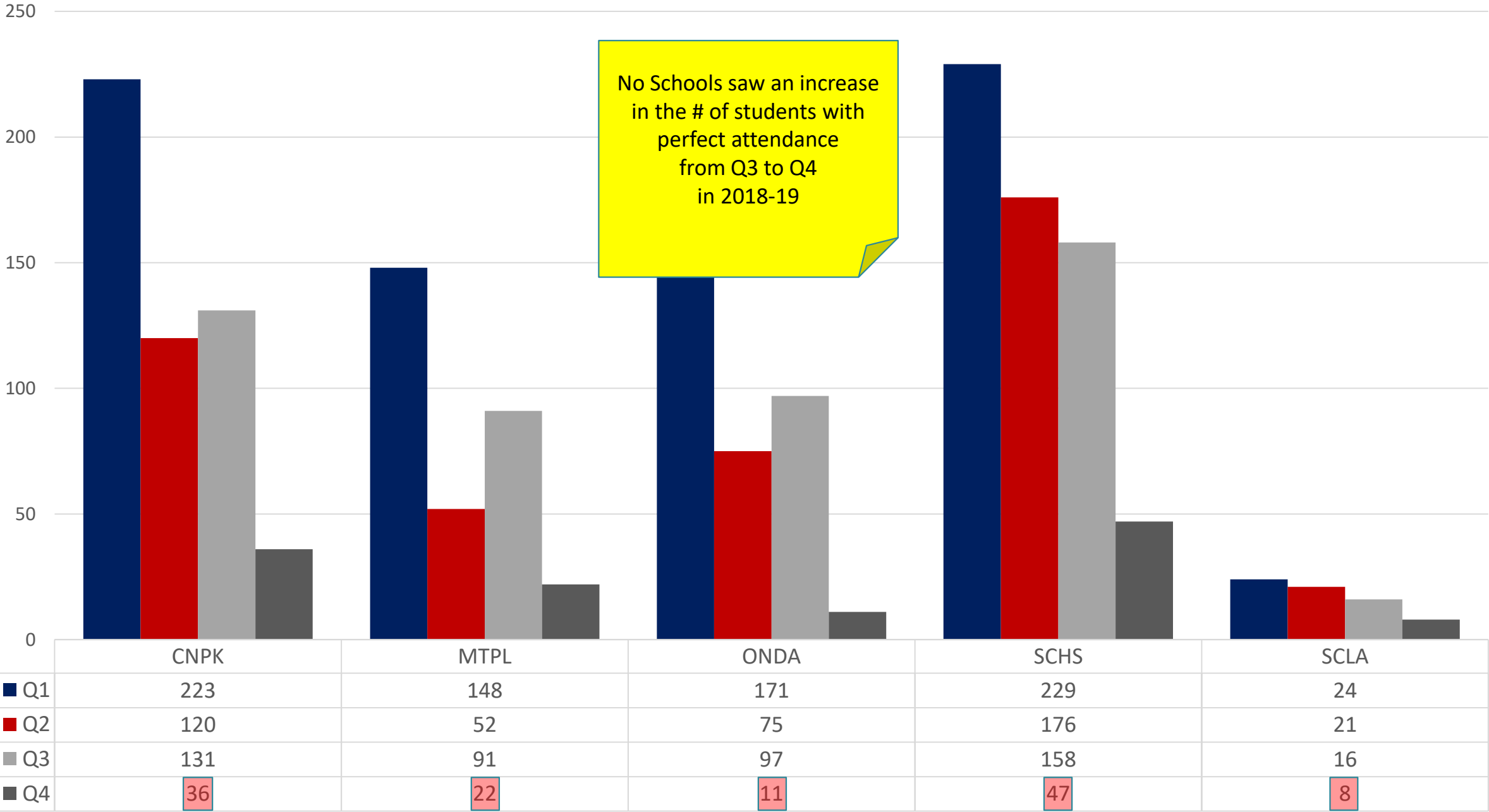


## 20+ Days



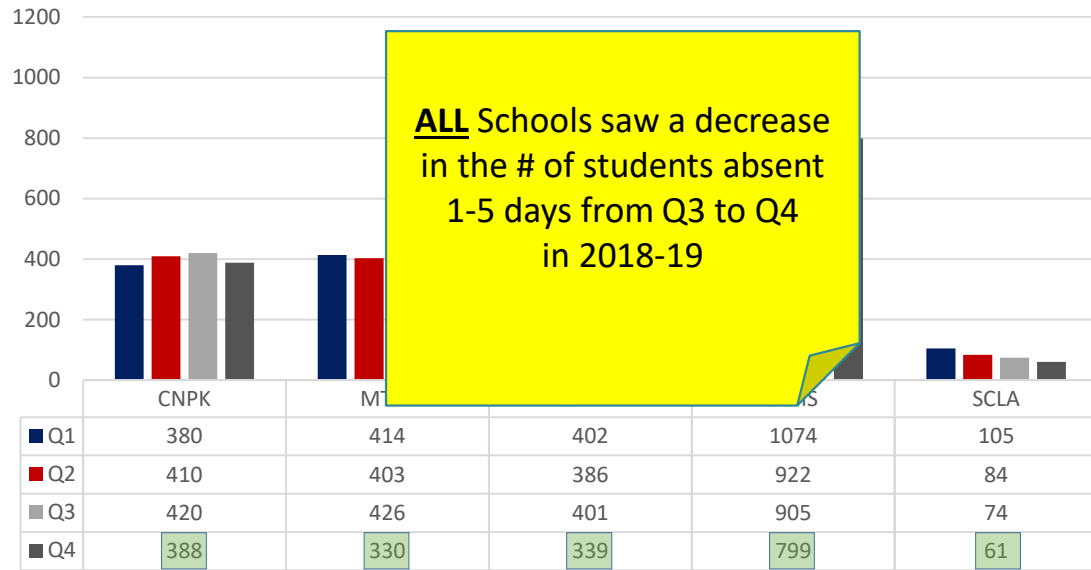
# Perfect Attendance, Grades 6-12

## Quarterly Comparison

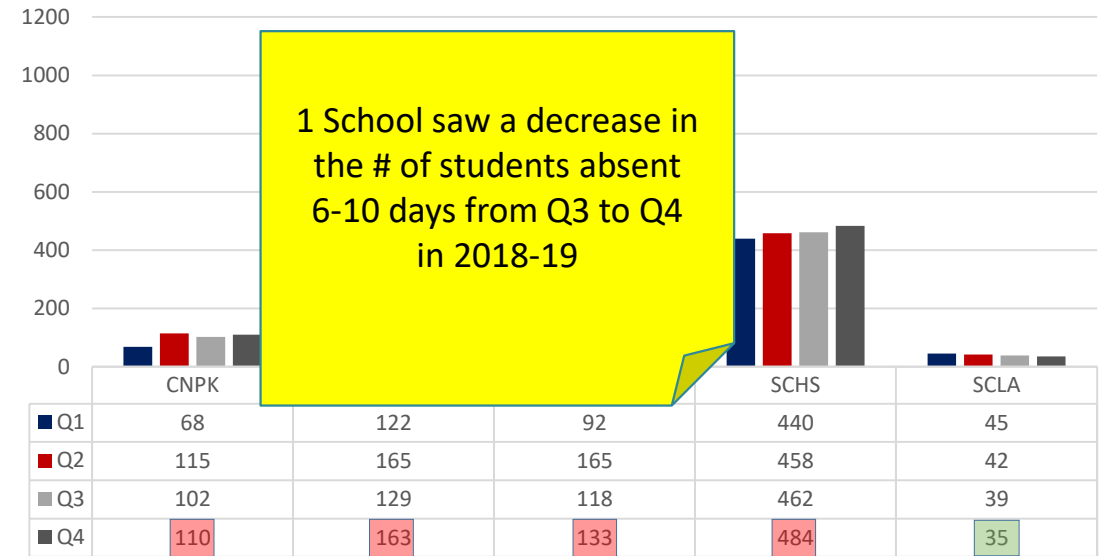


# Number of Student Absences, Grades 6-12 Quarterly Comparison

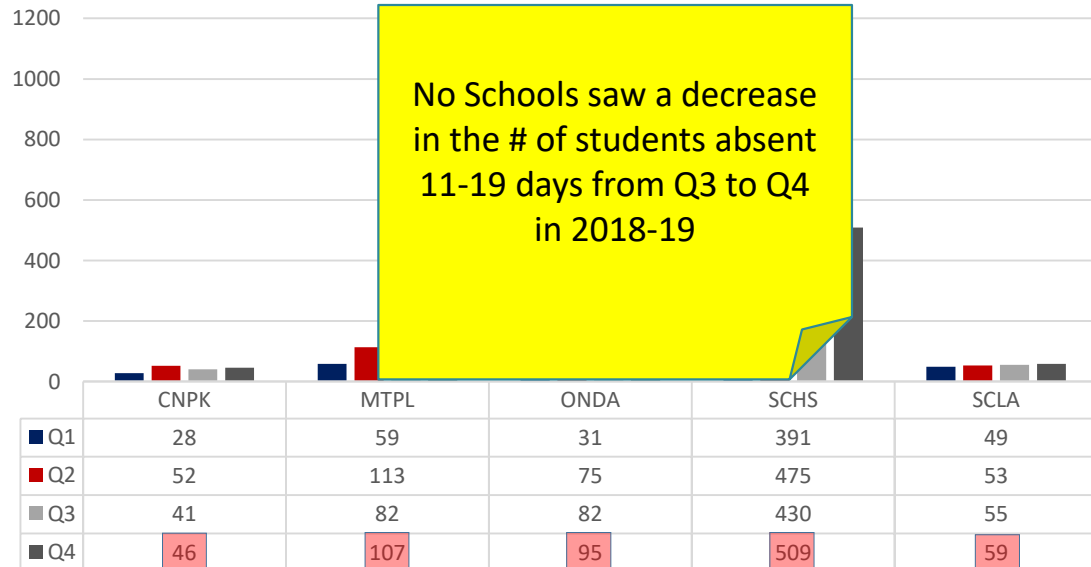
## 1-5 Days



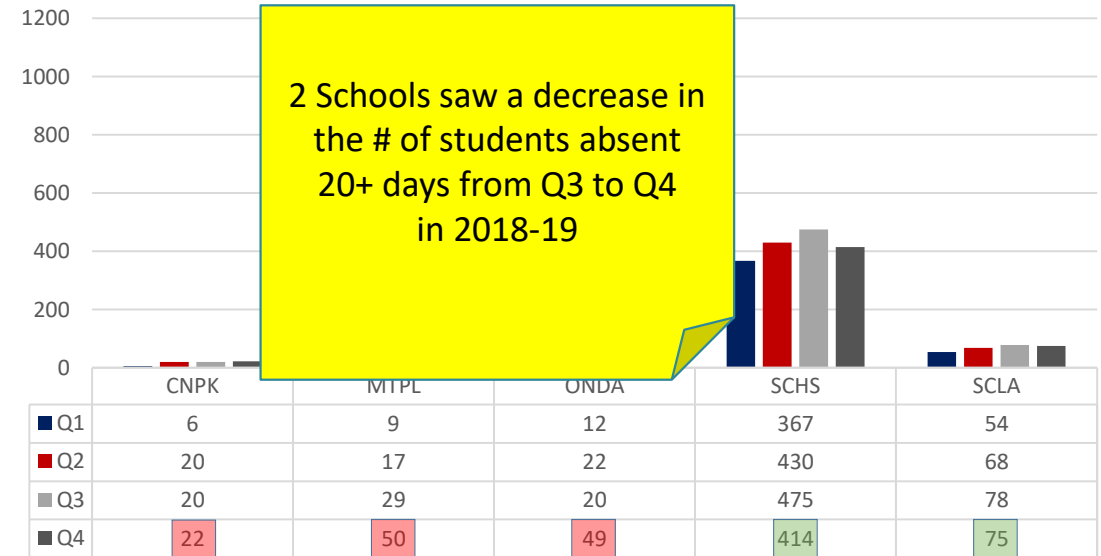
## 6-10 Days



## 11-19 Days



## 20+ Days



## Chronic Absenteeism



### Definition:

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

Subgroup	Q4
Hispanic	1.18
Asian	1.50
Black	1.06
White	0.89
2 or more	0.83
SWD	1.19



# Student Behavior & Attendance

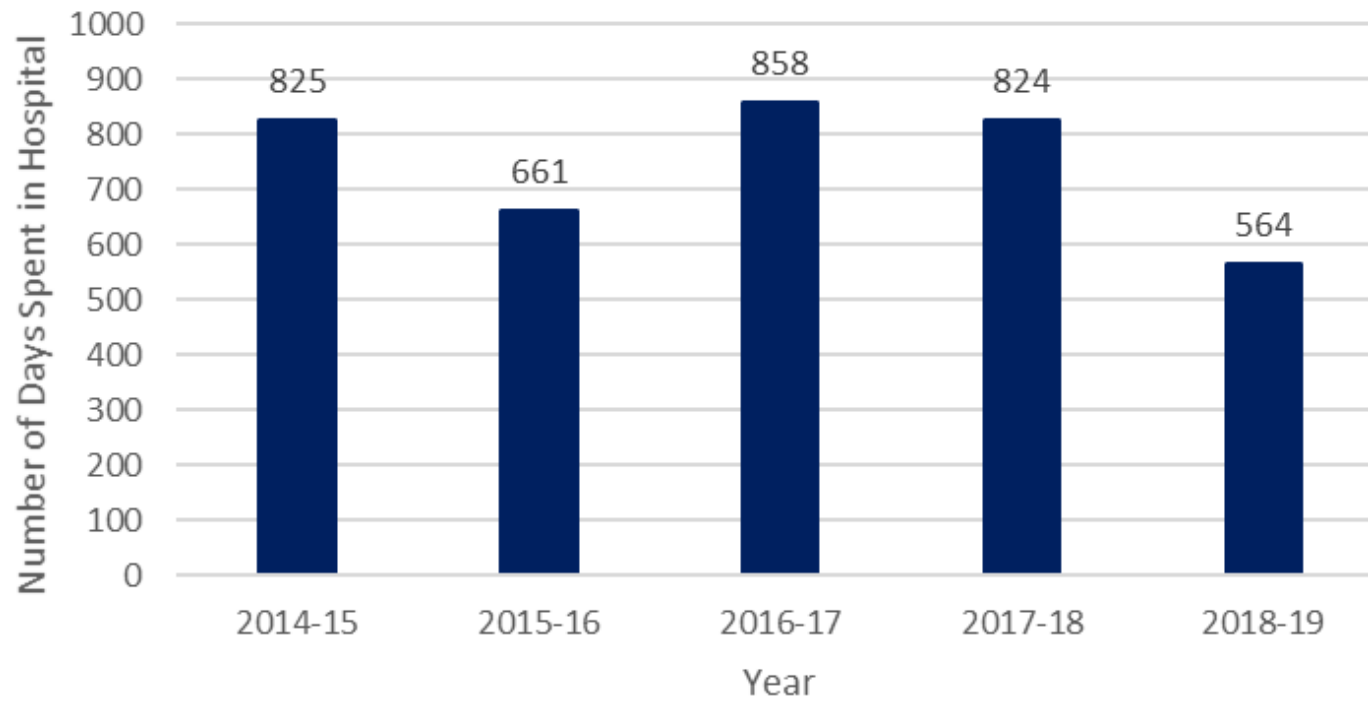


# Improving Behavior and Attendance Outcomes for Students with Disabilities

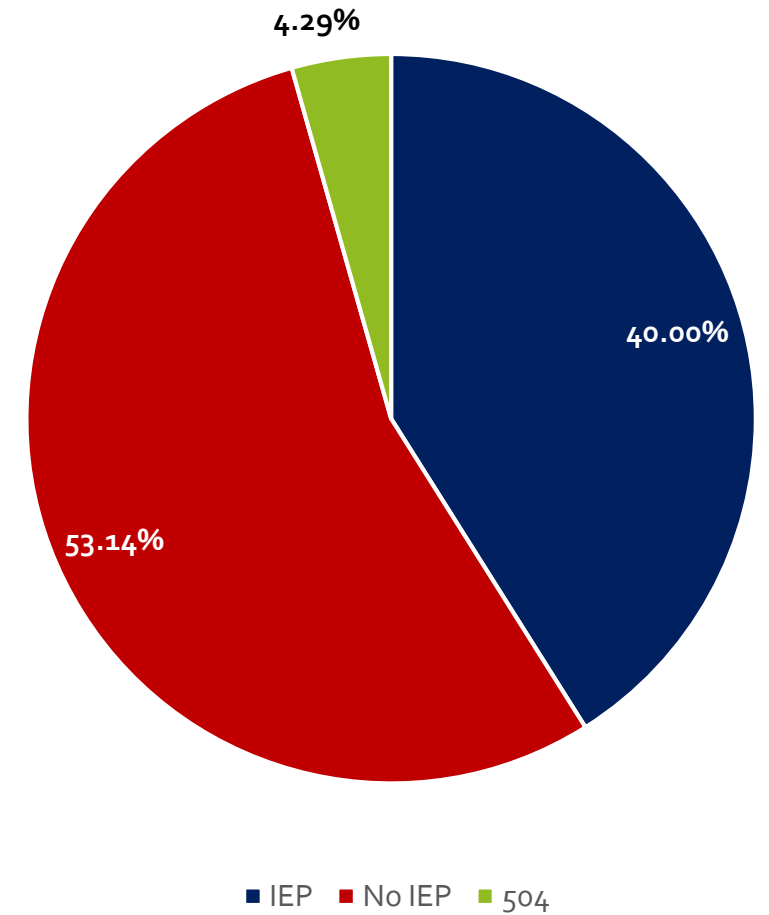


projectbehere  
attendance matters

Hospitalization Days in the Past 5 Years - SWD



Hospitalization in the past 5 years by Student Classification





# Looking Ahead: Behavior and Attendance Goals and Strategies for 2019-2020



## Goals:

- Reduce Suspensions and Disproportionality for Students with Disabilities
- Continue to decrease mental health hospitalizations for SWDs
- Increase attendance rate for SWDs

## Strategies:

- Implementation of Evidence-Based Social-Emotional Learning Curriculum
- Embedded professional development around TSS, Restorative Practices, and Culturally Responsive teaching
- Continue to refine our use of specialized in-District programming options
- Increase student mental health supports
- Targeted use of PDSA cycles, data analysis, and coaching
- Code of Conduct as a teaching tool

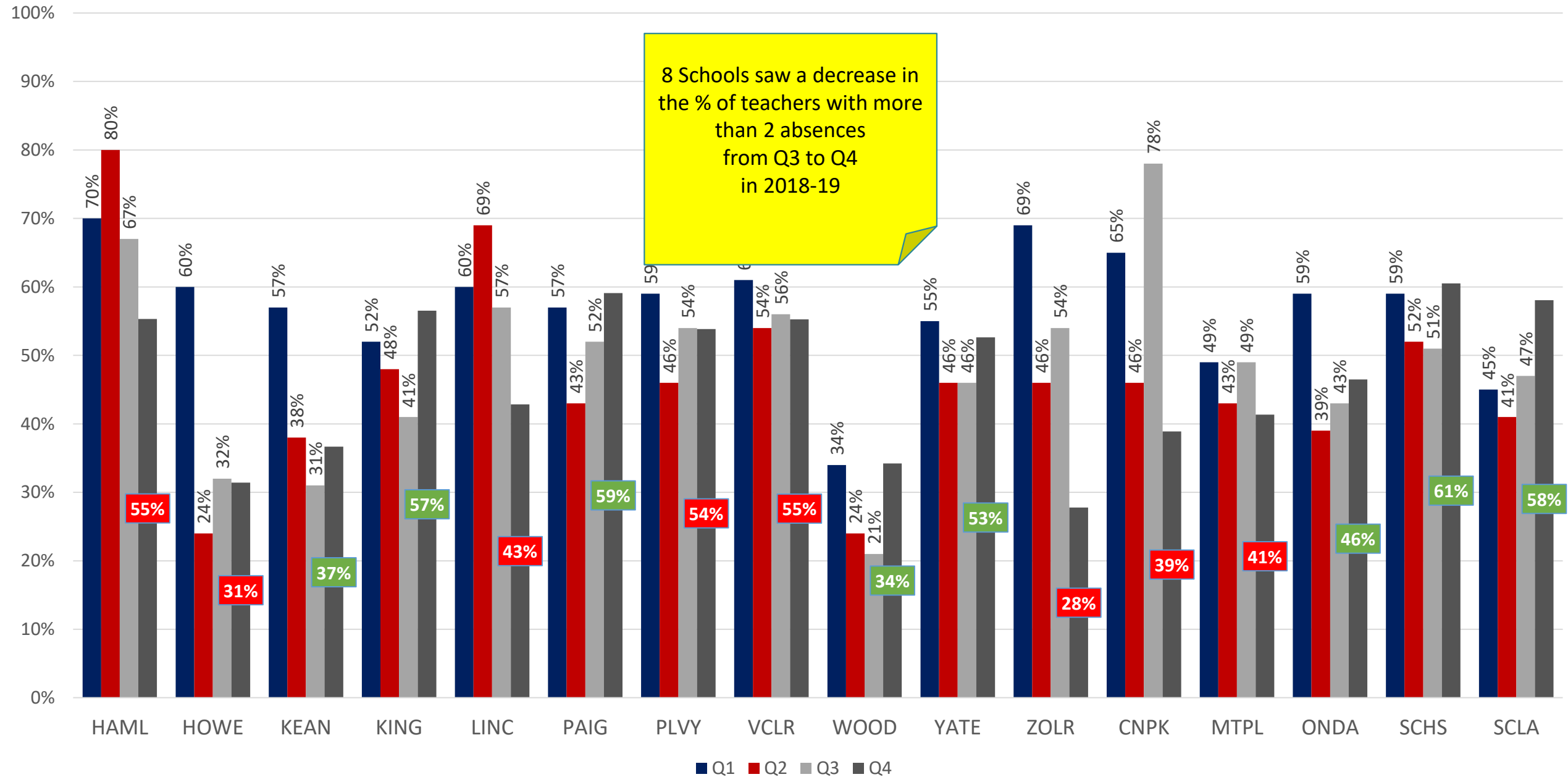


# Quarter 4 Teacher Attendance

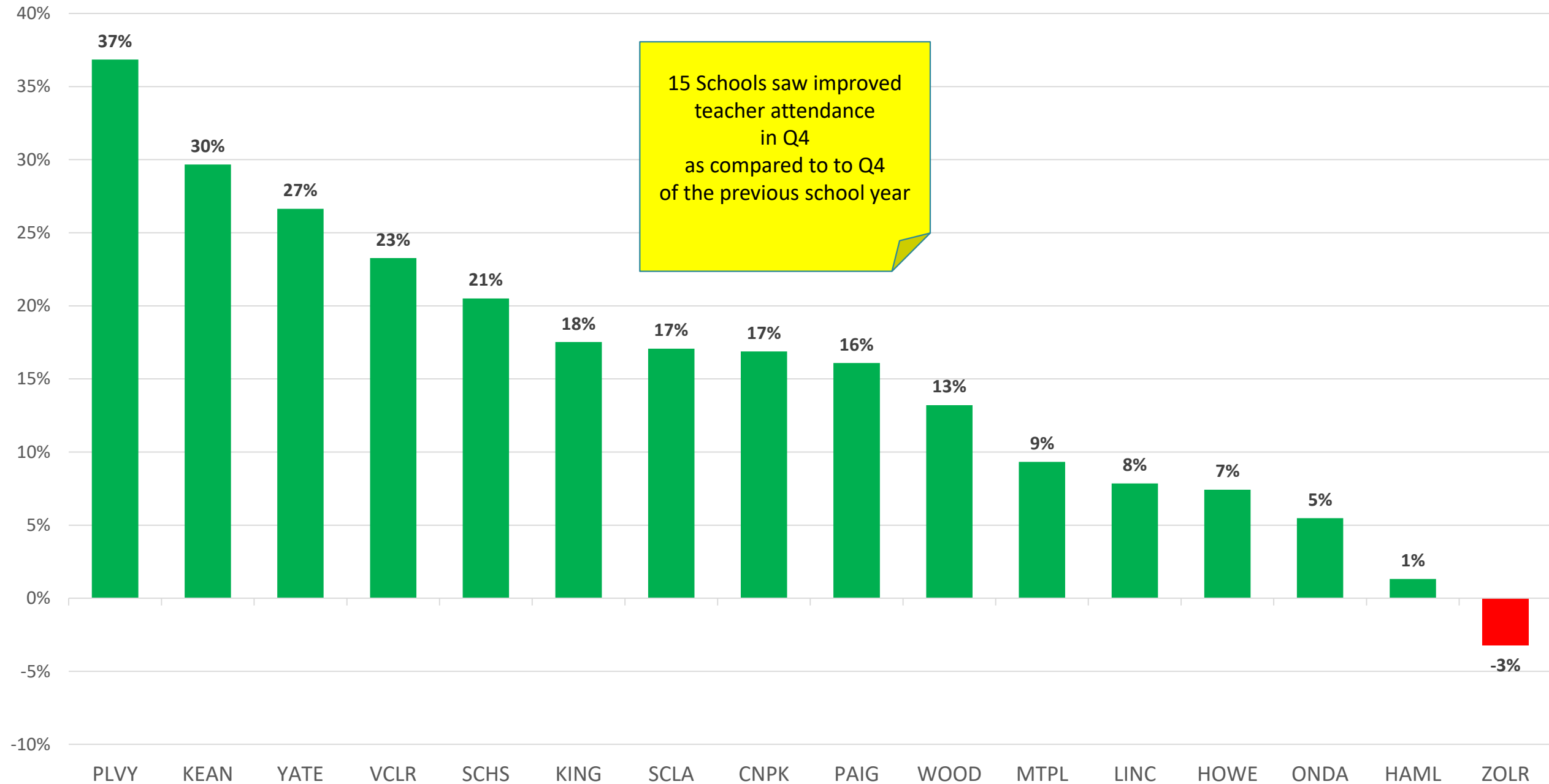
Quarter to Quarter Comparison

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

## Quarterly Comparison



Change (+/-) In Number of Teachers with less than 2 Absences, by School  
Q4 2017-18 to Q4 2018-19 Comparison



# Questions?

