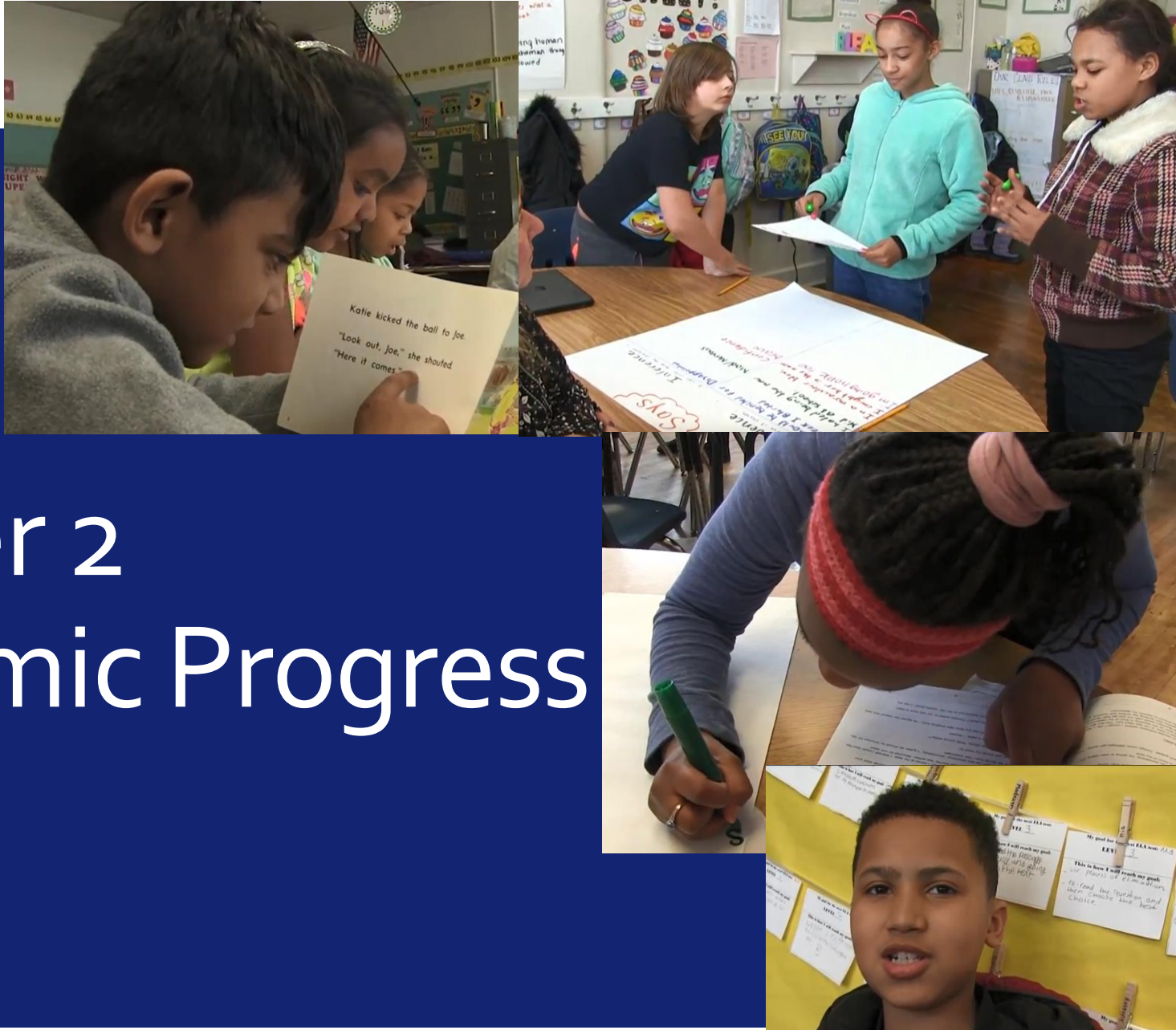


Quarter 2 Academic Progress Report

March 20, 2019



Outline of Presentation



Topics	Slide #
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STAR 360 Early Literacy & Reading	4
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Early Literacy, Reading & ELA Action Plans	24
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Student Attendance	43
Attendance Action Plans	50
Teacher Attendance	51

Legend



MOVING IN THE
RIGHT DIRECTION



CAUTIOUSLY
OPTIMISTIC



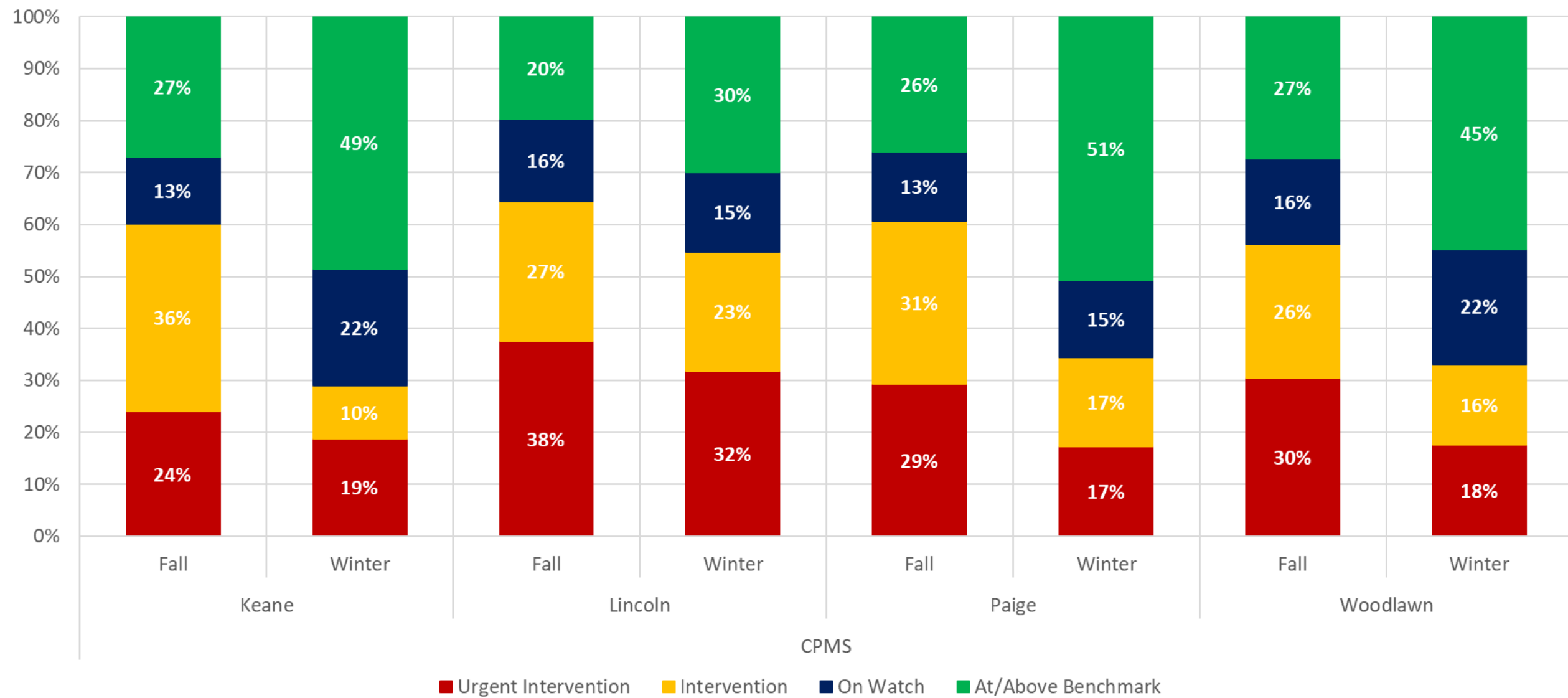
PRIORITY AREA



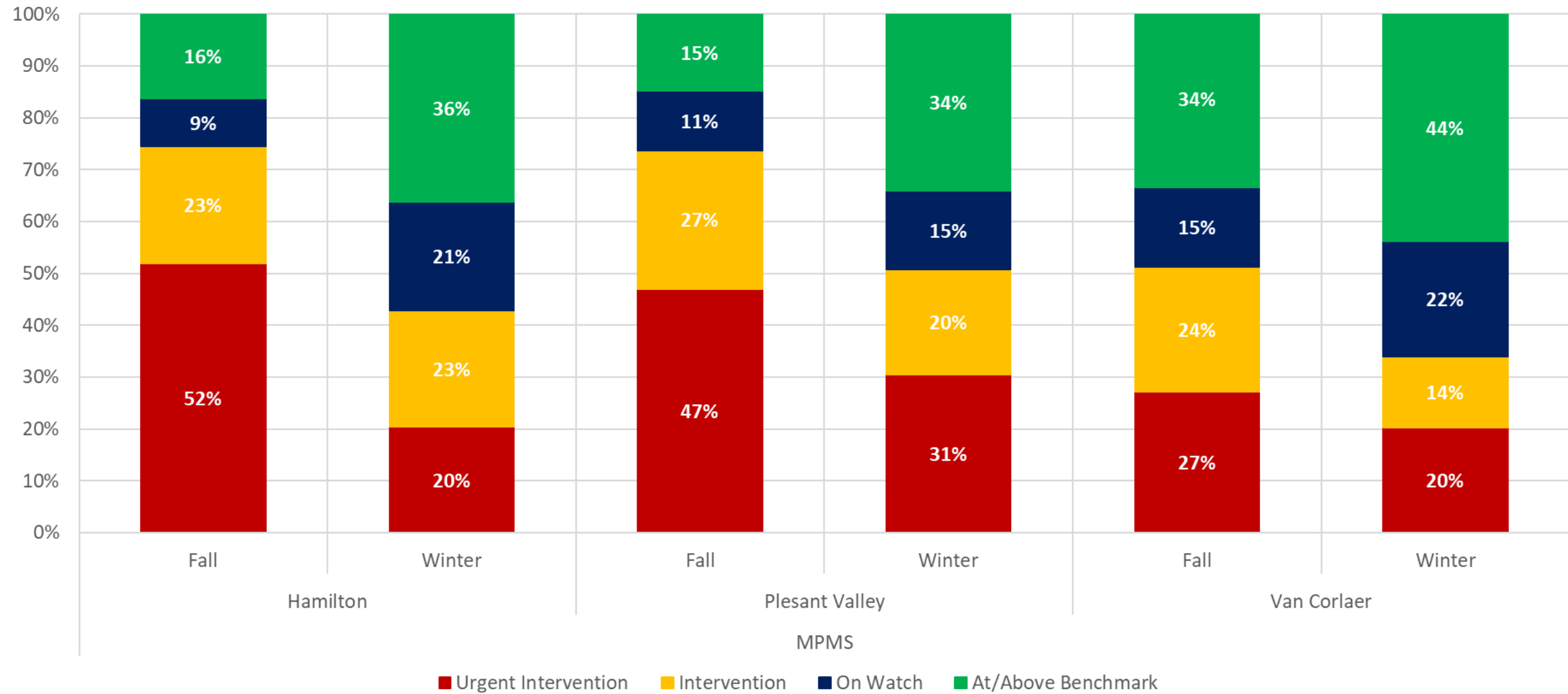
STAR 360 Early Literacy & Reading

Fall to Winter Comparison

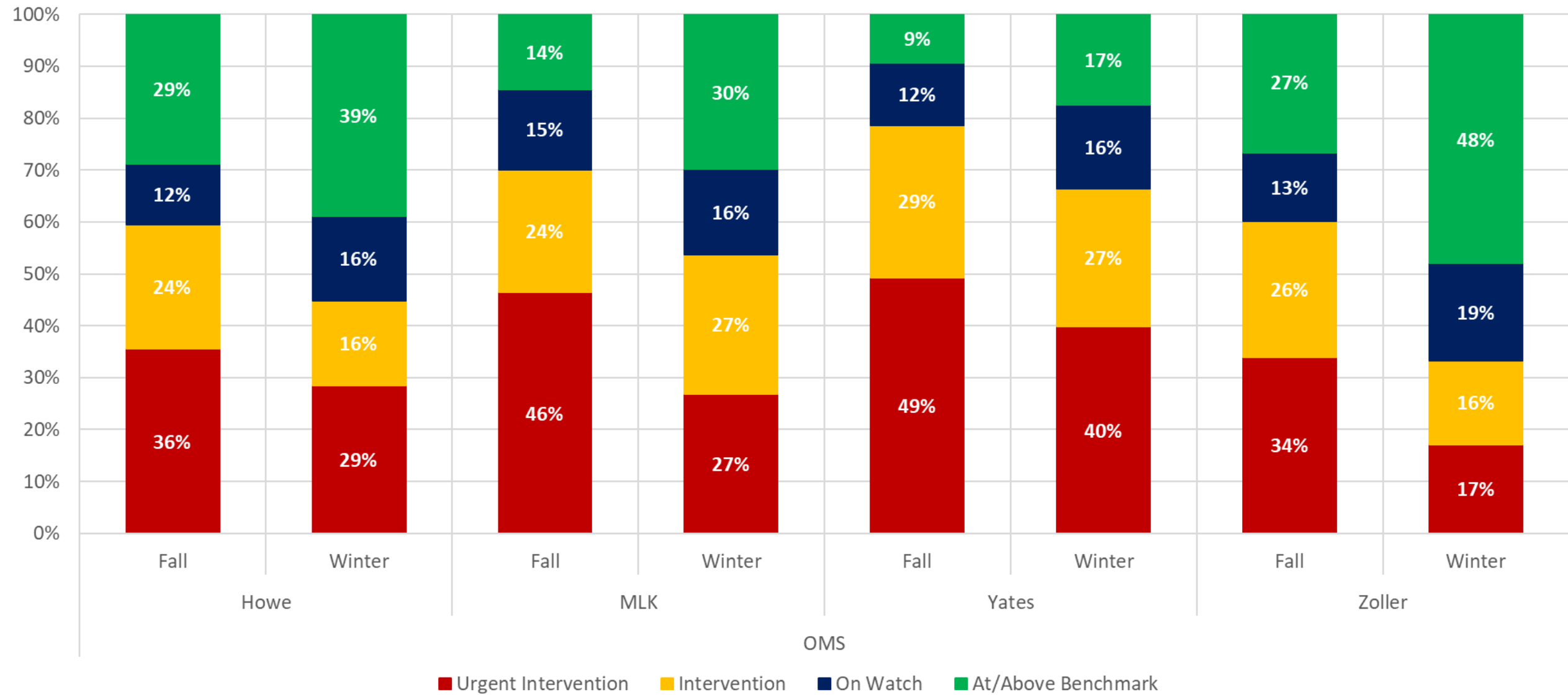
STAR Early Literacy, Grades K-2 Central Park Attendance Zone



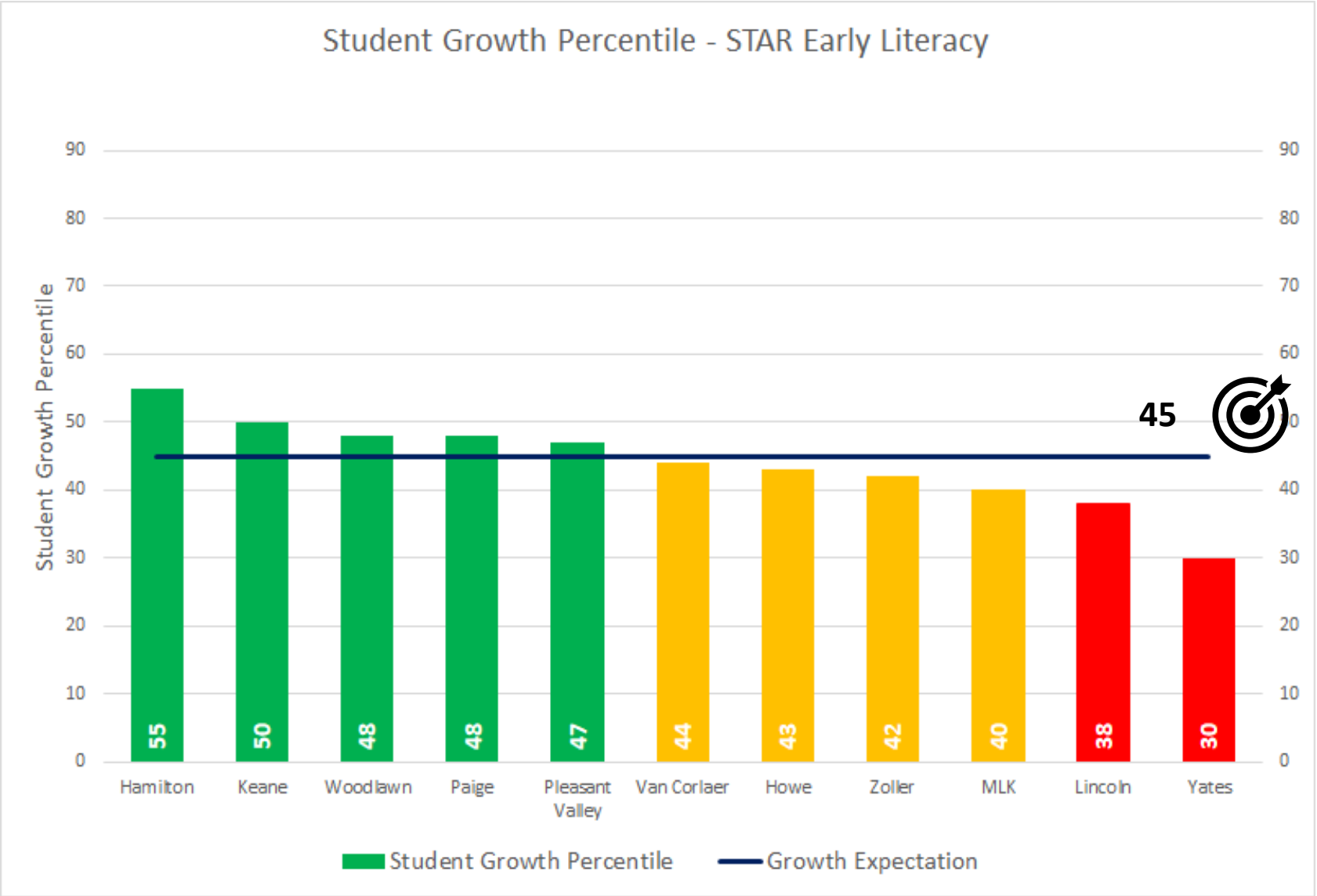
STAR Early Literacy, Grades K-2 Mont Pleasant Attendane Zone



STAR Early Literacy, Grades K-2 Oneida Attendane Zone



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.*

Relative Risk of Urgent Intervention Grades K-2



Definition:

The risk of a subgroup
scoring within the
Urgent Intervention
Category

compared to

The risk of all other
students
scoring within the
Urgent Intervention

Category

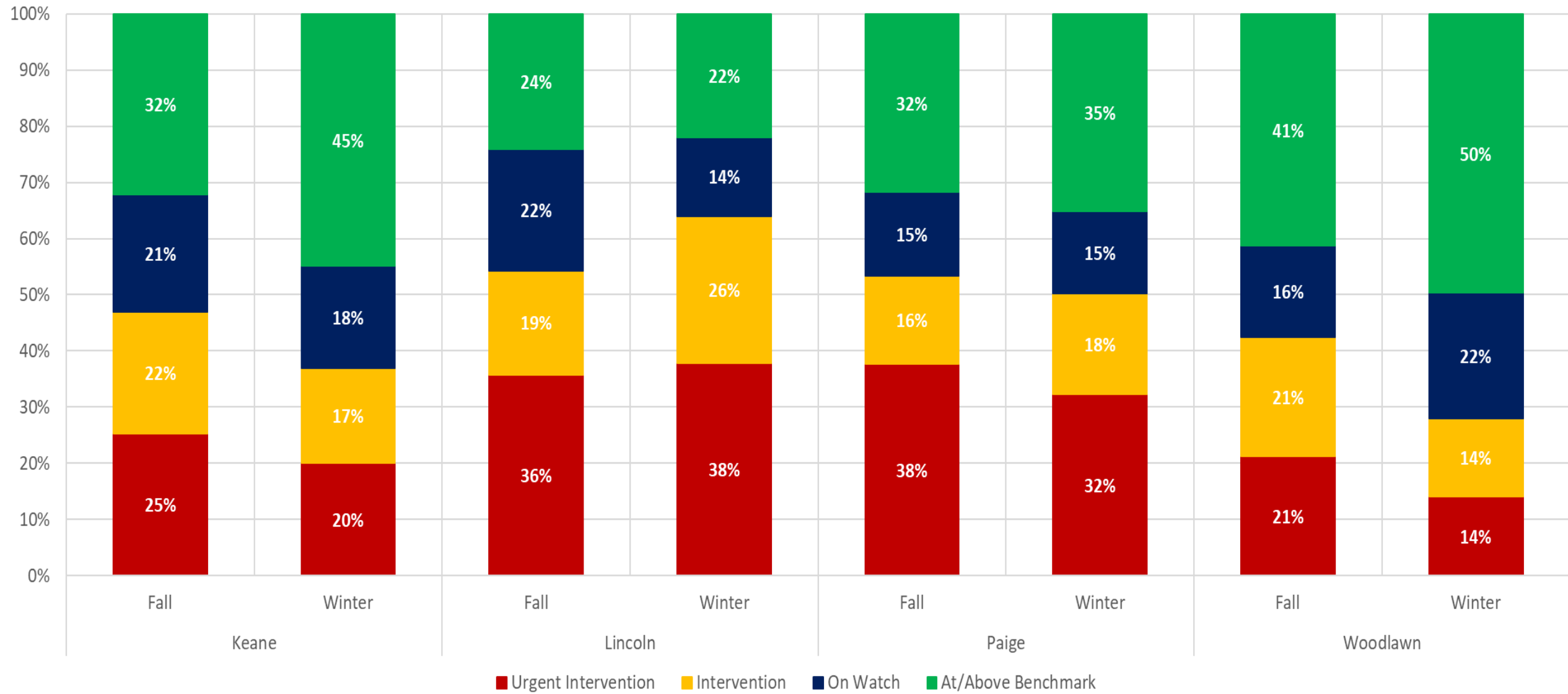
Subgroup	Risk Winter
Hispanic	1.26
Asian	0.55
Black	1.23
White	0.78
2 or more	1.15



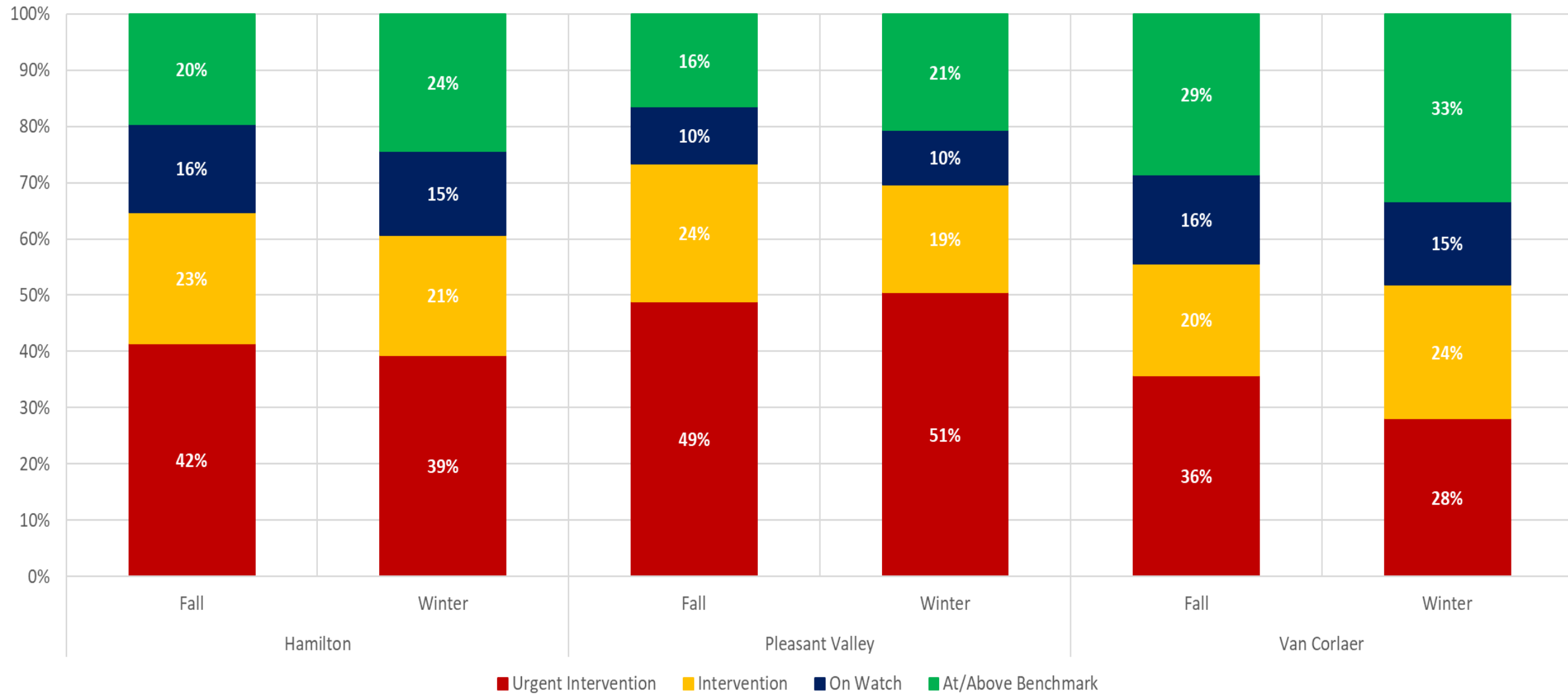
NYU

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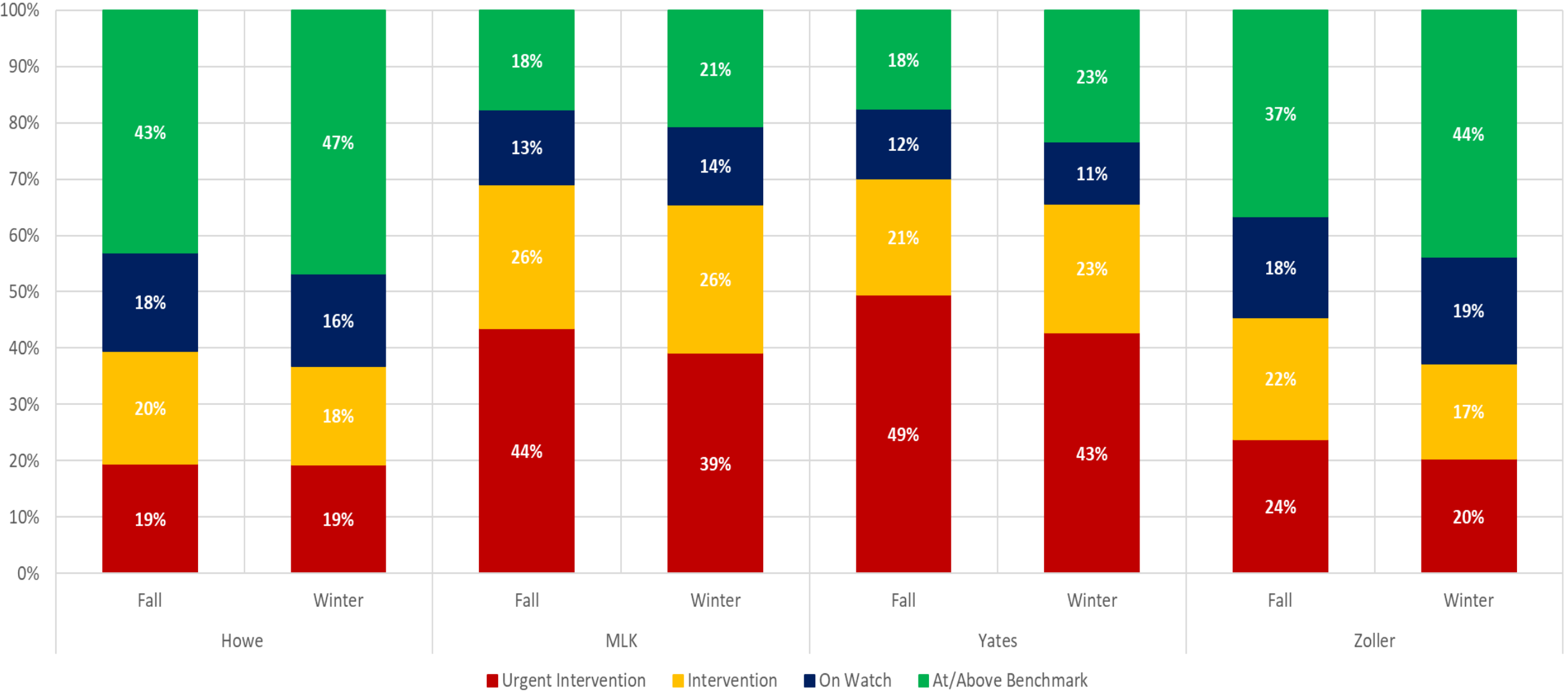
STAR Reading, Grades 3-5 Central Park Attendance Zone



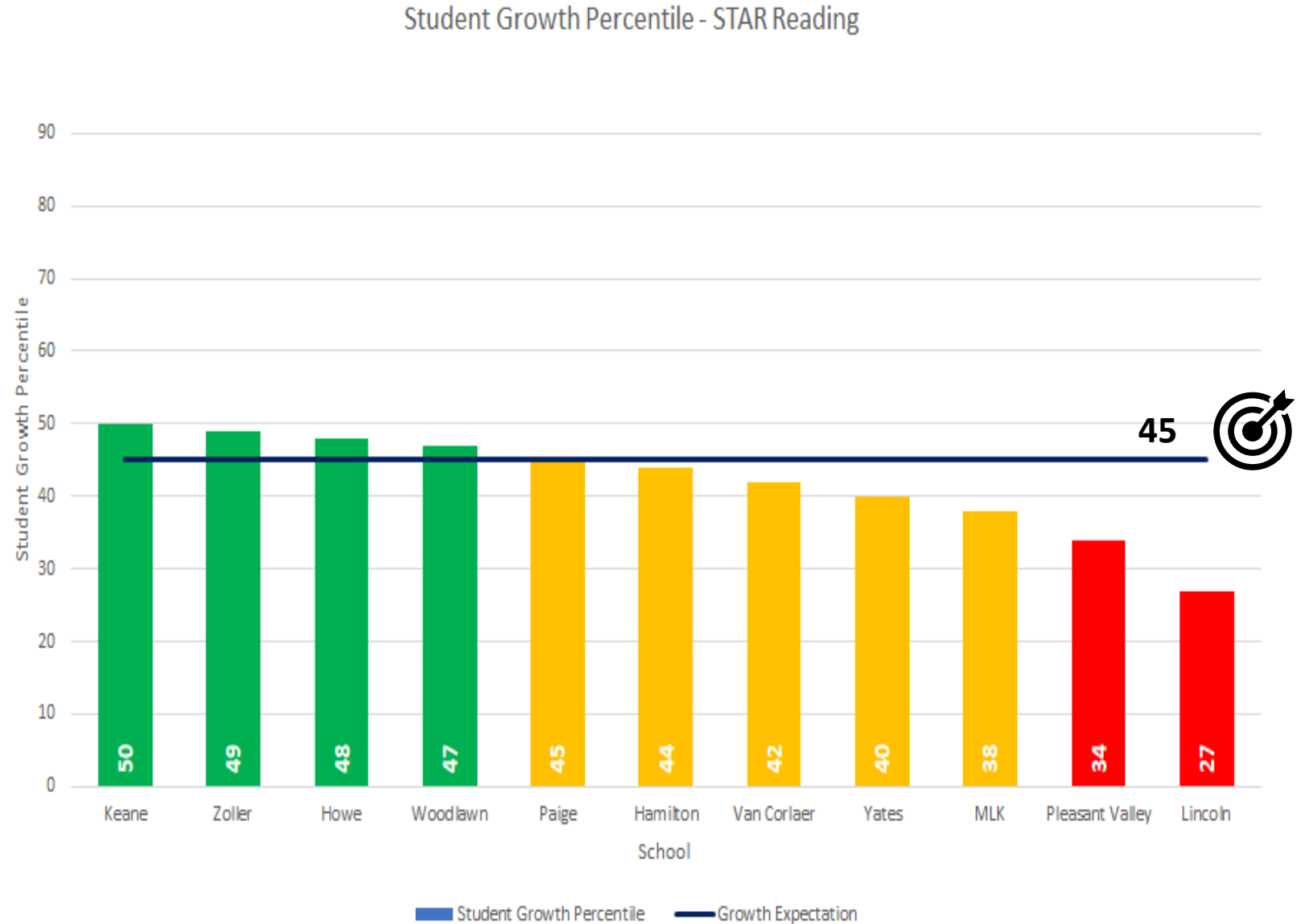
STAR Reading, Grades 3-5 Mont Pleasant Attendance Zone



STAR Reading, Grades 3-5
Oneida Attendance Zone



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.*

Relative Risk of Urgent Intervention Grades 3-5



Definition:

The risk of a subgroup
scoring within the
Urgent Intervention
Category

compared to

The risk of all other
students
scoring within the
Urgent Intervention

Category

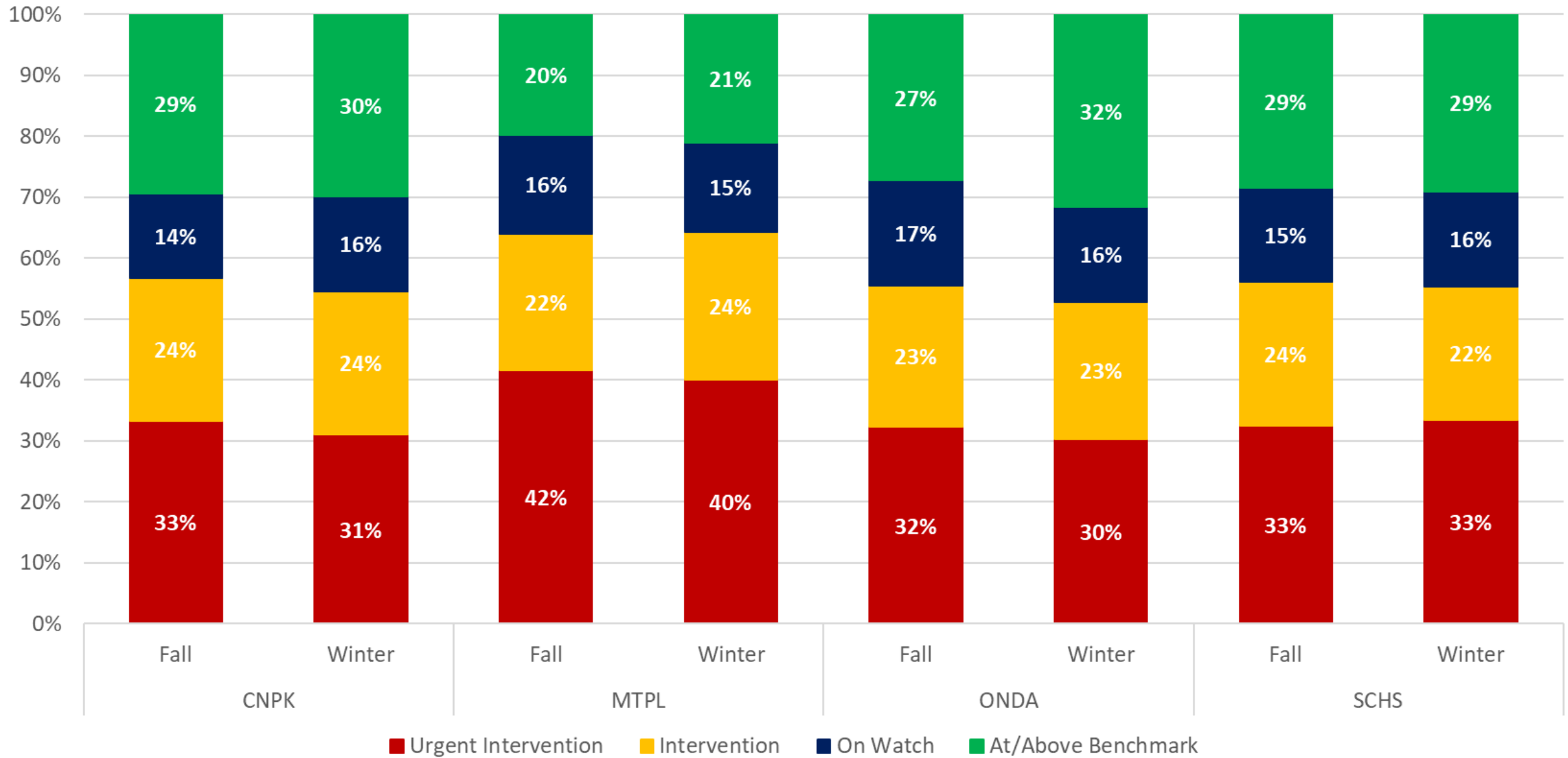
Subgroup	Risk Winter
Hispanic	1.22
Asian	0.65
Black	1.27
White	0.85
2 or more	0.90



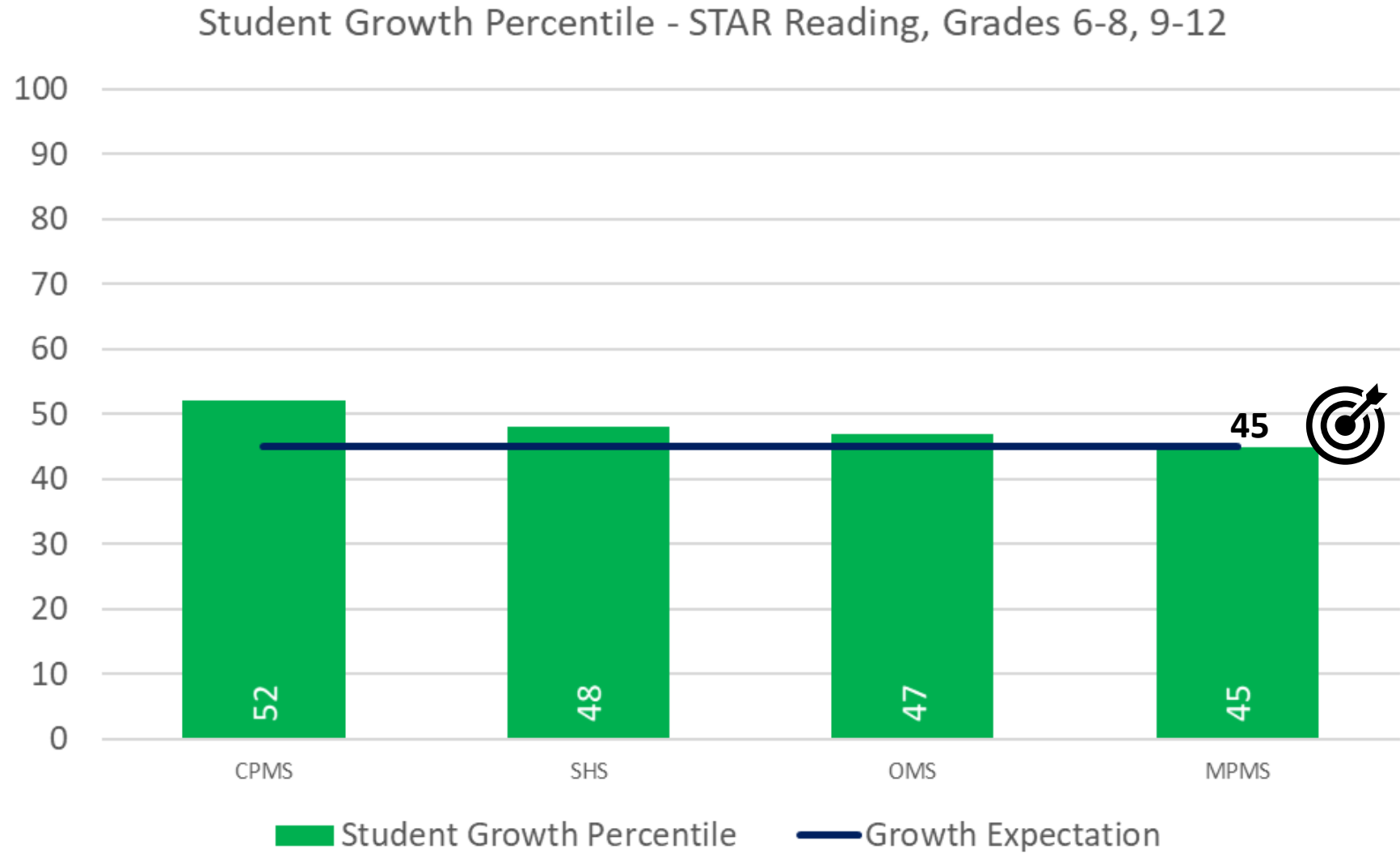
NYU

STEINHARDT

STAR Reading, Grades 6-8 & 9-12



Reading Grades 6-8 & 9-12 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 Urgent Intervention Grades 6-8 & 9-12



Definition:

The risk of a subgroup
scoring within the
Urgent Intervention
Category

compared to

The risk of all other
students
scoring within the
Urgent Intervention
Category

Subgroup	Risk 6-8	Risk 9-12
Hispanic	1.08	1.10
Asian	0.81	0.82
Black	1.35	1.35
White	0.81	0.74
2 or more	0.69	1.02



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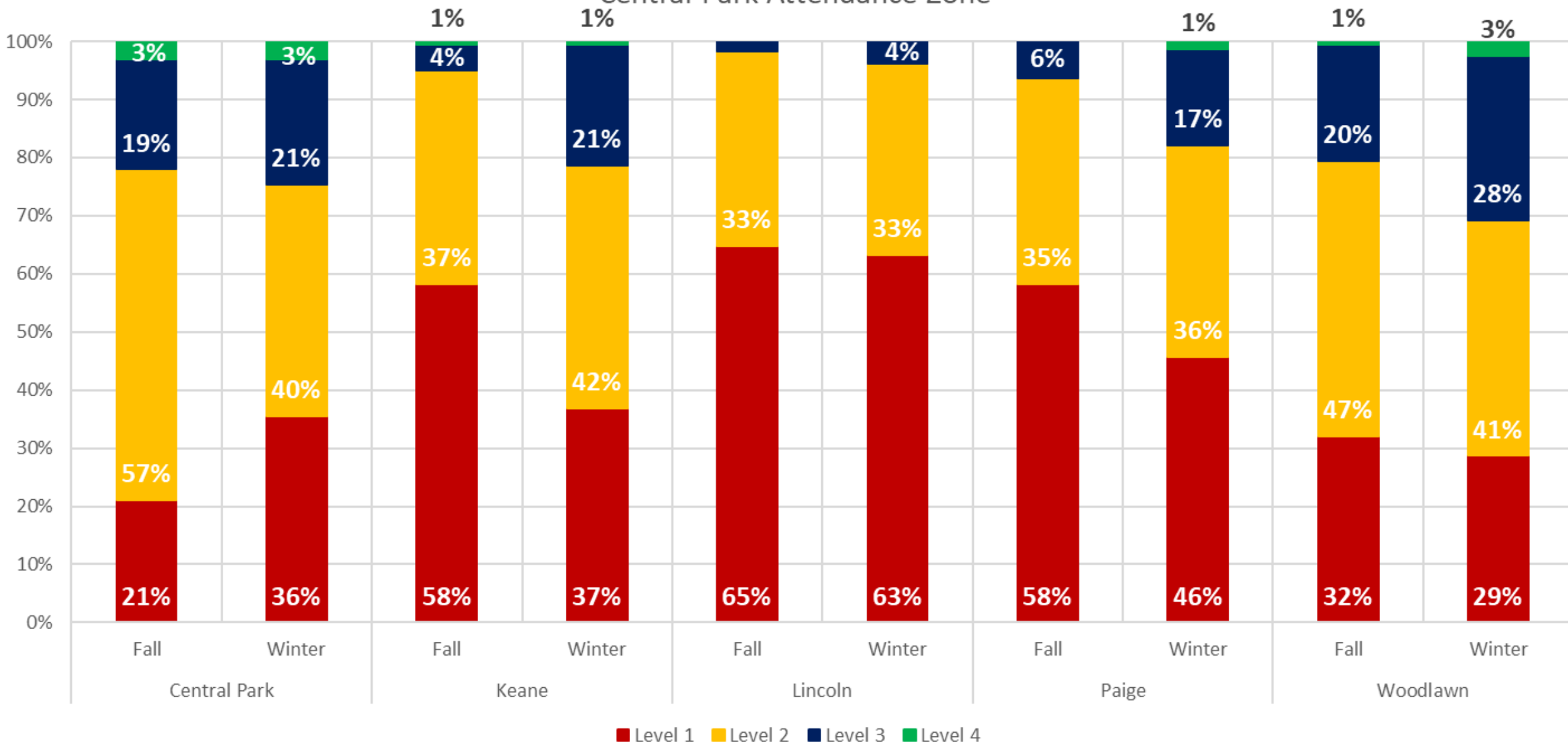


ELA Interims

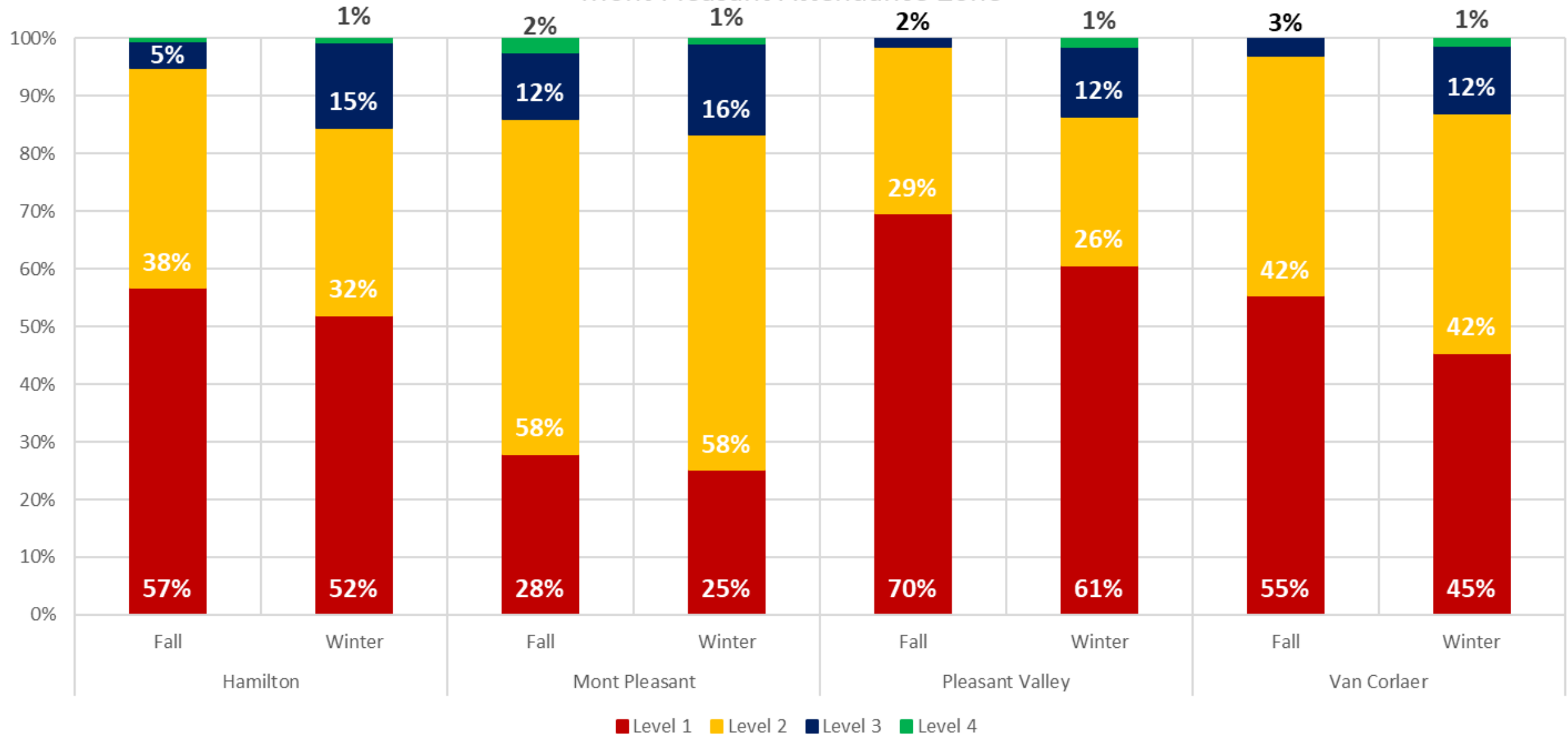
Grades 2-8

Fall to Winter Comparison

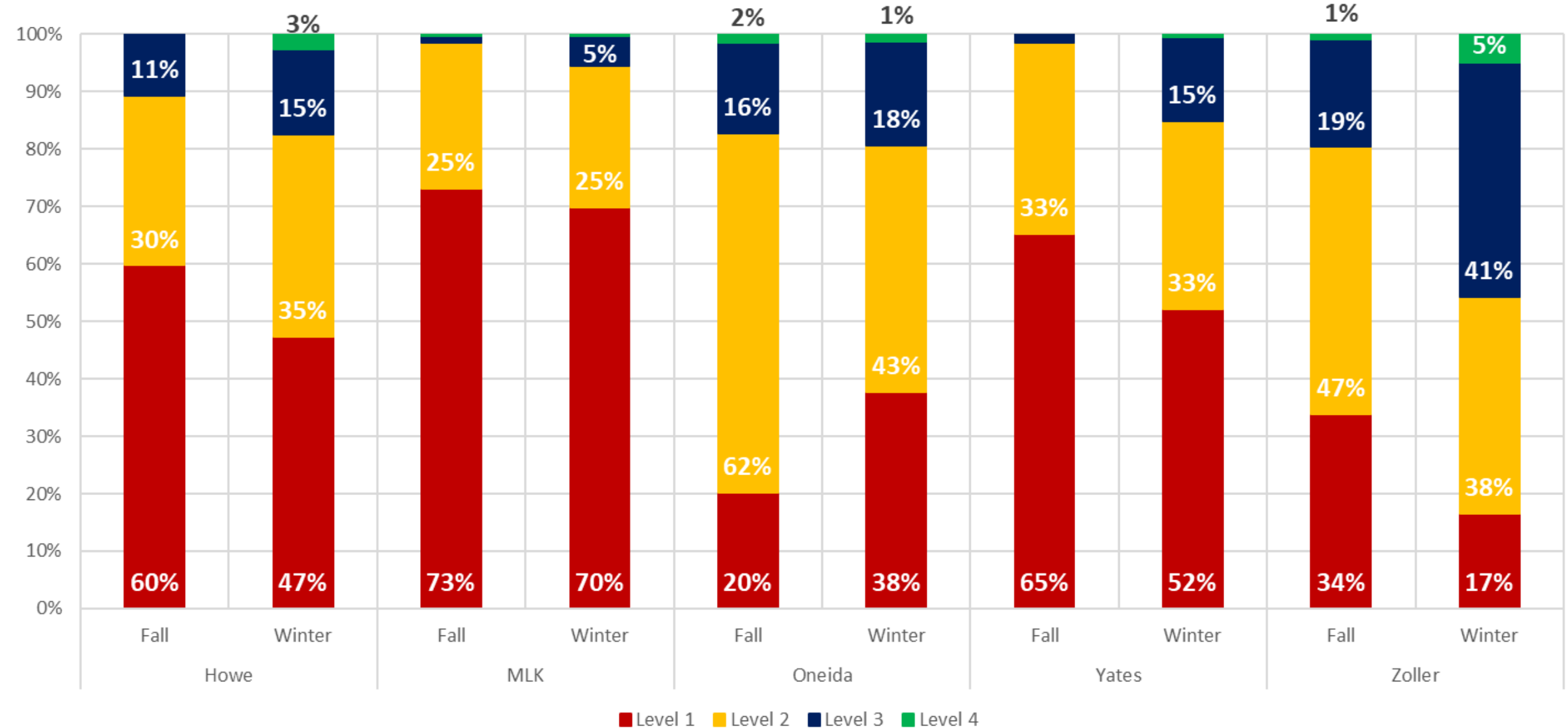
ELA Interims, Grades 2-8 Central Park Attendance Zone



ELA Interims, Grades 2-8 Mont Pleasant Attendance Zone



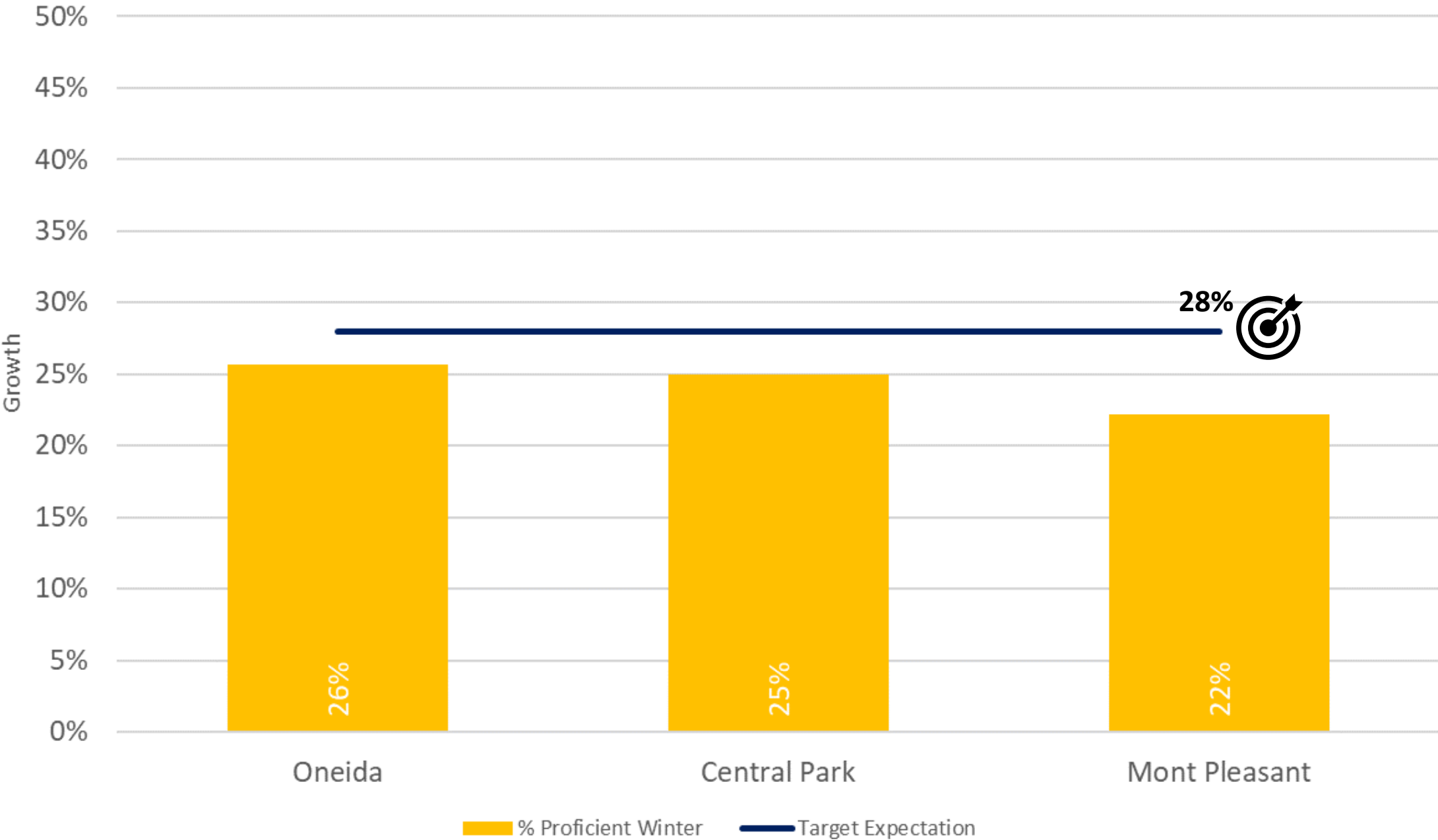
ELA Interims, Grades 2-8 Oneida Attendance Zone



ELA Interims, Grades 2-5



ELA Interims, Grades 6-8



Plan-Do-Study-
Act (PDSA)
Continuous
Improvement
Cycles



Schenectady High School

Mont Pleasant Middle School

Hamilton
Elementary
School

Pleasant Valley
Elementary
School

Van Corlaer
Elementary
School

Early Literacy, Reading & ELA in Action

Hamilton Elementary School
Pleasant Valley Elementary School
Van Corlaer Elementary School





Quarter 2 Report Card Achievement

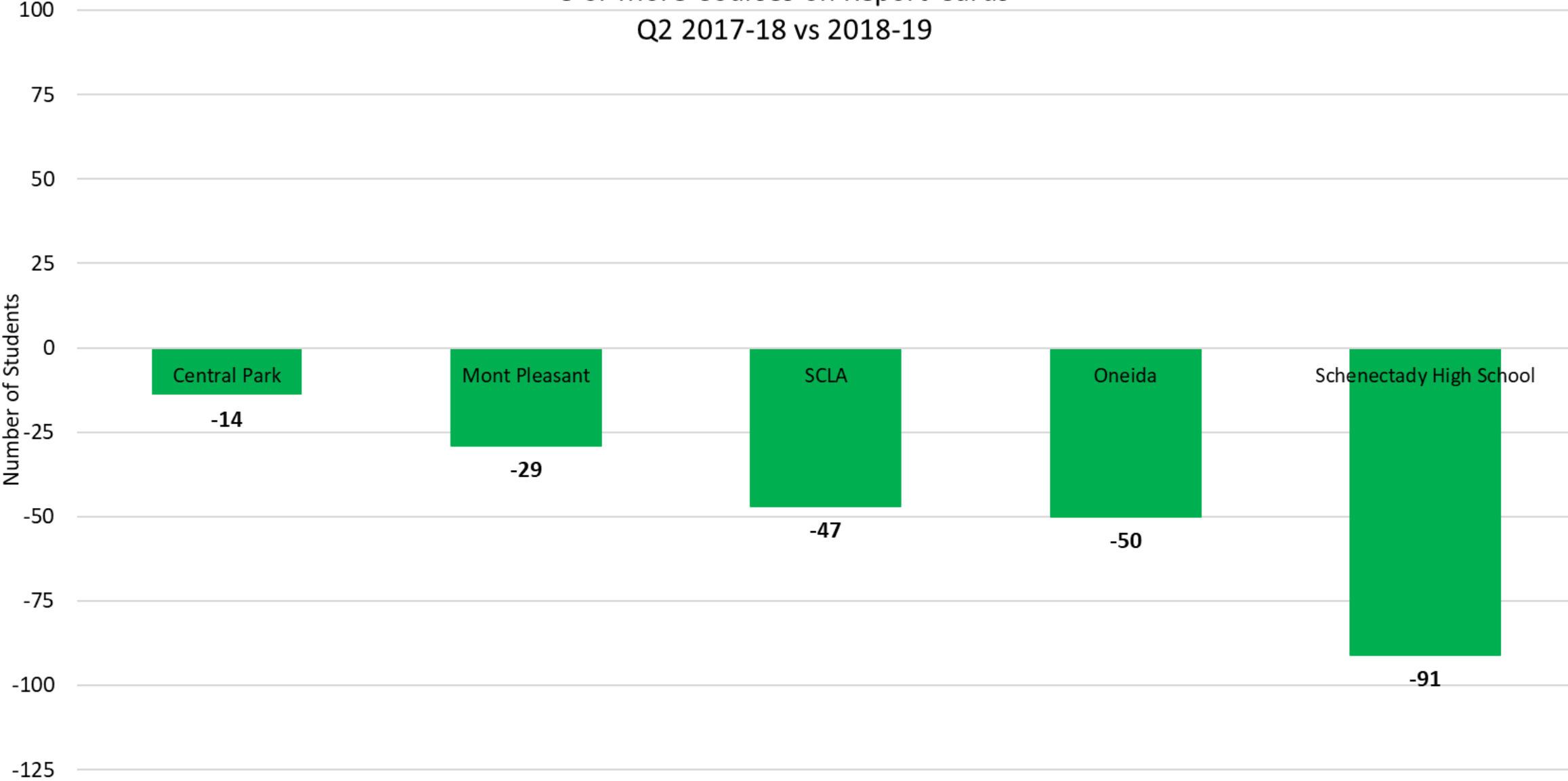
Quarter 1 to Quarter 2 Comparison

Number of Students (7-12) with Report Cards <65
Q1 to Q2 Comparison

School	1 course				2 courses				3 or > courses			
	<u>Q1</u>	<u>Q2</u>	<u>IEs Q1</u>	<u>IEs Q2</u>	<u>Q1</u>	<u>Q2</u>	<u>IEs Q1</u>	<u>IEs Q2</u>	<u>Q1</u>	<u>Q2</u>	<u>IEs Q1</u>	<u>IEs Q2</u>
CPMS	73	83	29	44	28	49	0	4	28	54 (68)	6	2
MPMS	97	85	86	110	51	68	9	27	72	95 (124)	1	7
ONMS	52	86	34	49	36	36	7	16	38	48 (98)	1	10
SHS	465	439	391	399	262	272	177	149	563	695 (786)	150	98
SCLA	40	37	36	41	35	38	20	34	108	111 (158)	26	35

	CPMS (7 & 8)	MPMS (7 & 8)	OMS (7 & 8)	SHS	SCLA
Total	454	501	468	2391	247

Change (+/-) in Number of Students <65
3 or More Courses on Report Cards
Q2 2017-18 vs 2018-19



Relative Risk of 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

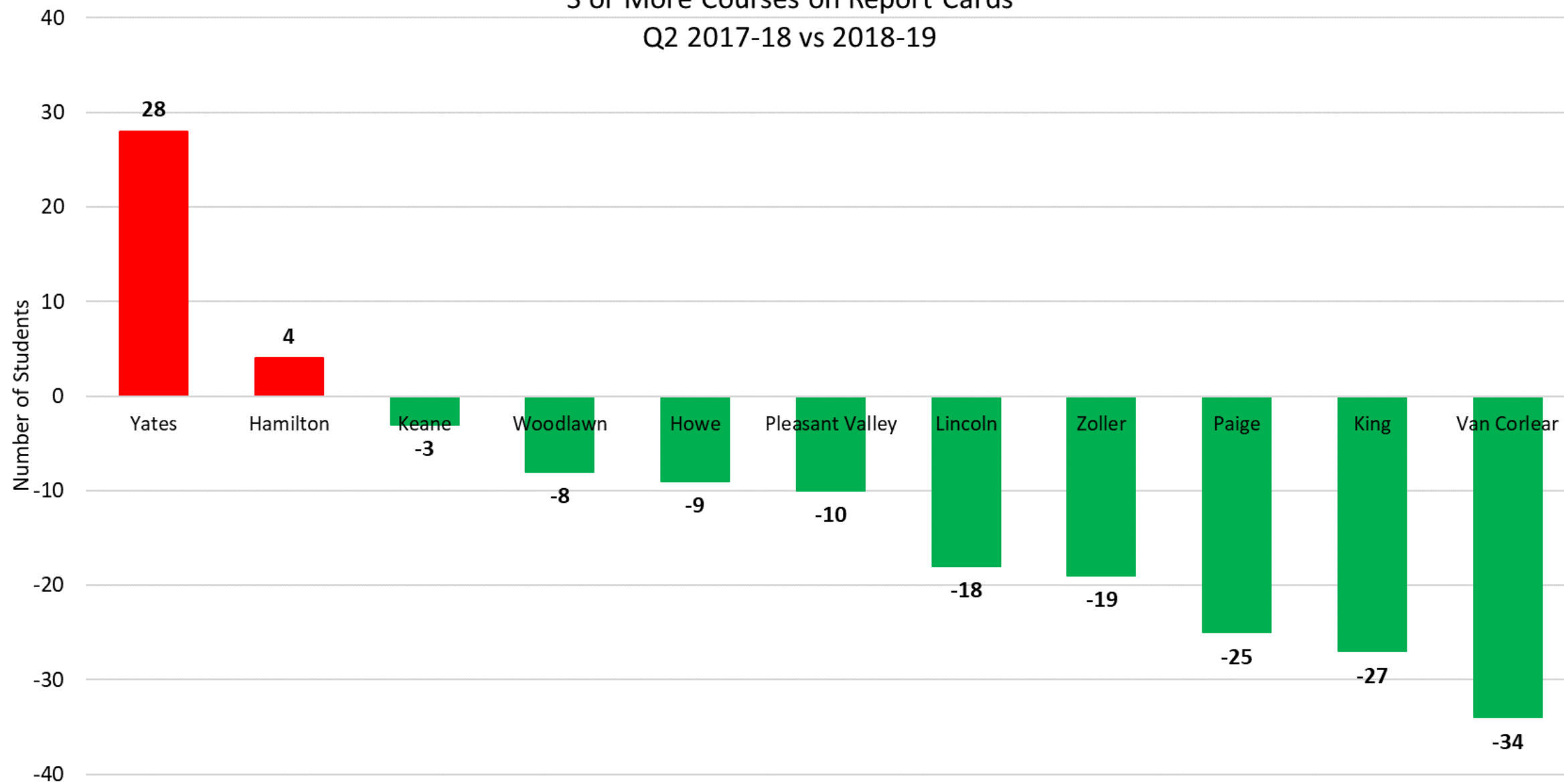
Subgroup	Risk Q1	Risk Q2
Hispanic	1.04	1.08
Asian	0.50	0.61
Black	1.61	1.39
White	0.88	0.93
2 or more	0.96	0.81



Number of Students (K-6) Below Achievement Level on Report Cards
Q1 to Q2 Comparison

	1 course		2 courses		3 or > courses		School	Enrollment
School	Q1	Q2	Q1	Q2	Q1	Q2		
HAM	76	59	70	43	85	78	HAM	453
HOWE	41	40	23	23	62	50	HOWE	401
KEAN	30	34	17	13	42	30	KEAN	327
LINC	78	83	56	42	77	55	LINC	349
MLK	56	50	36	43	66	61	MLK	522
PAIG	67	61	42	40	70	65	PAIG	498
PLVY	88	57	25	32	59	48	PLVY	443
VAN	49	29	25	28	43	22	VAN	414
WDLN	46	46	23	27	56	46	WDLN	404
YATE	68	66	56	35	81	107	YATE	395
ZOL	36	20	19	12	33	18	ZOL	455
CPMS (6)	40	39	14	15	19	19	CPMS (6)	245
MPMS (6)	34	33	14	12	17	12	MPMS (6)	237
ONMS (6)	40	46	19	23	19	44	ONMS (6)	241

Change (+/-) in Number of Students Below Achievement
3 or More Courses on Report Cards
Q2 2017-18 vs 2018-19



Relative Risk of Being Below Achievement Grades K-6



Definition:

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

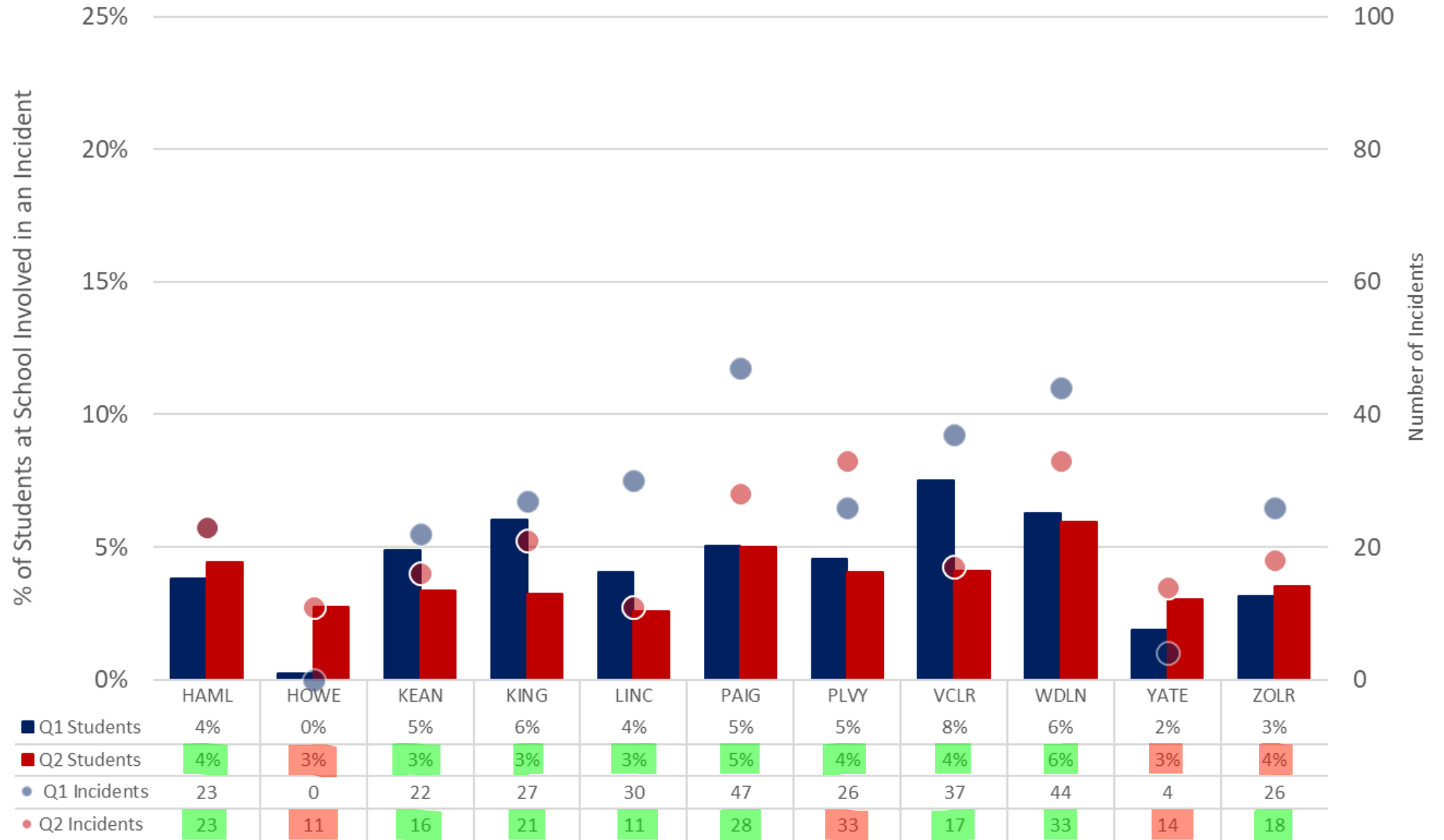
Subgroup	Risk Q ₁	Risk Q ₂
Hispanic	1.36	1.31
Asian	0.37	0.36
Black	1.28	1.34
White	0.85	1.00
2 or more	1.13	0.90



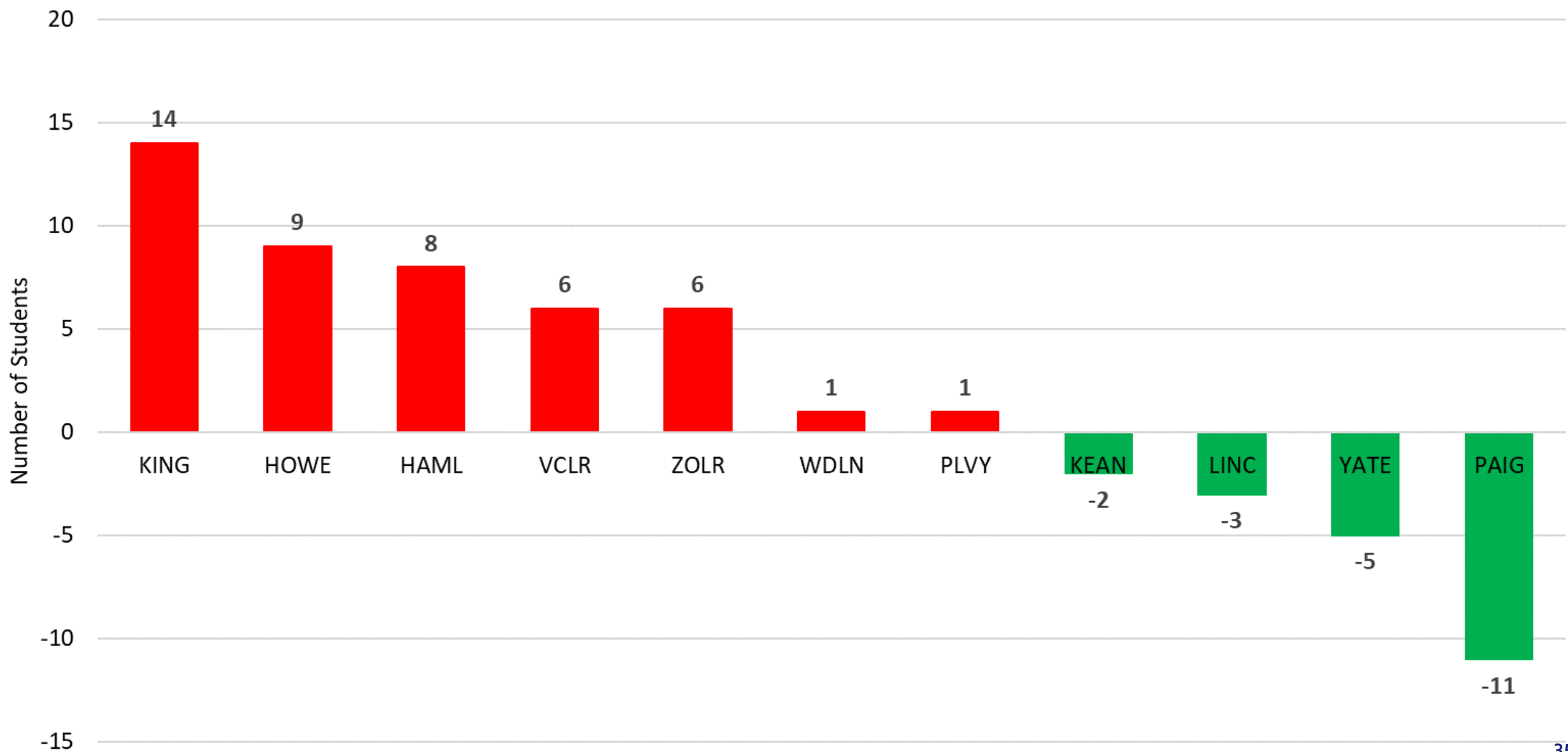
Quarter 2 Student Behavior

Quarter 1 to Quarter 2 Comparison

% of Students (Unique) and # of Incidents, K-5 Q1 vs. Q2



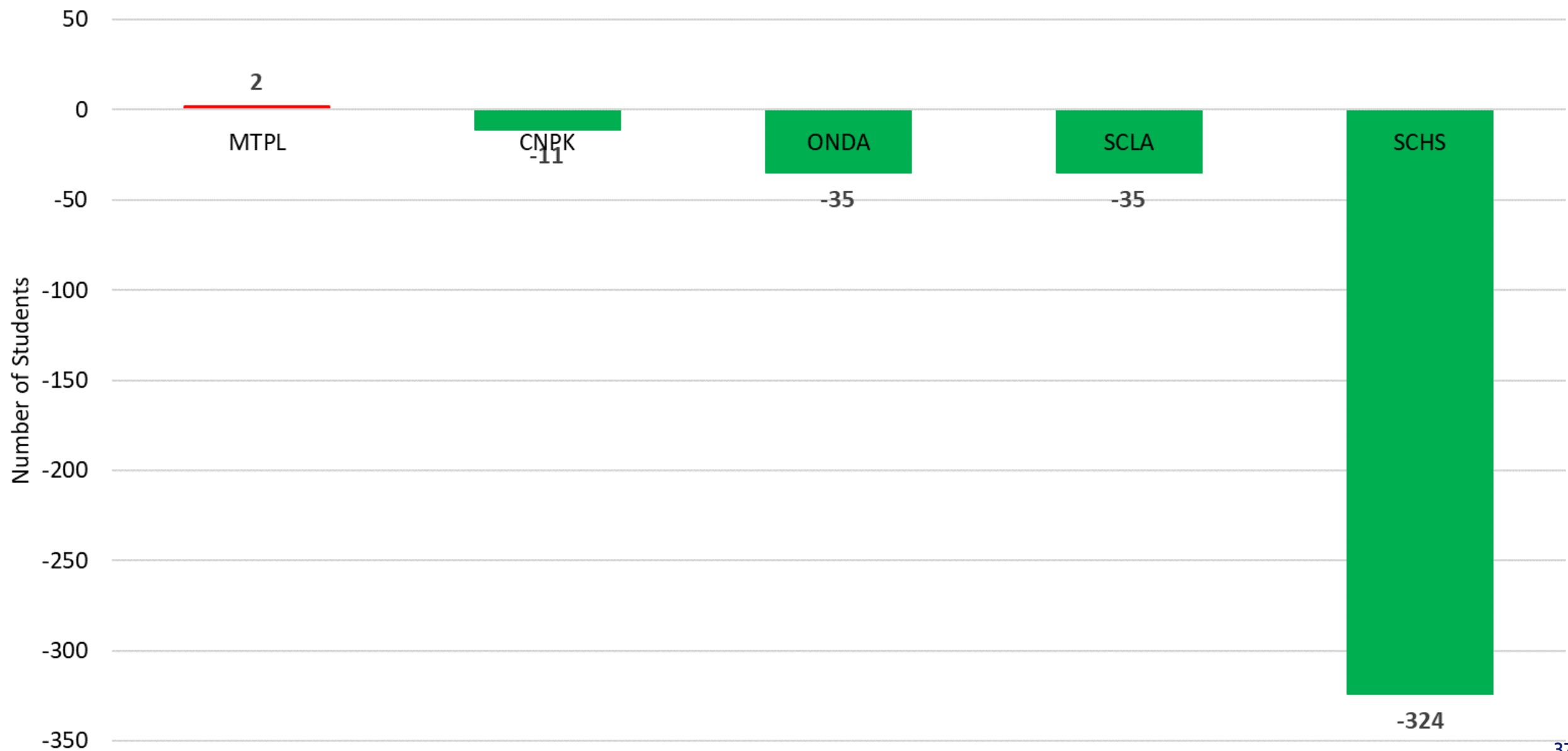
Change (+/-) in Number of Students Involved in an Incident, K-5
Q2 2017-18 vs. 2018-19



% of Students (Unique) and # of Incidents, 6-12 Q1 vs. Q2



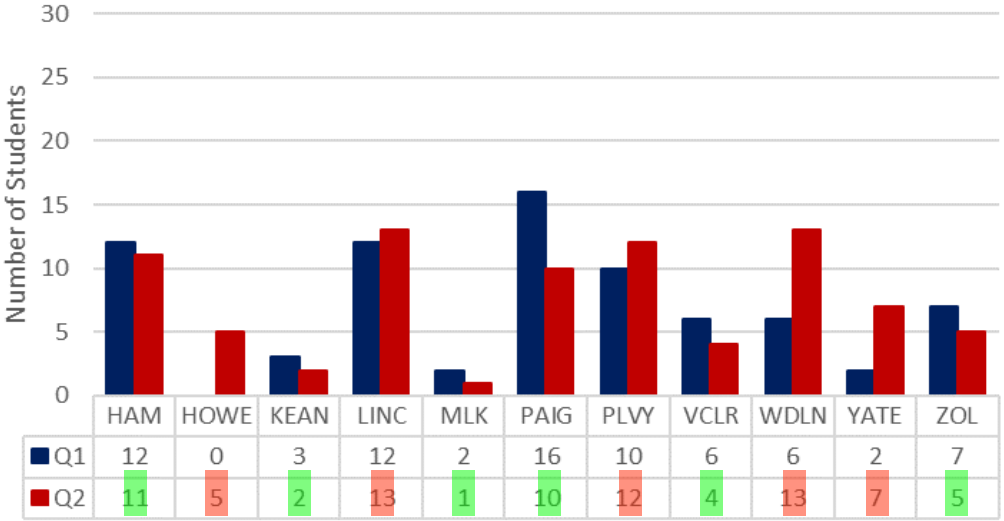
Change (+/-) in Number of Students Involved in an Incident, 6-12
Q2 2017-18 vs. 2018-19



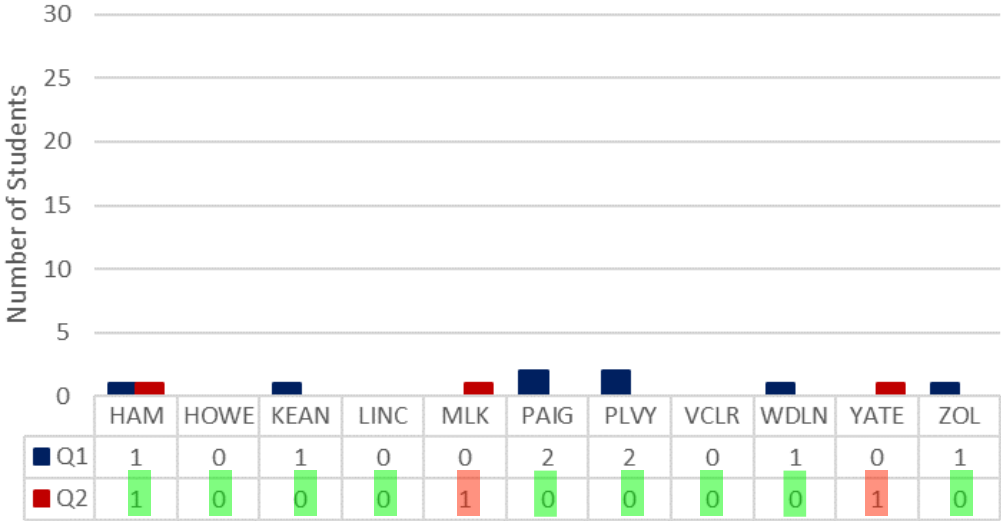
Number of Students Suspensions (K-5)

Q1 to Q2 Comparison

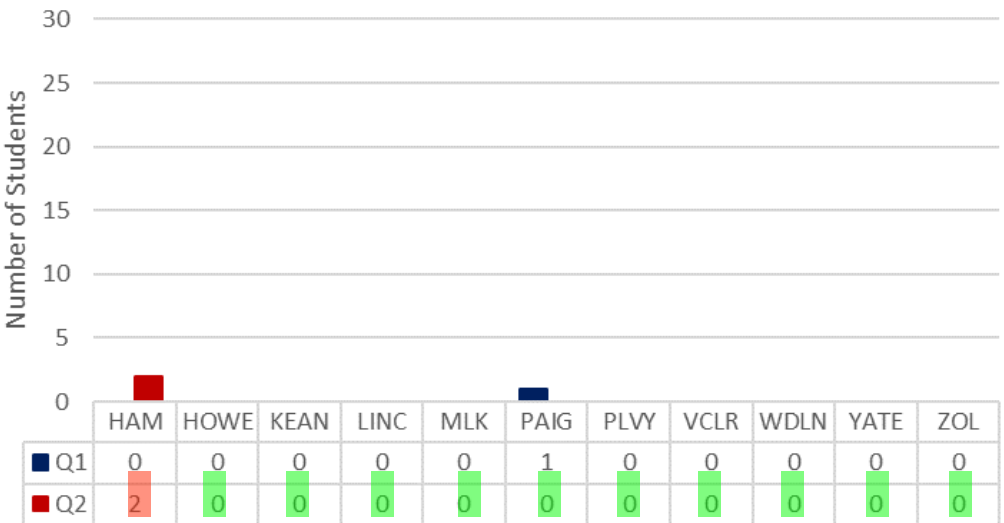
1-5 Days



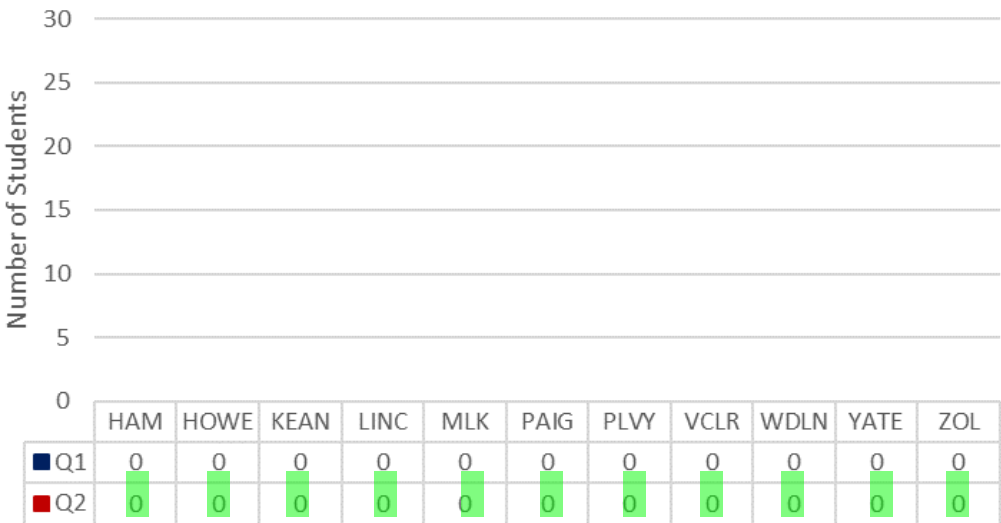
6-10 Days



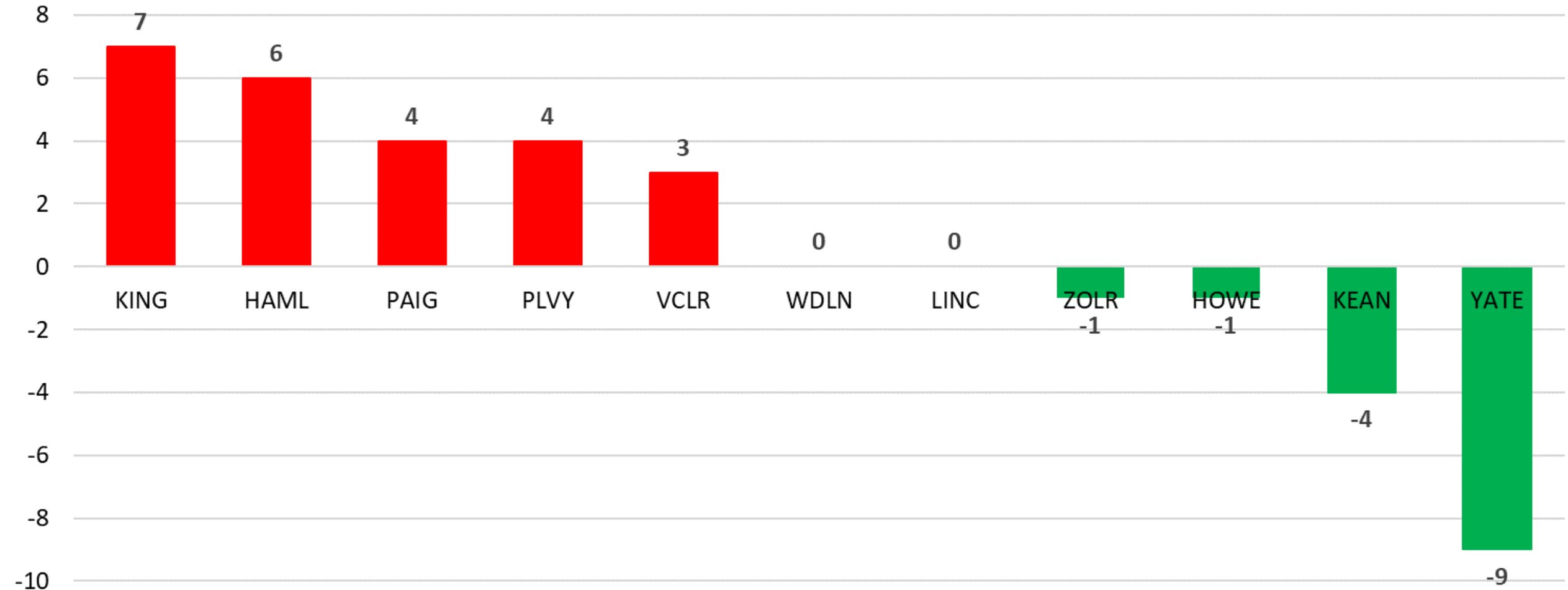
11-19 Days



20+ Days



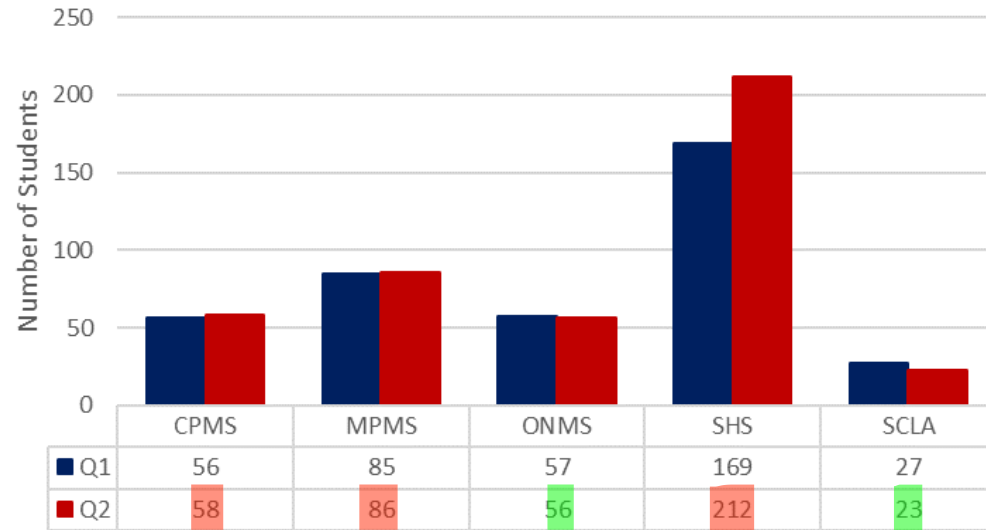
Change (+/-) in Number of Students Suspended, K-5 Q2 2017-18 vs 2018-19



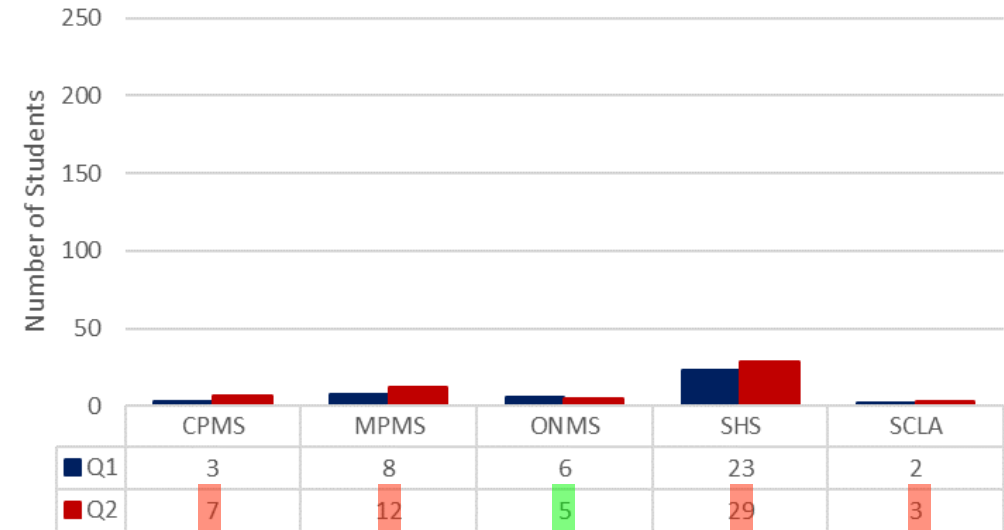
Number of Students Suspensions (6-12)

Q1 to Q2 Comparison

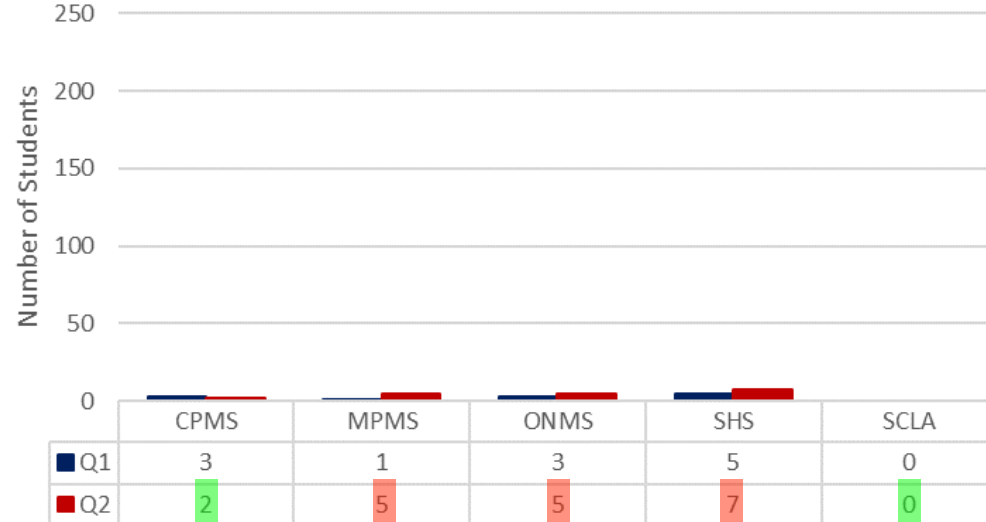
1-5 Days



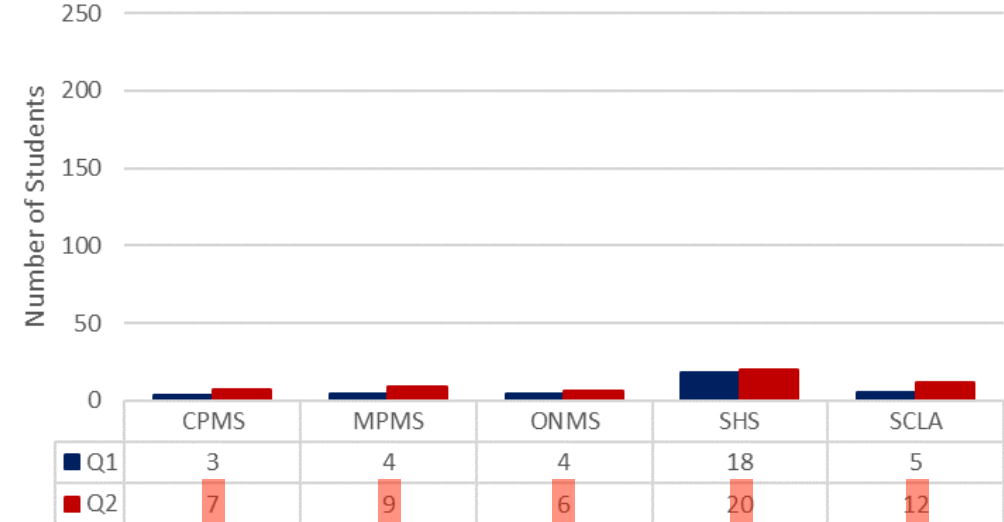
6-10 Days



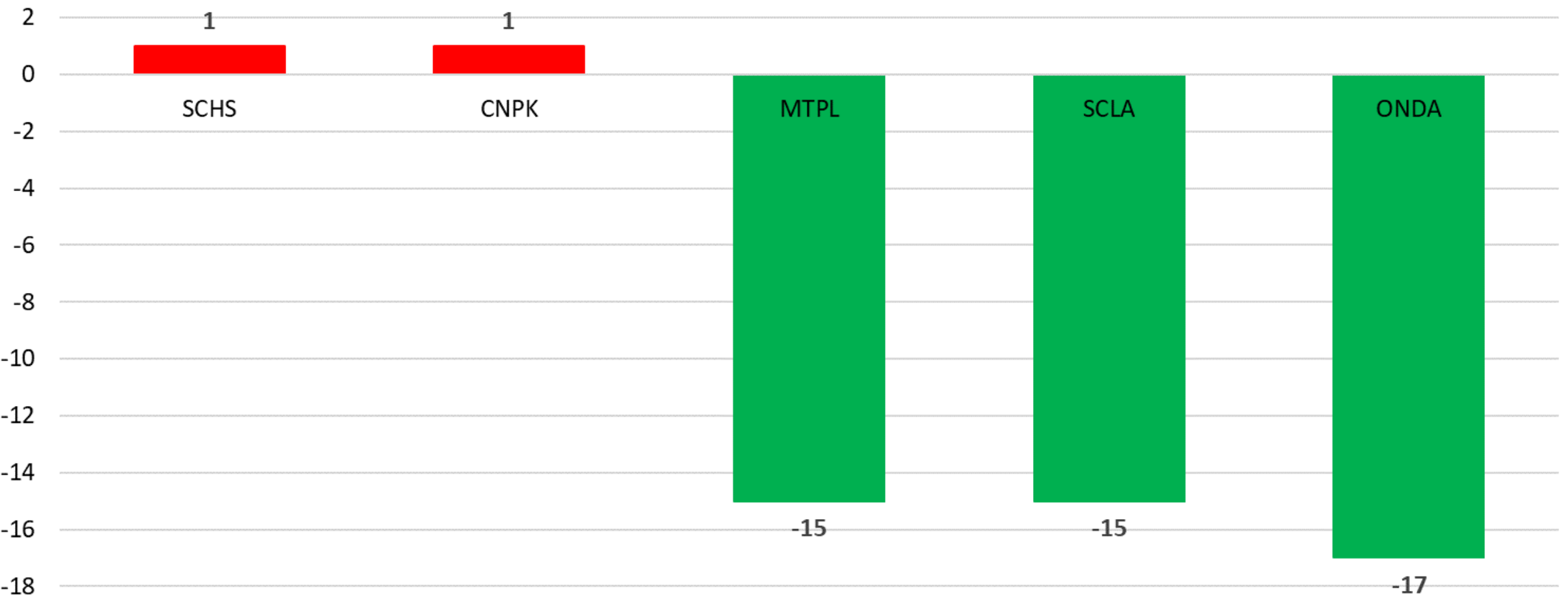
11-19 Days



20+ Days



Change (+/-) in Number of Students Suspended, 6-12
Q2 2017-18 vs 2018-19



Relative Risk of Suspension



Definition:

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

Subgroup	Risk Q1	Risk Q2
Hispanic	1.02	0.87
Asian	0.21	0.25
Black	2.40	2.47
White	0.72	0.76
2 or more	0.69	0.80



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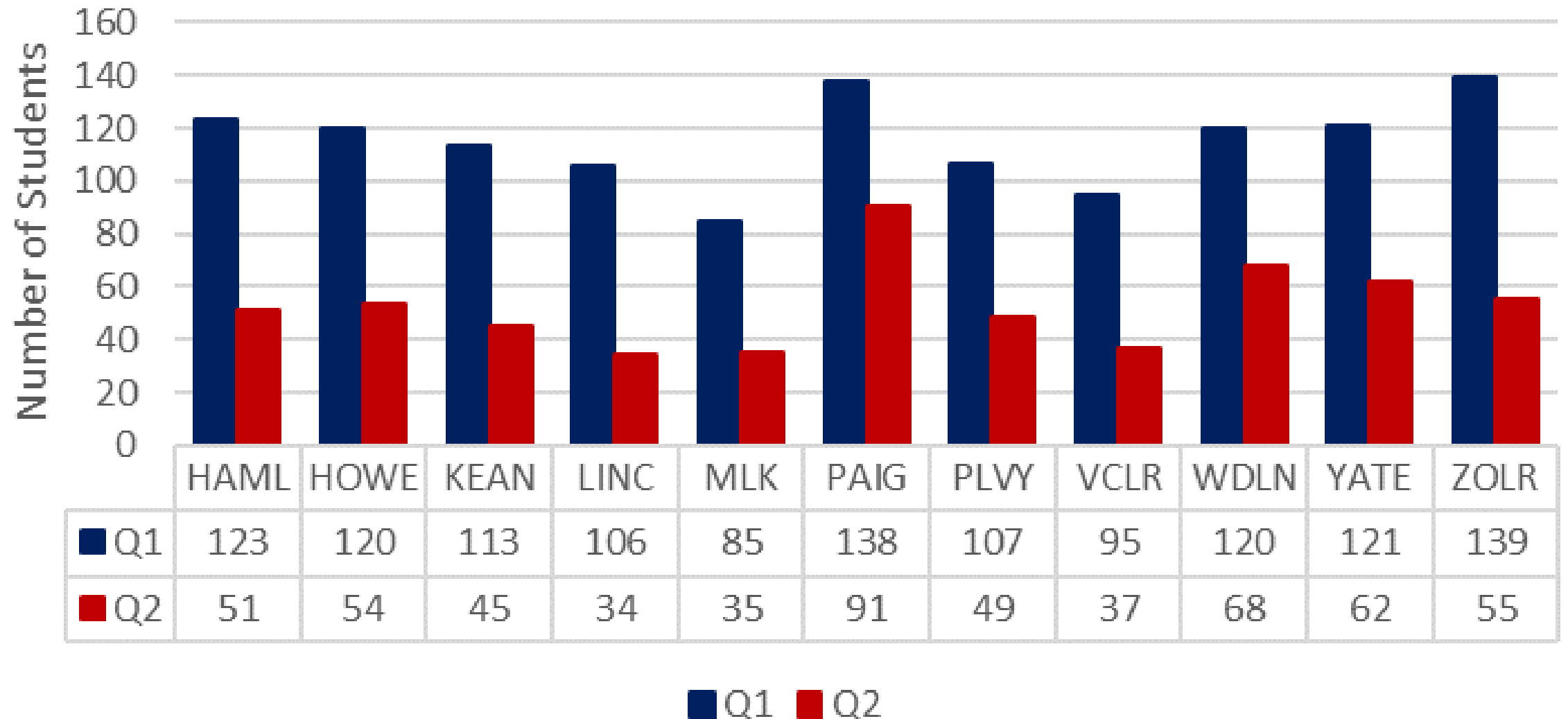


Quarter 2 Student Attendance

Quarter 1 to Quarter 2 Comparison

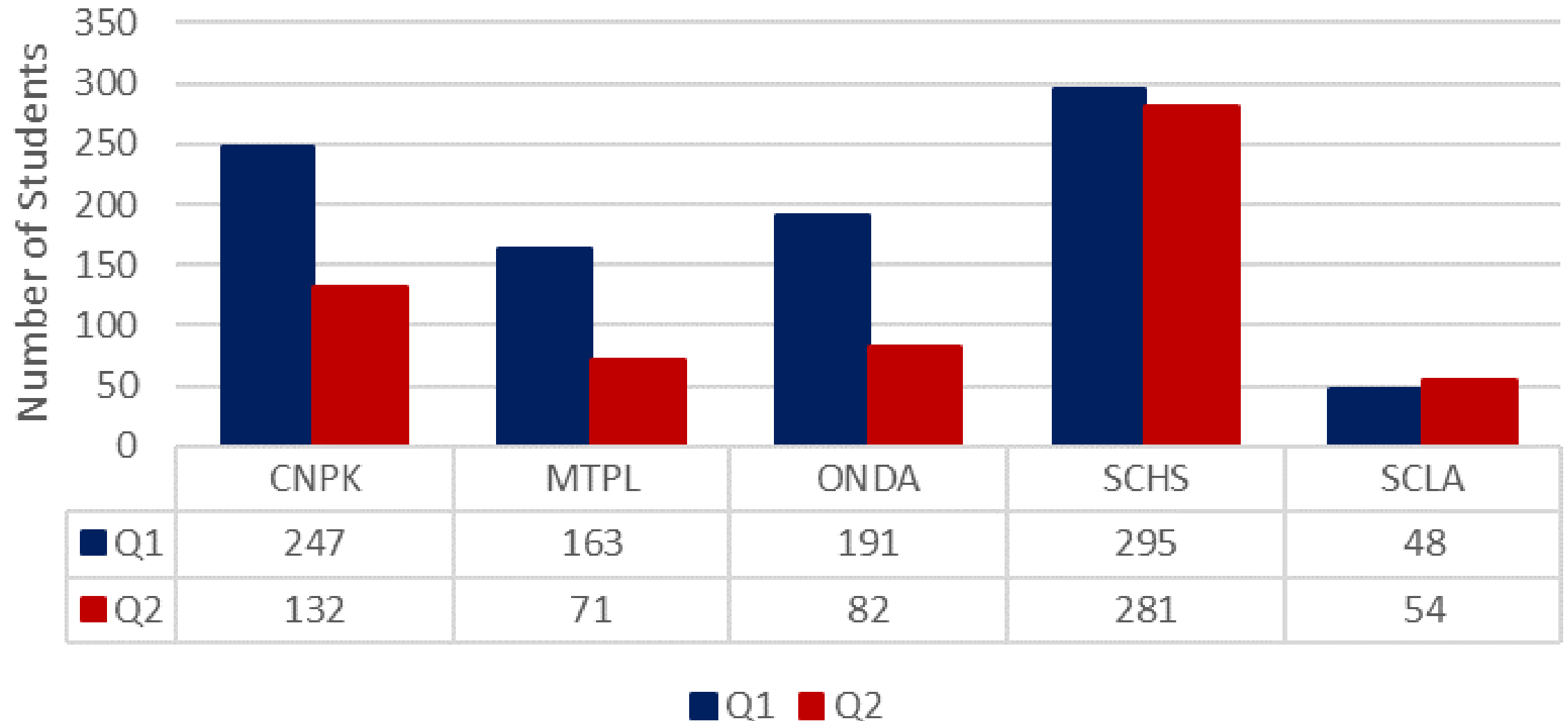
Perfect Attendance, K-5

Q1 vs. Q2



Perfect Attendance, 6-12

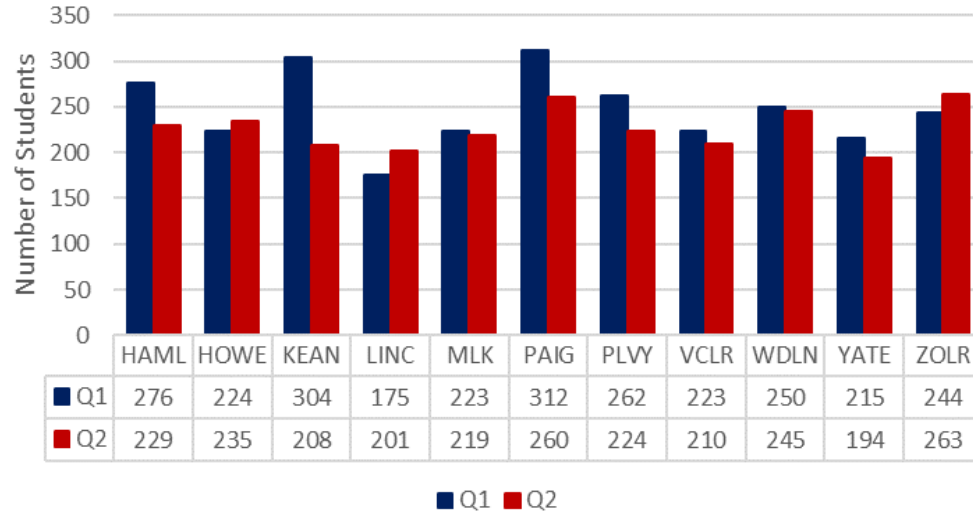
Q1 vs. Q2



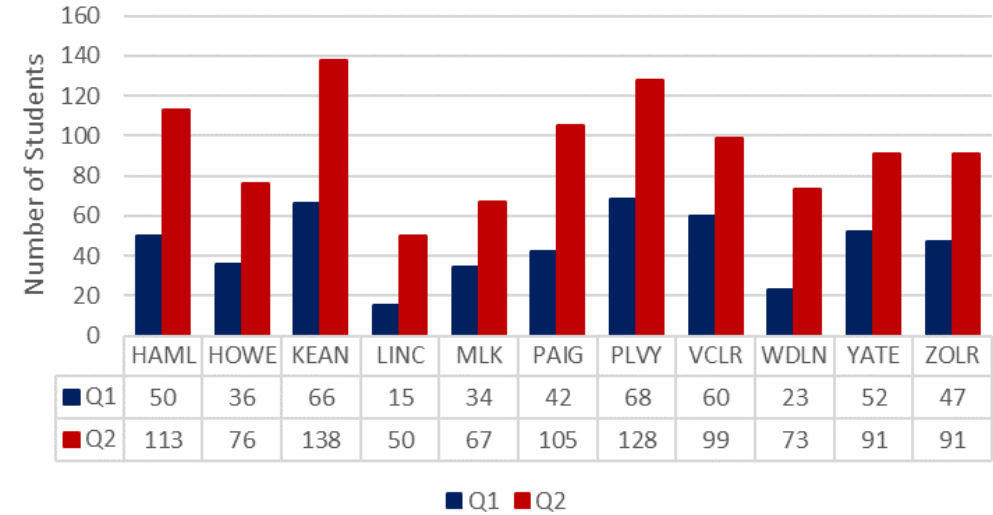
Number of Student Absences, K-5

Q1 to Q2 Comparison

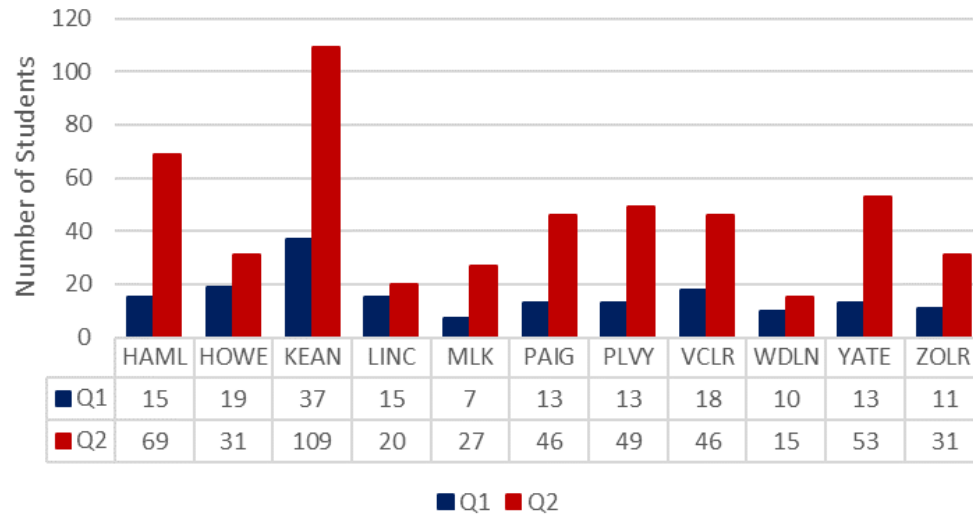
1-5 Days



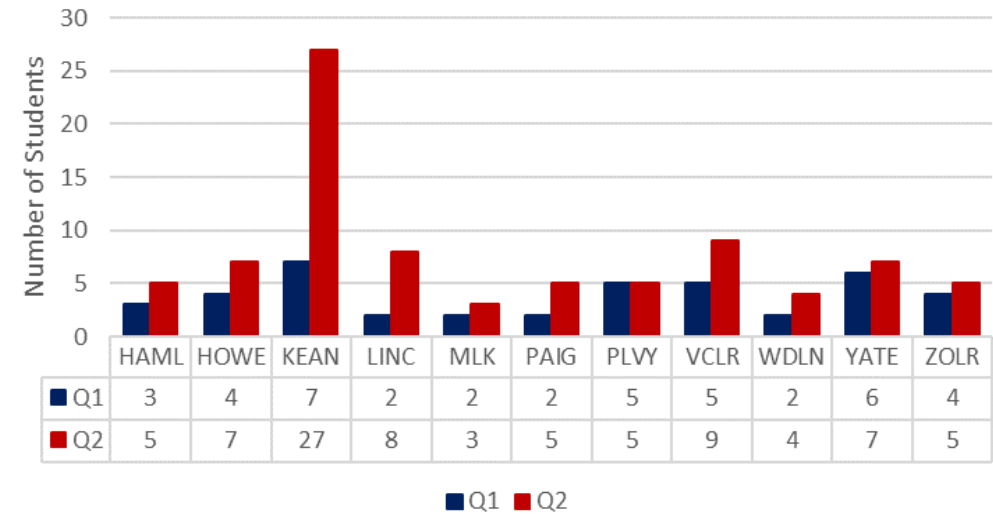
6-10 Days



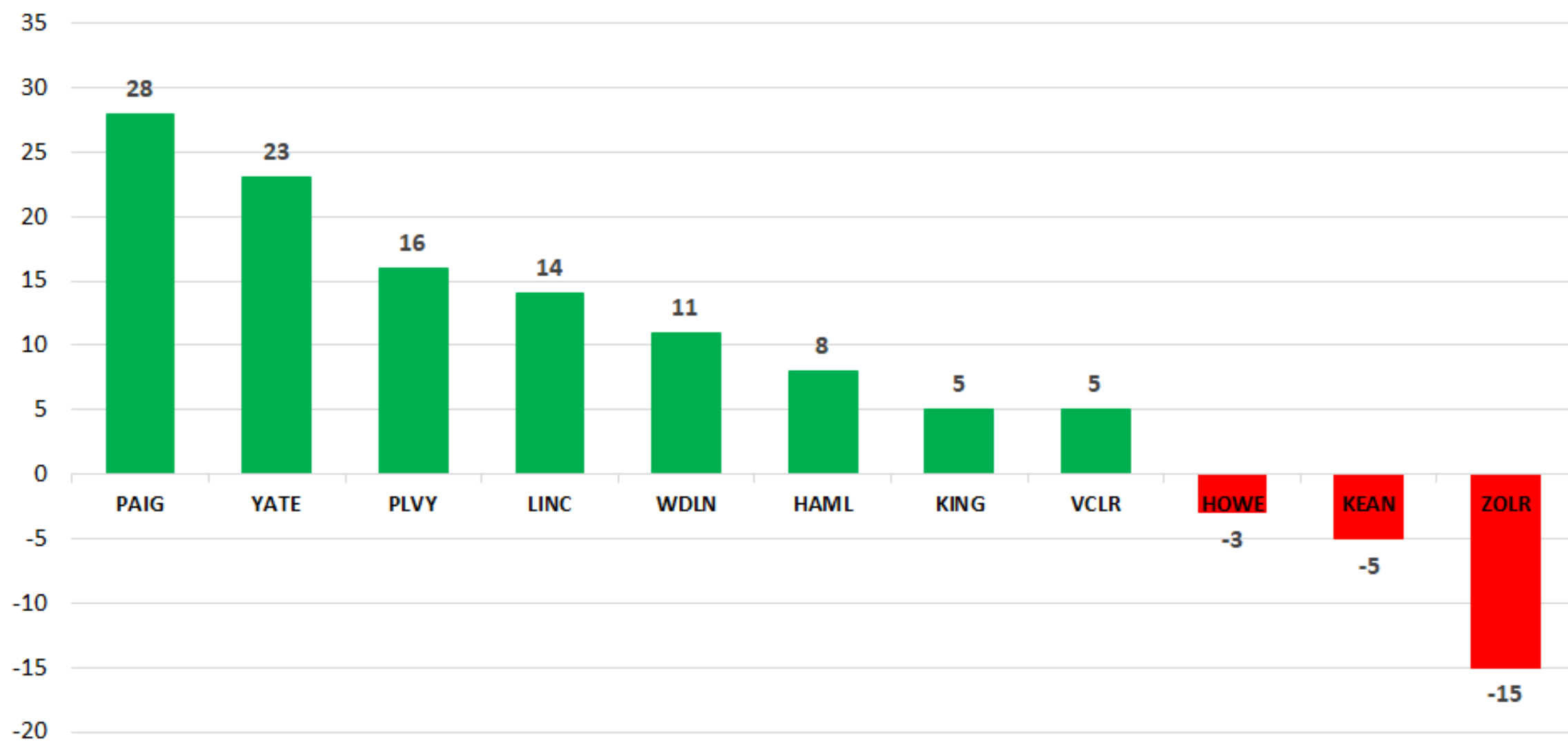
11-19 Days



20+ Days

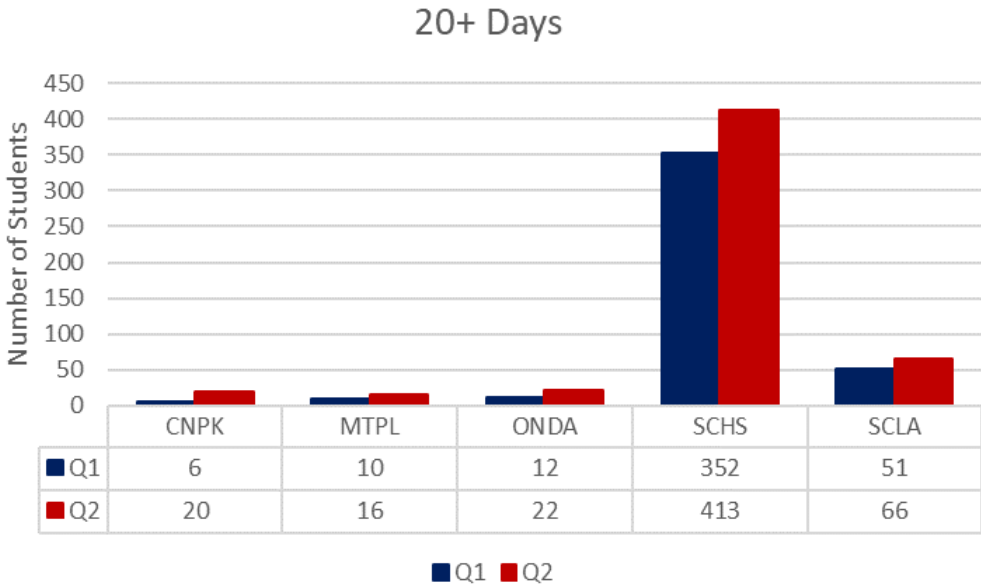
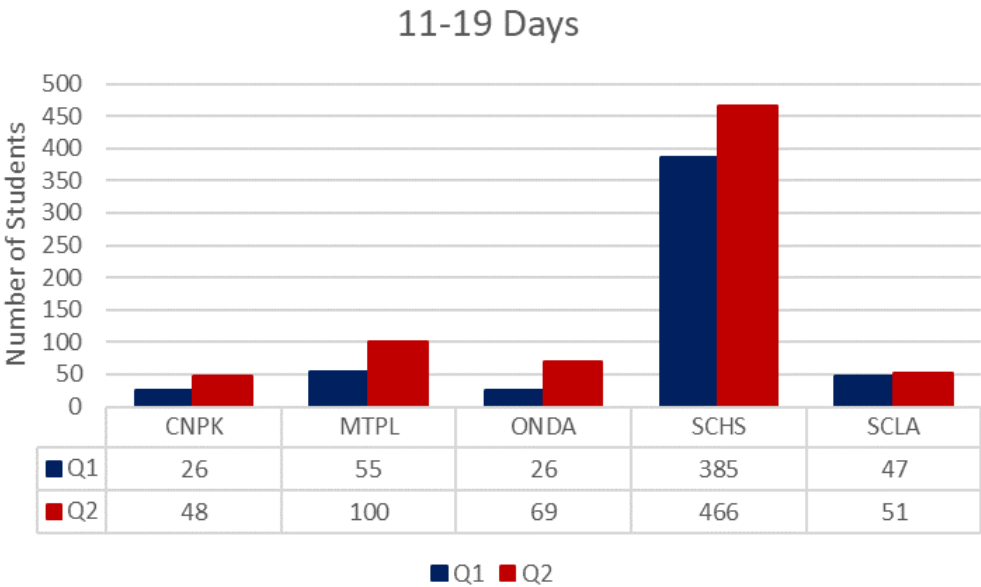
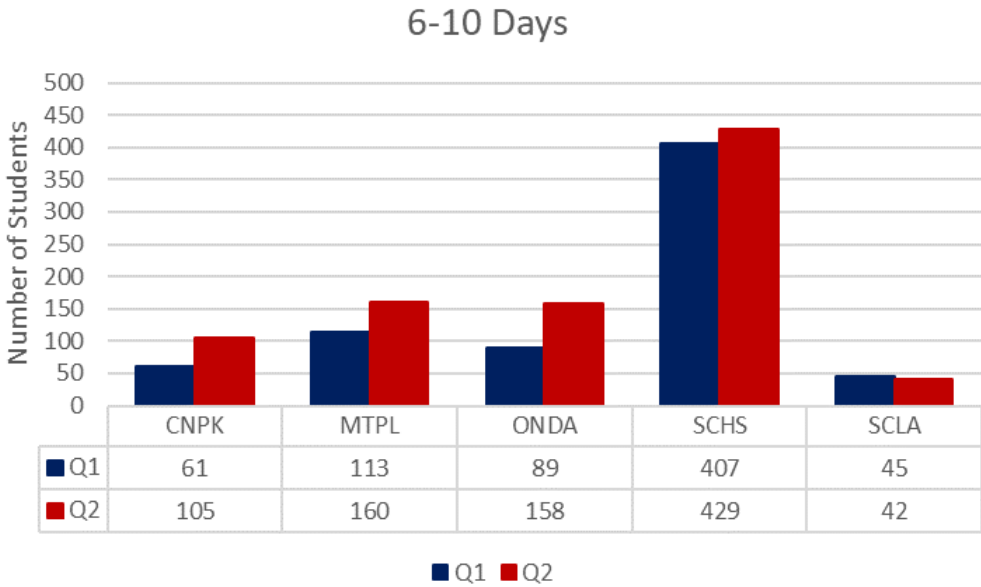
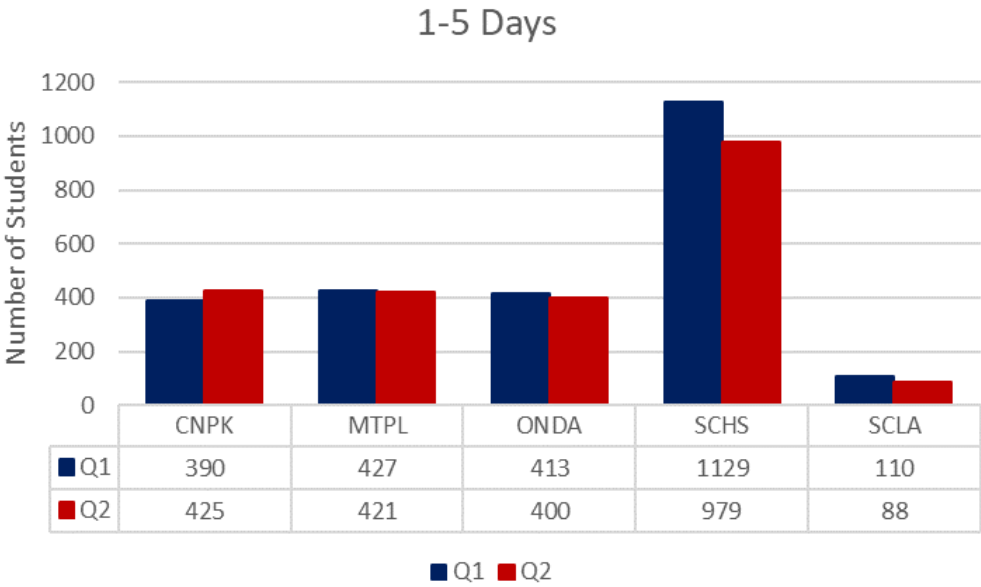


Change (+/-) In Number of Students with Perfect Attendance, Grades K-5
Q2 2017-18 vs. 2018-19

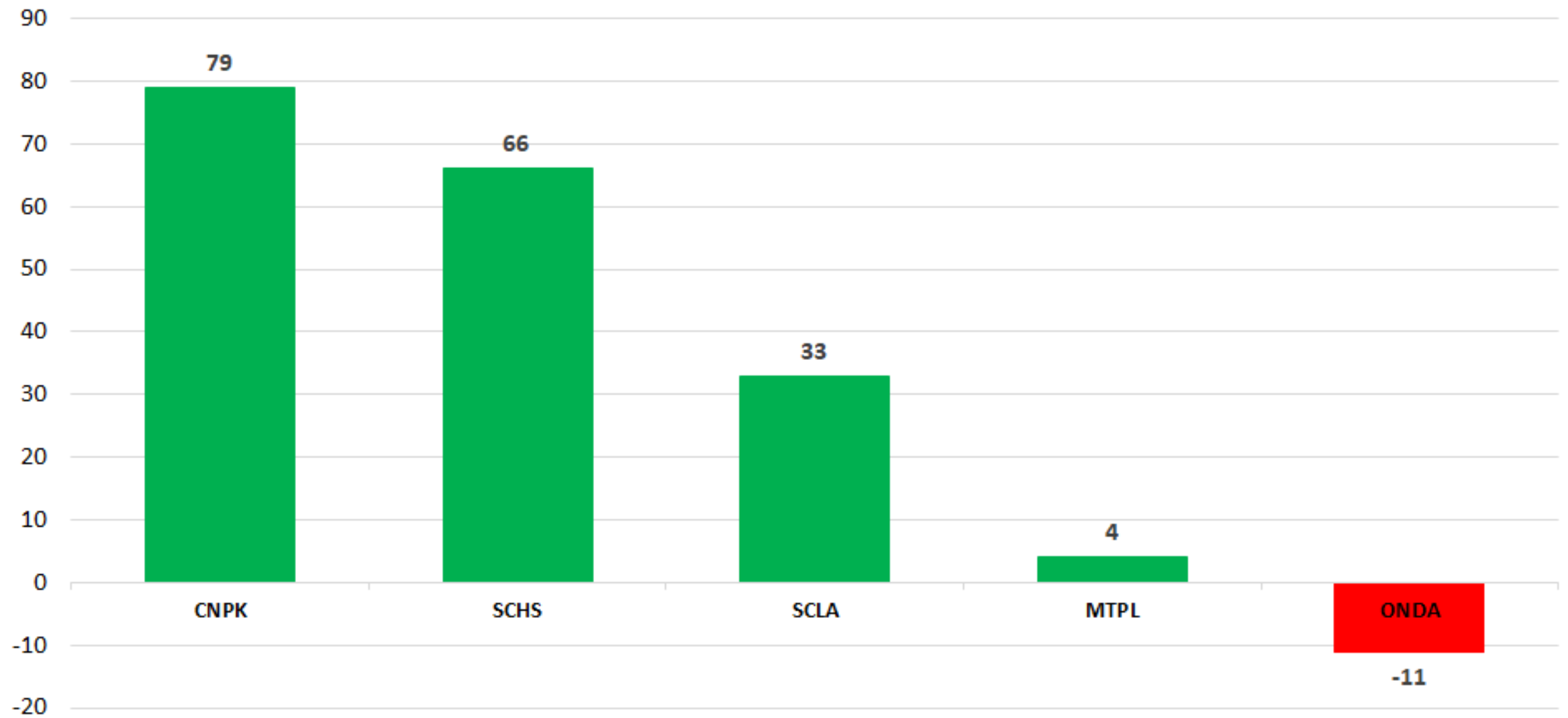


Number of Student Absences, 6-12

Q1 to Q2 Comparison



Change (+/-) In Number of Students with Perfect Attendance, Grades 6-12
Q2 2017-18 vs. 2018-19



Increasing Student Attendance Action Plan

Mont Pleasant Middle School
Schenectady High School

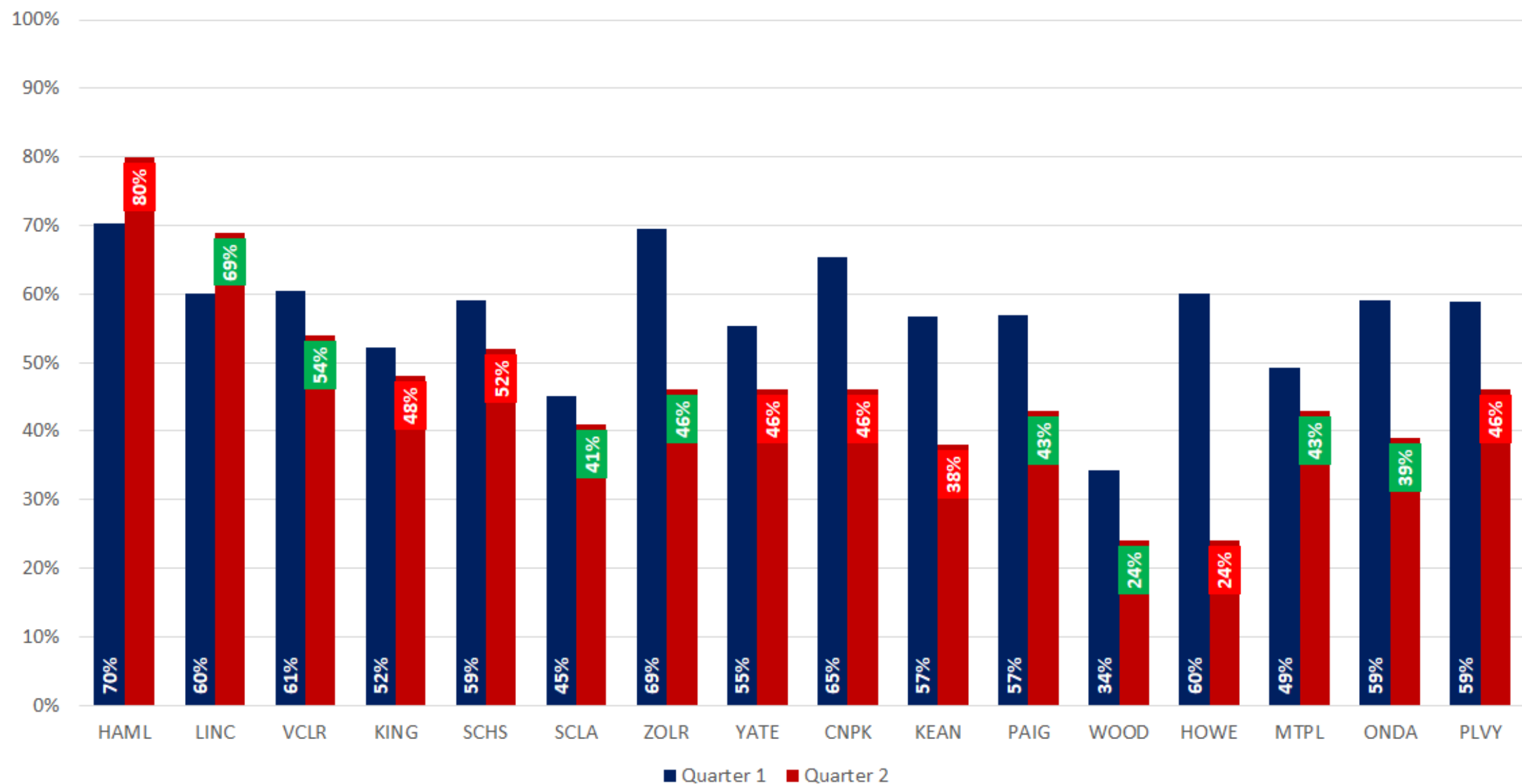




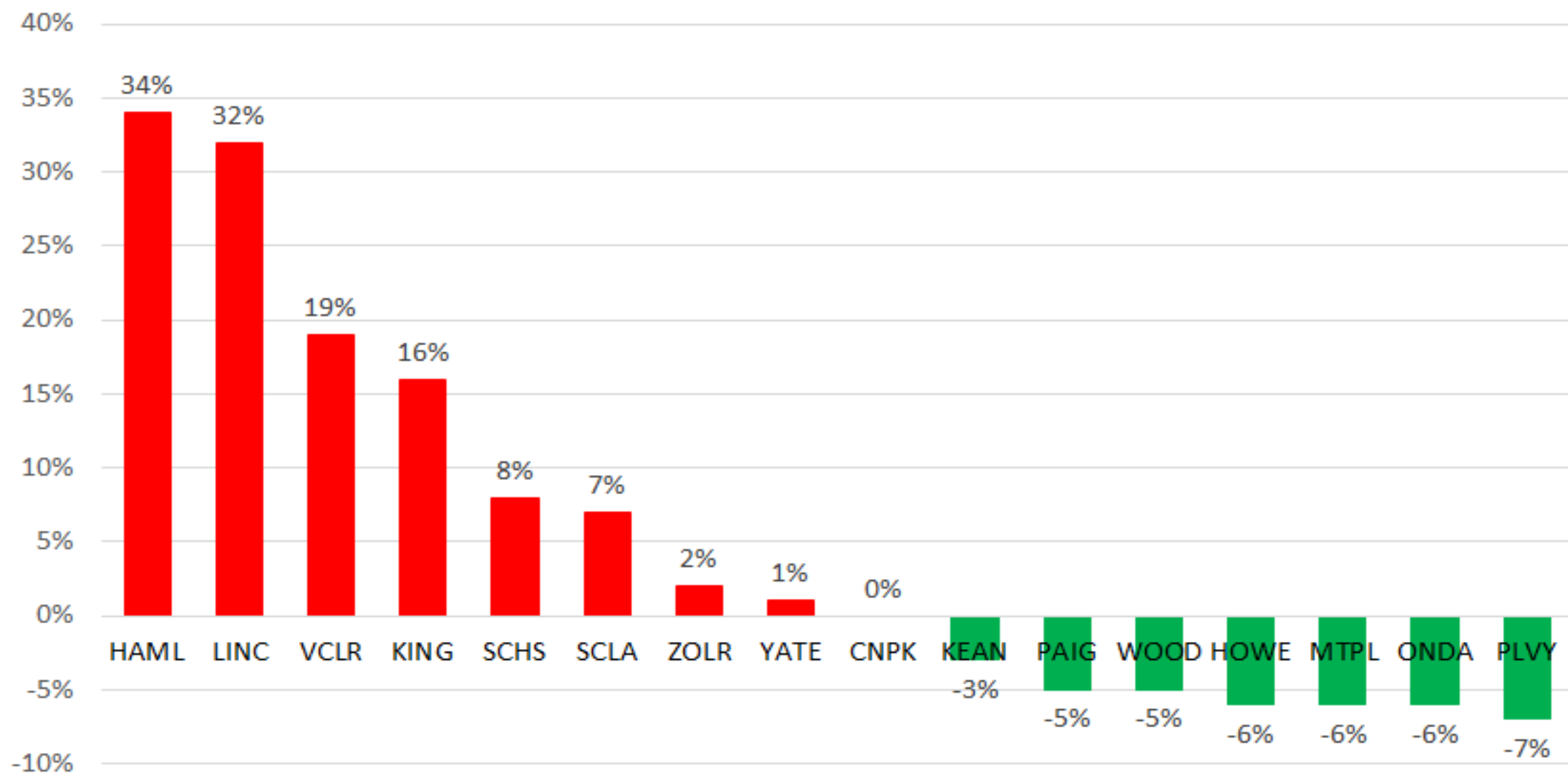
Quarter 2 Teacher Attendance

Quarter 1 to Quarter 2 Comparison

% of Teachers with less than 2 Absences, by School
Quarter 1 to Quarter 2 Comparison



Change (+/-) In Number of Teachers with less than 2 Absences, by School
Q2 2017-18 vs. 2018-18



Questions?

