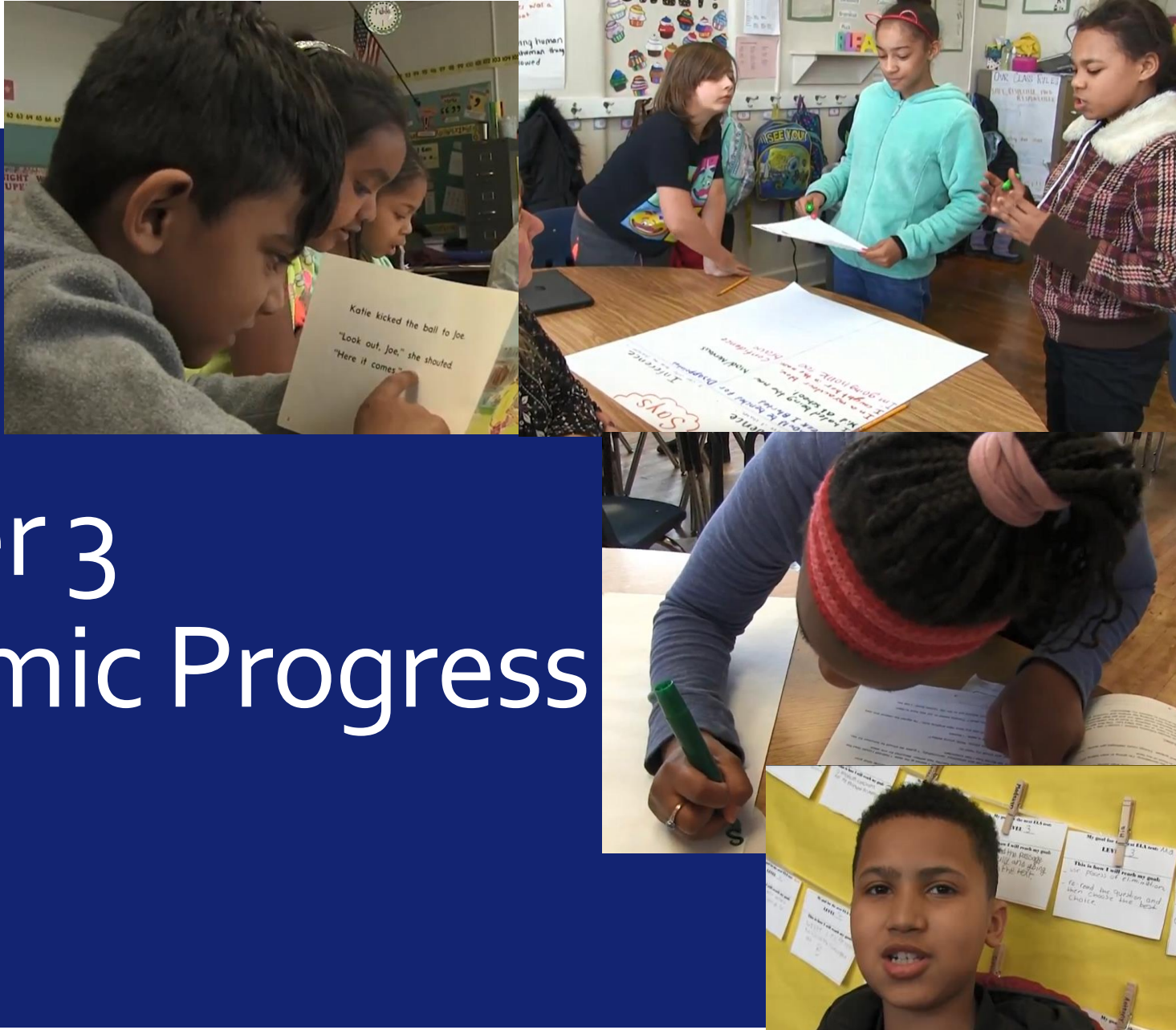


Quarter 3 Academic Progress Report

May 22, 2019



Outline of Presentation



Topics	Slide #
Legend	3
STAR 360 - Math	4
Math Interims	13
Math Action Plans	17
Report Card Grades	19
Student Behavior	26
Student Attendance	40
Teacher Attendance	47

Legend



MOVING IN THE
RIGHT DIRECTION



CAUTIOUSLY
OPTIMISTIC



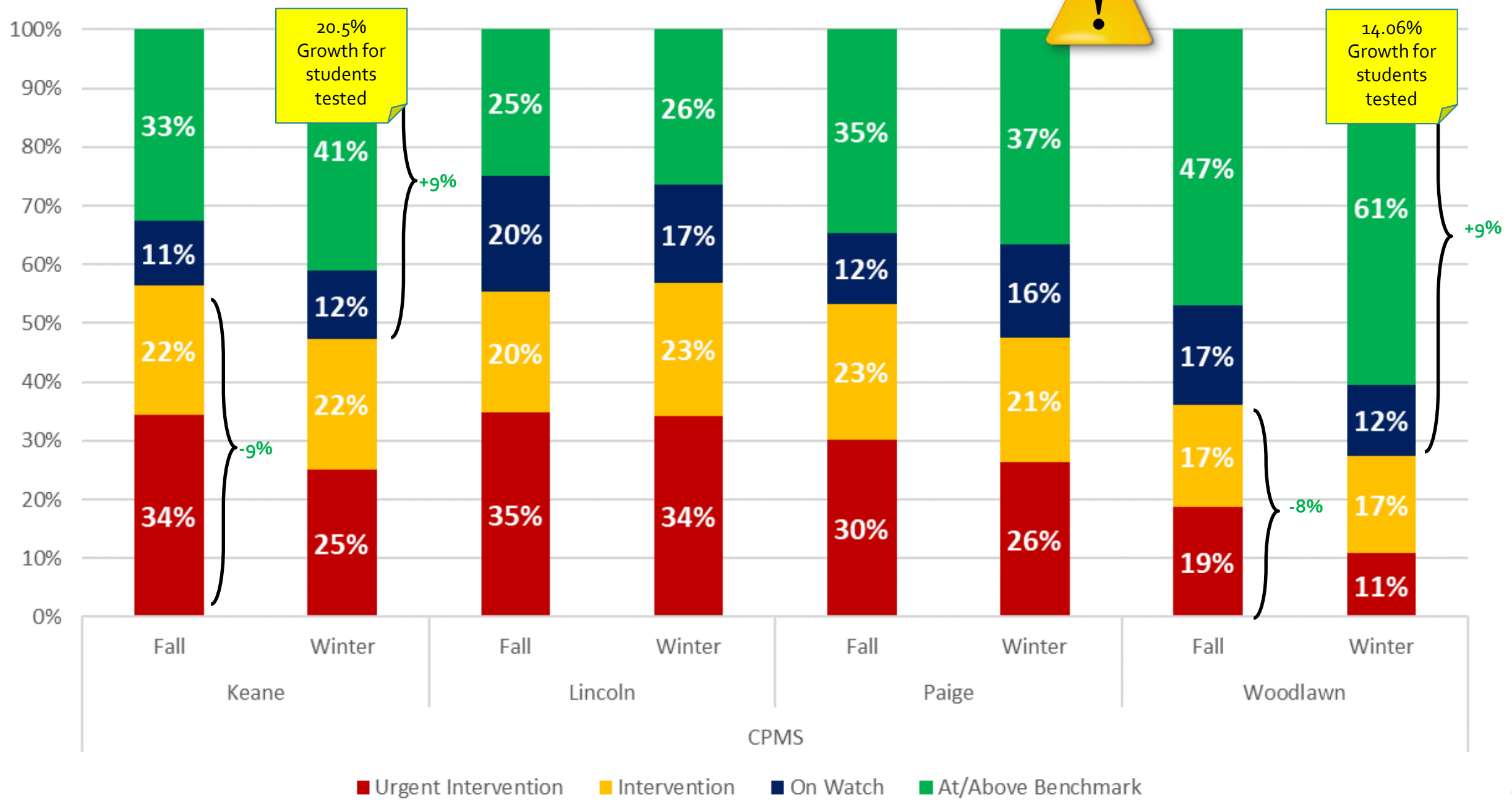
PRIORITY AREA



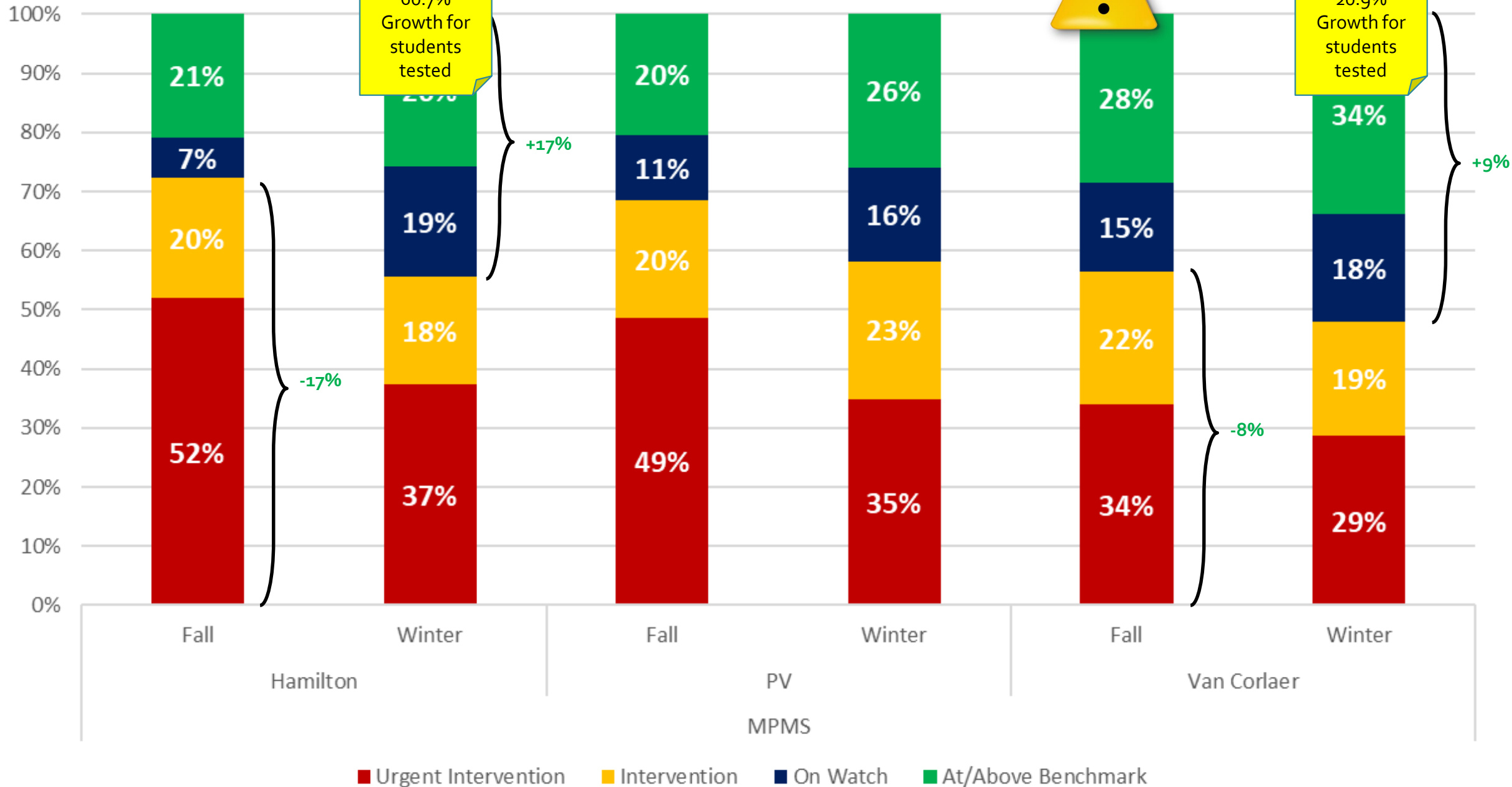
STAR 360 Math

Fall to Winter Comparison

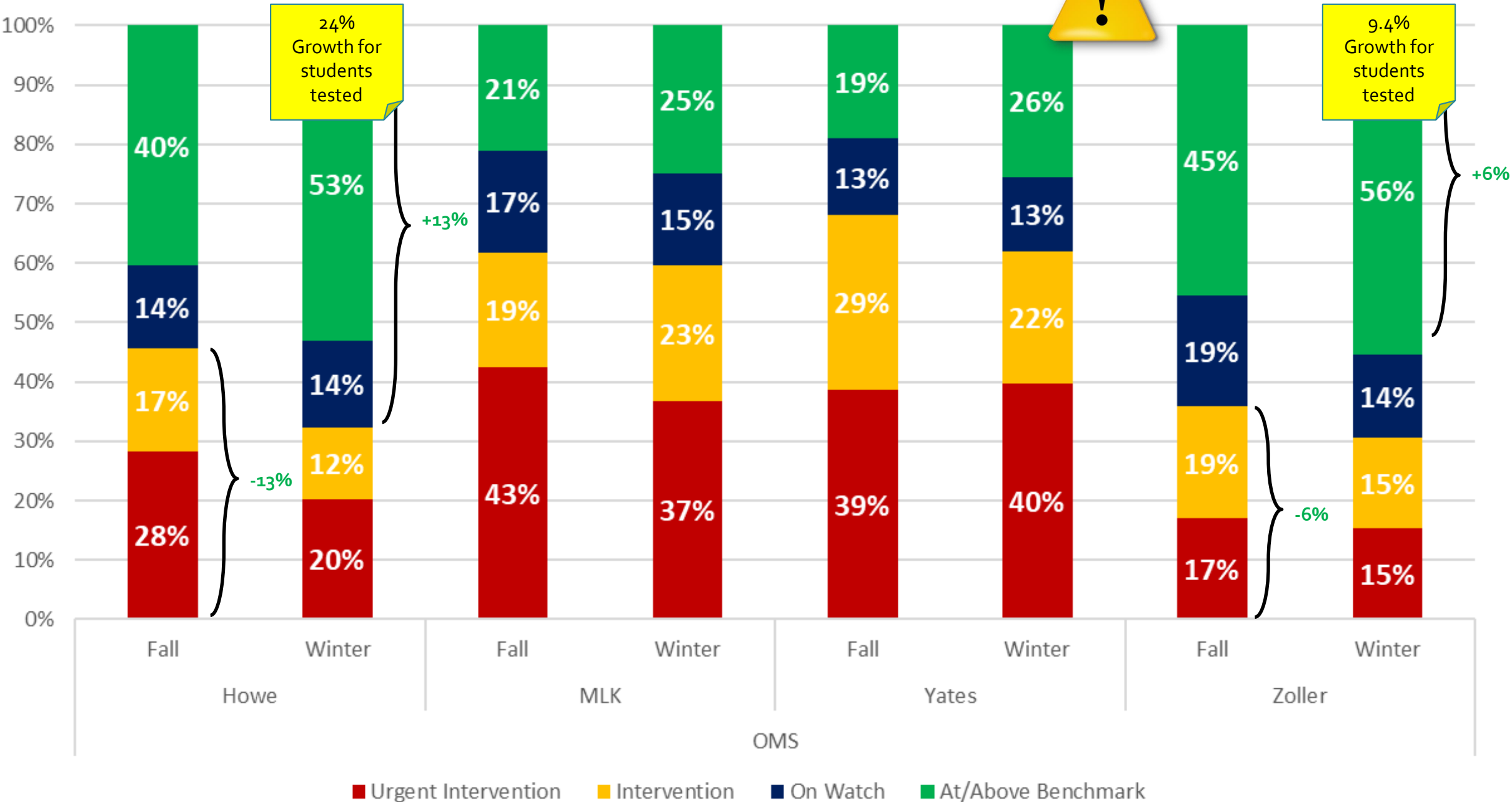
STAR Math, Grades 3-5, Central Park Zone



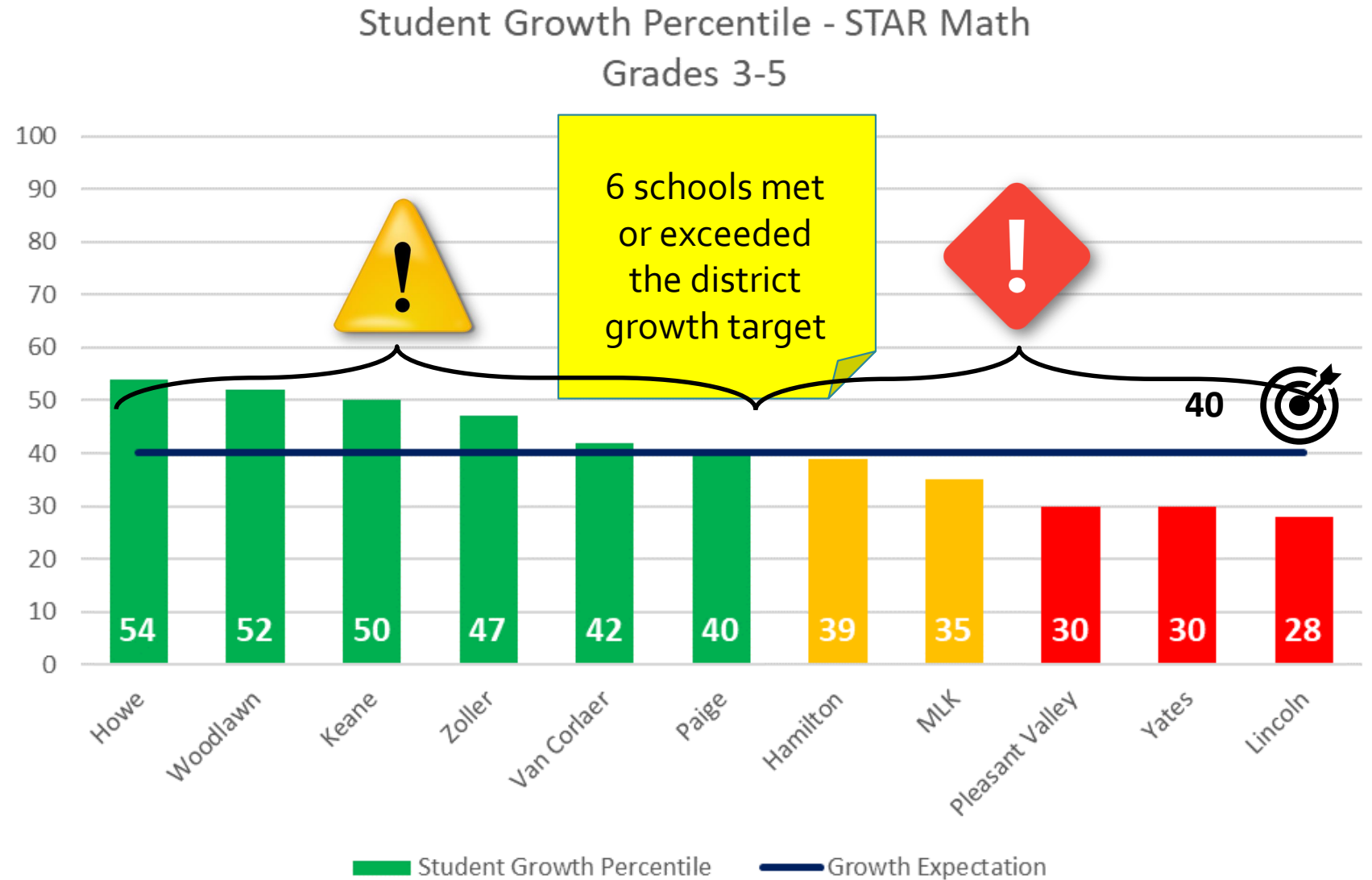
STAR Math, Grades 3-5, Mont Pleasant Zone



STAR Math, Grades 3-5, Oneida Zone



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.

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

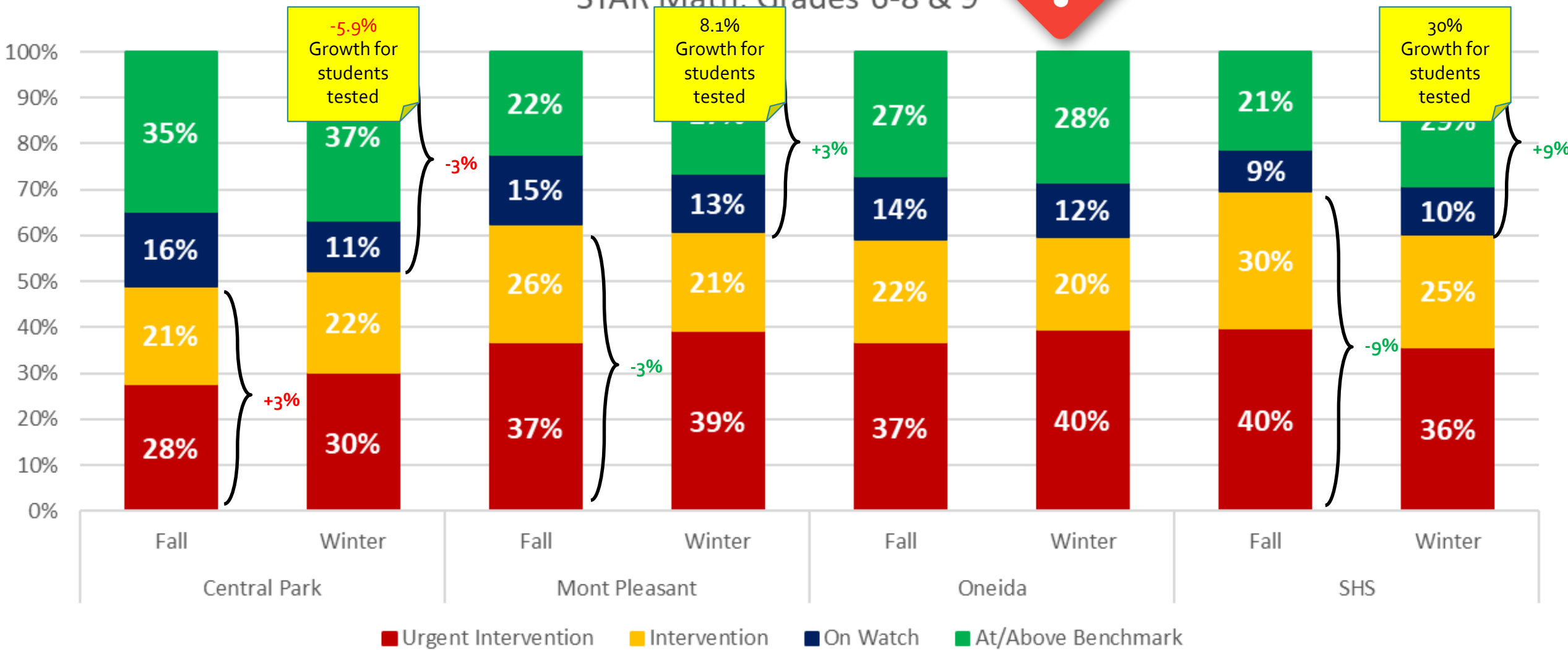
Subgroup	Risk Winter
Hispanic	1.21
Asian	0.57
Black	1.32
White	0.86
2 or more	0.93



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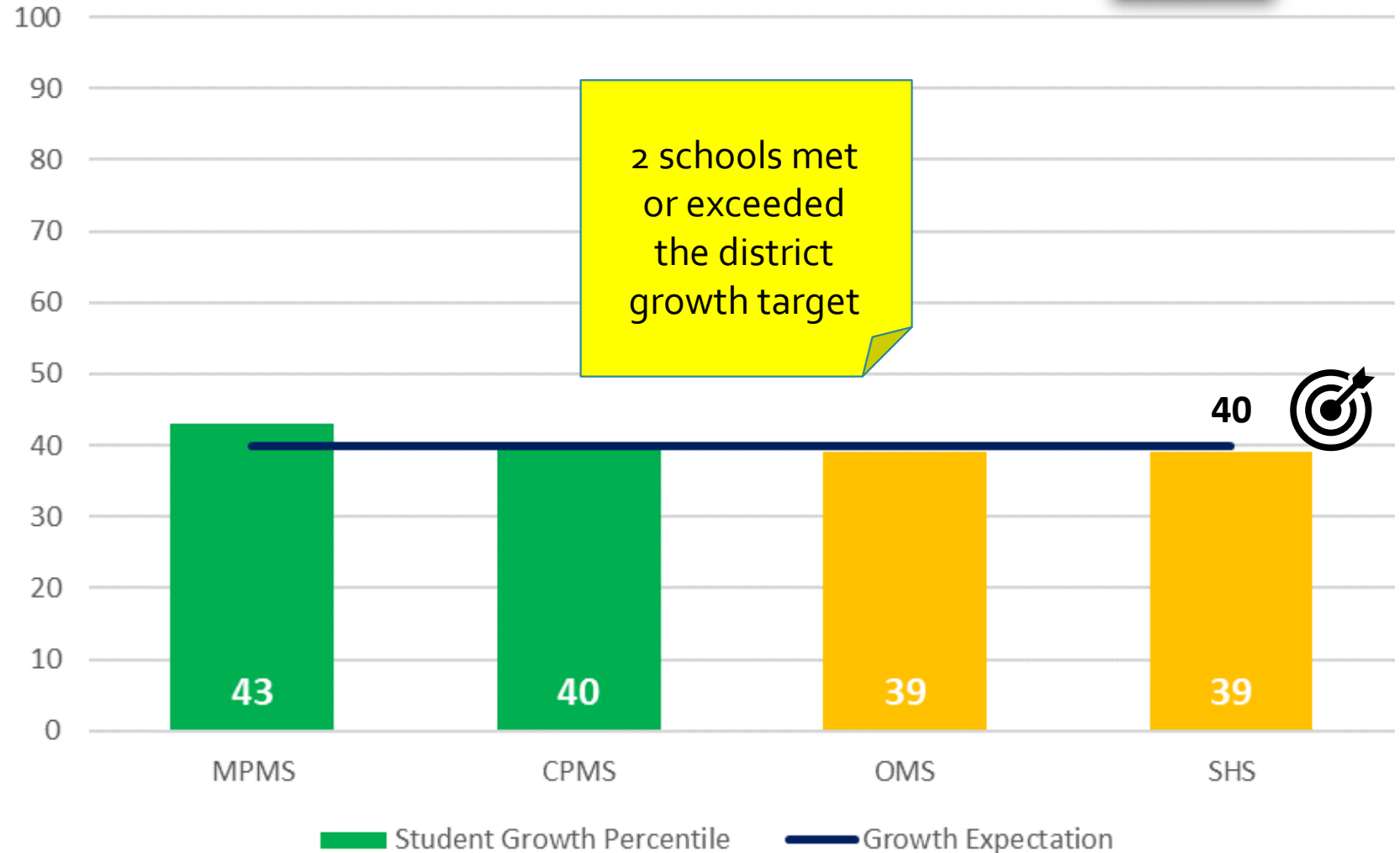
STAR Math, Grades 6-8 & 9



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



Student Growth Percentile - STAR Math Grades 6-8, and 9



40

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 6-9



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 6-9
Hispanic	1.19
Asian	0.62
Black	1.34
White	0.87
2 or more	0.84



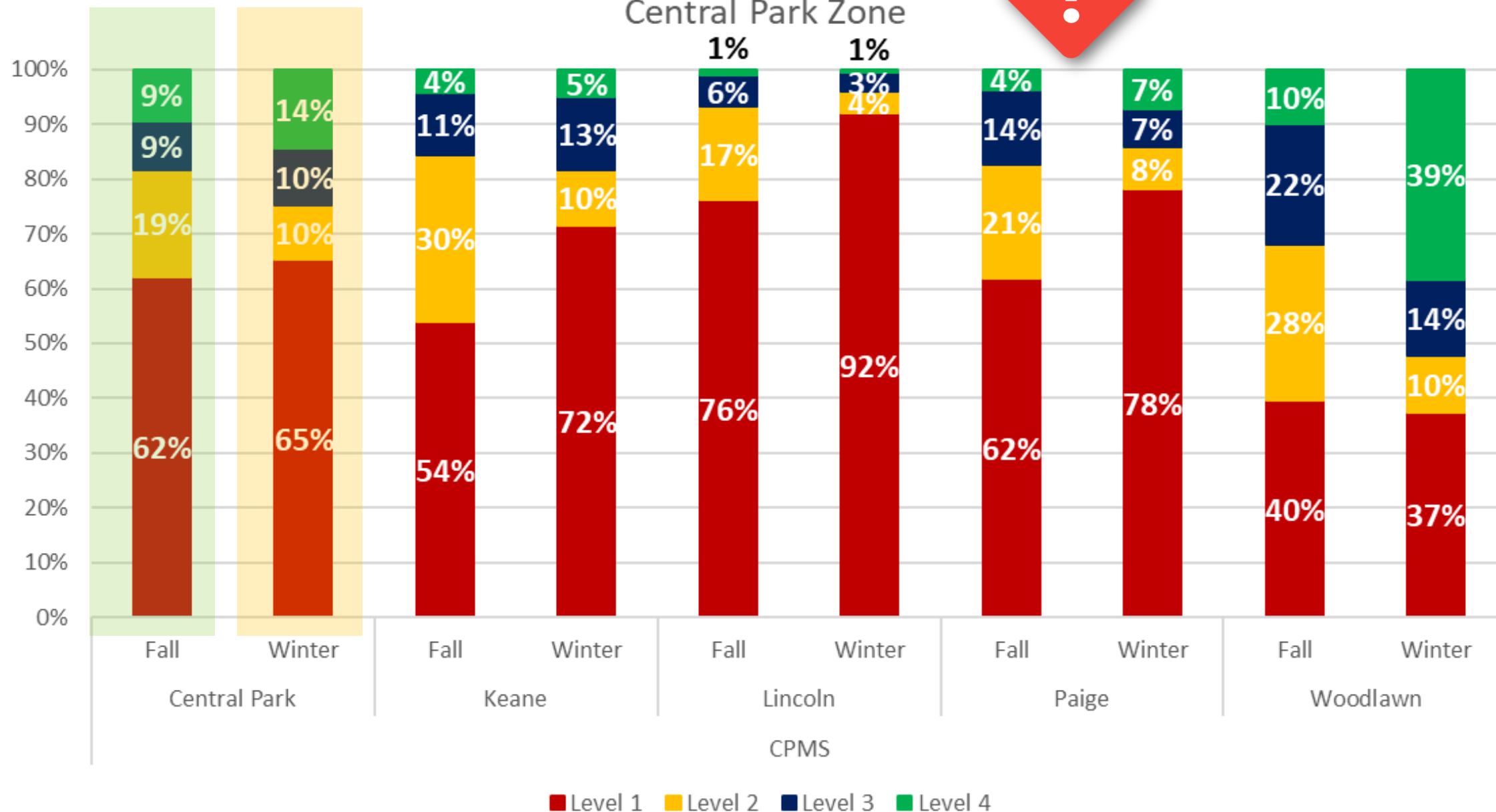
Math Interims

Grades 3-8

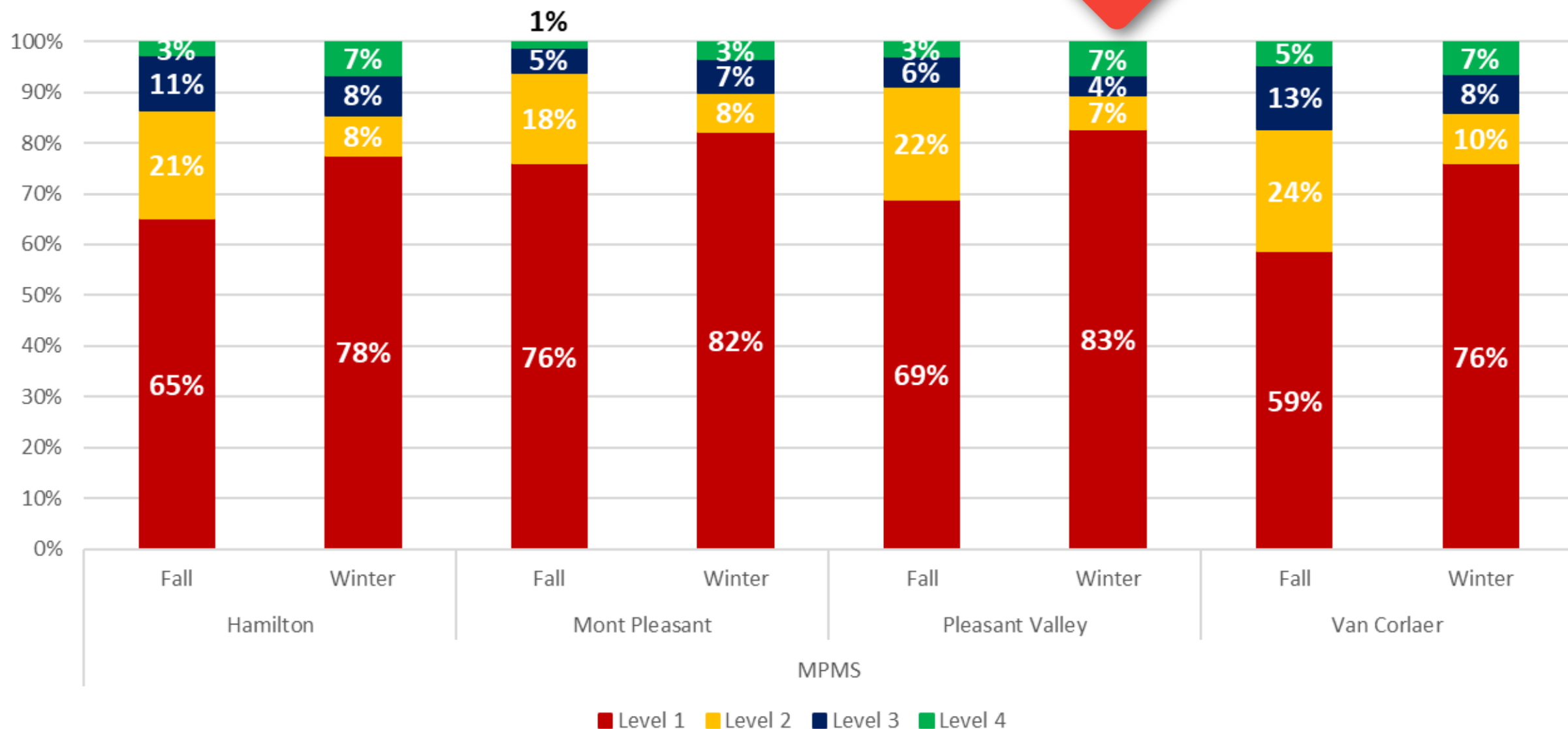
Students Proficient in Fall Curriculum

Students Proficient in Winter Curriculum

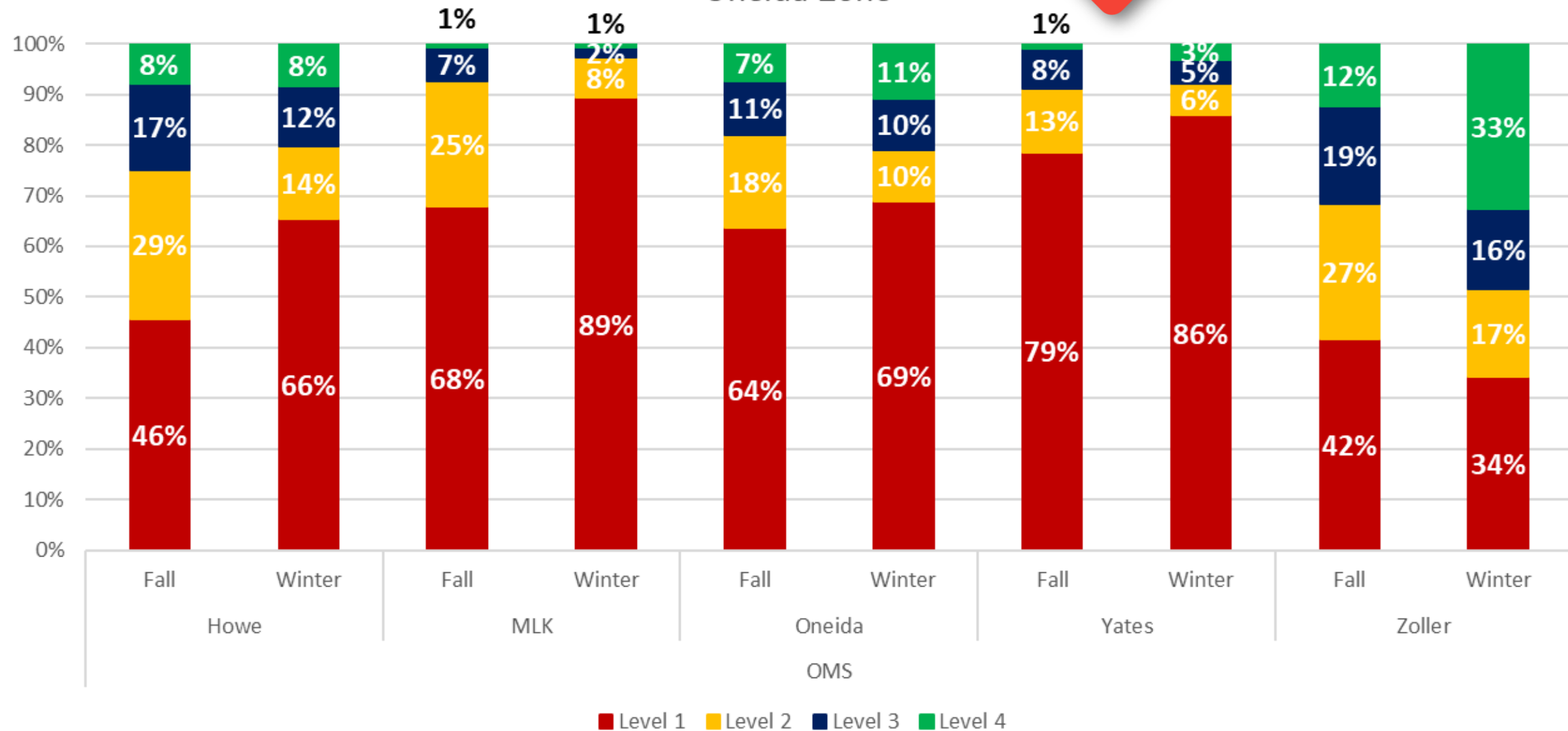
Math Interims, Grades 3-8 Central Park Zone



Math Interims, Grades 3-8 Mont Pleasant Zone



Math Interims, Grades 3-8 Oneida Zone



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



Schenectady High School

Central Park Middle School

Keane
Elementary
School

Lincoln
Elementary
School

Paige
Elementary
School

Woodlawn
Elementary
School

Math in Action

Keane Elementary School
Lincoln Elementary School
Paige Elementary School
Woodlawn Elementary School





Quarter 3 Report Card Achievement

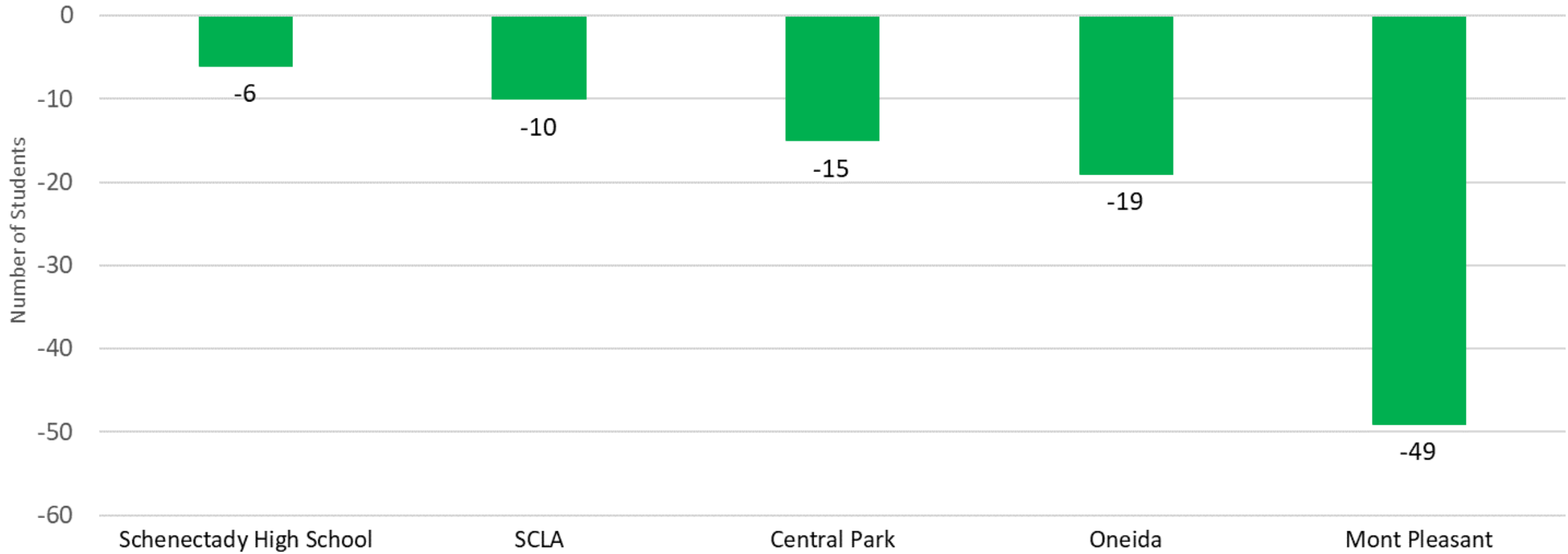
Quarter 1 to Quarter 2 to Quarter 3 Comparison

Number of Students (7-12) with Report Cards <65
Q1 to Q2 to Q3 Comparison

School	1 course						2 courses						3 or > courses					
	Q1	Q2	Q3	IEs Q1	IEs Q2	IEs Q3	Q1	Q2	Q3	IEs Q1	IEs Q2	IEs Q3	Q1	Q2	Q3	IEs Q1	IEs Q2	IEs Q3
CPMS	73	83	83	28	43	38	28	49	32	0	3	4	28	54	61	5	1	0
MPMS	98	85	85	85	109	129	52	68	51	9	27	36	71	97	96	1	7	6
ONMS	52	86	91	34	49	58	37	36	41	7	16	16	37	48	56	1	10	11
SHS	466	443	449	377	380	392	281	272	278	172	147	138	566	705	689	145	86	74
SCLA	39	39	47	39	40	61	37	39	23	21	36	21	112	113	119	28	38	19

	CPMS (7 & 8)	MPMS (7 & 8)	OMS (7 & 8)	SHS	SCLA
Total	455	512	461	2386	241

Change (+/-) in Number of Students <65
3 or More Courses on Report Cards
Q3 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 Q ₁	Risk Q ₂	Risk Q ₃
Hispanic	1.04	1.08	1.11
Asian	0.50	0.61	0.51
Black	1.61	1.39	1.38
White	0.88	0.93	0.96
2 or more	0.96	0.81	1.27



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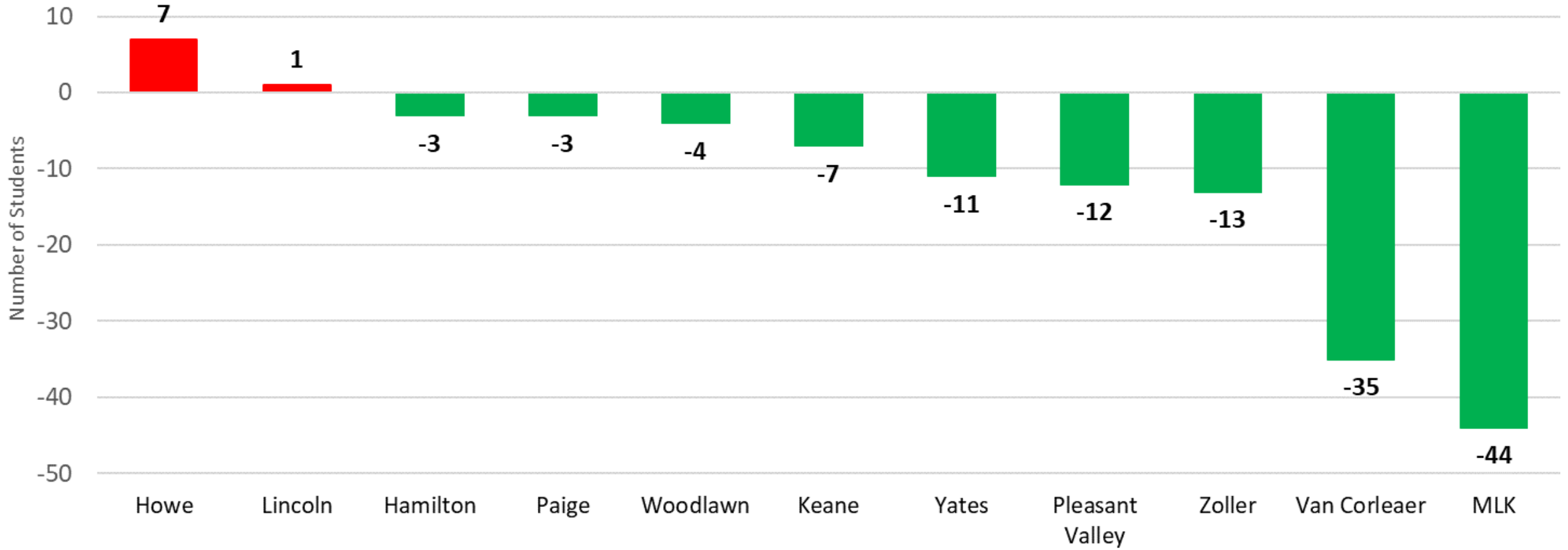
Number of Students (K-6) Below Achievement Level on Report Cards

Q1 to Q2 to Q3 Comparison

	1 course			2 courses			3 or > courses		
<u>School</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>
HAM	76	59	59	70	43	32	85	78	69
HOWE	41	40	36	23	23	21	62	50	38
KEAN	30	34	20	17	13	9	42	30	24
LINC	56	50	58	56	42	27	77	55	51
MLK	78	83	78	36	43	45	66	61	30
PAIG	67	61	57	42	40	29	70	65	58
PLVY	88	57	74	25	32	36	59	48	45
VAN	49	29	68	25	28	20	43	22	15
WDLN	46	46	37	23	27	24	56	46	36
YATE	68	66	59	56	35	34	81	107	85
ZOL	36	20	27	19	12	8	33	18	25
CPMS (6)	40	39	28	14	15	14	19	19	31
MPMS (6)	34	33	46	14	12	16	17	12	14
ONMS (6)	40	46	46	19	23	27	19	44	37

<u>School</u>	<u>Enrollment</u>
HAM	437
HOWE	381
KEAN	306
LINC	339
MLK	485
PAIG	471
PLVY	425
VAN	383
WDLN	382
YATE	374
ZOL	438
CPMS (6)	241
MPMS (6)	233
ONMS (6)	240

Change (+/-) in Number of Students Below Achievement
3 or More Courses on Report Cards
Q3 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	Risk Q ₃
Hispanic	1.36	1.31	1.48
Asian	0.37	0.36	0.35
Black	1.28	1.34	1.30
White	0.85	1.00	1.04
2 or more	1.13	0.90	1.05



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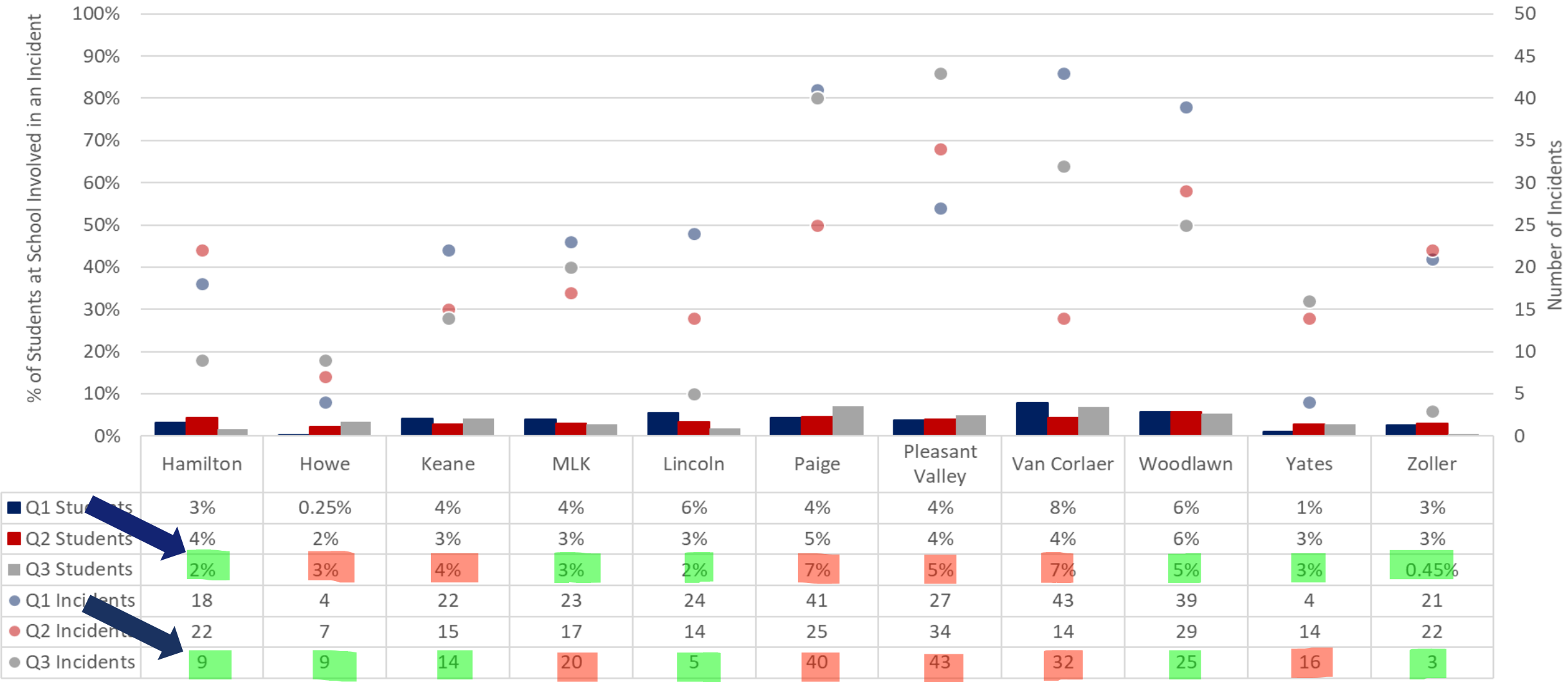
STEINHARDT



Quarter 3 Student Behavior

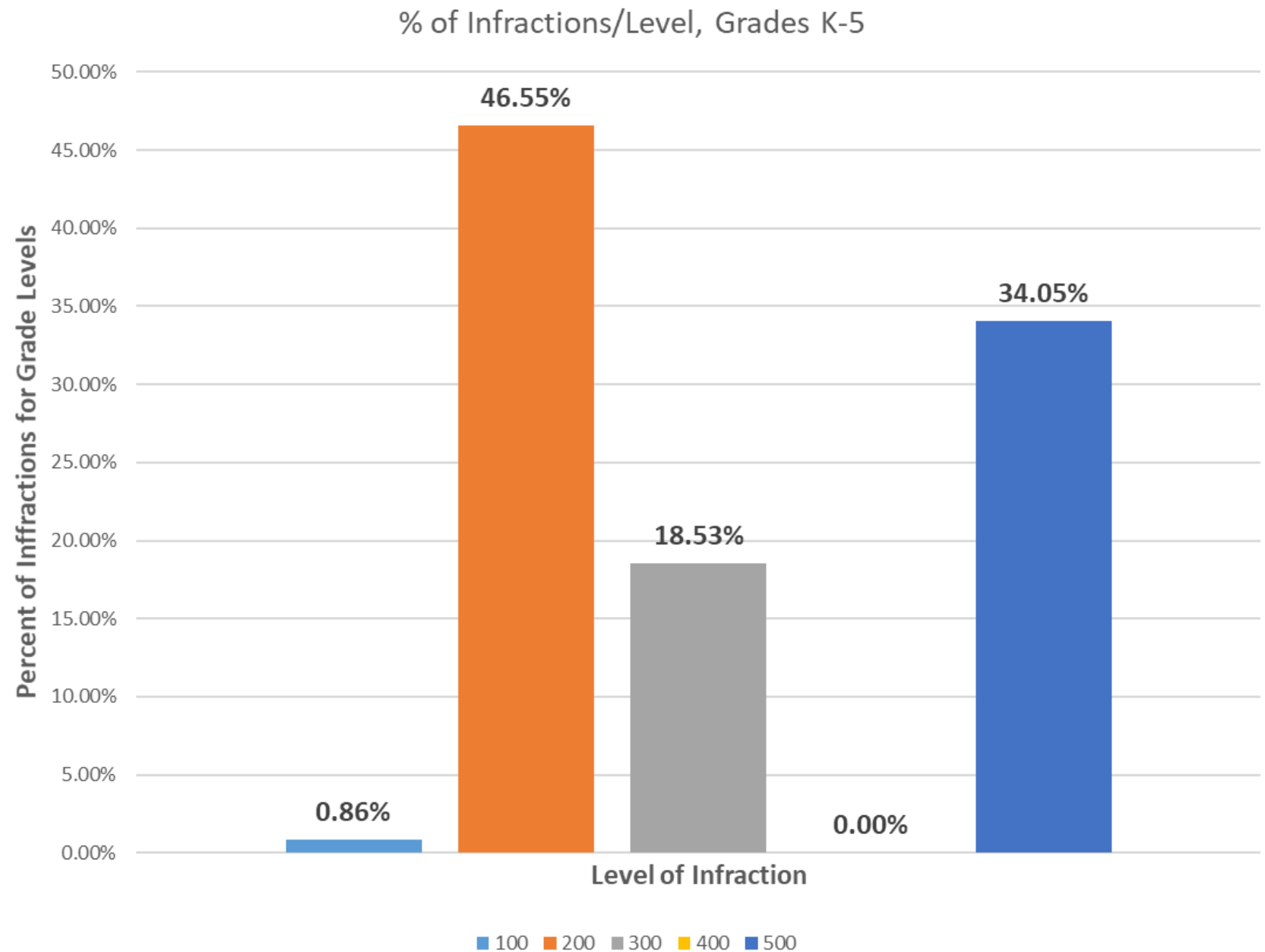
Quarter 1 to Quarter 2 Comparison to Quarter 3 Comparison

% of Students (Unique) and # of Incidents, K-5
Q1 vs Q2 vs Q3

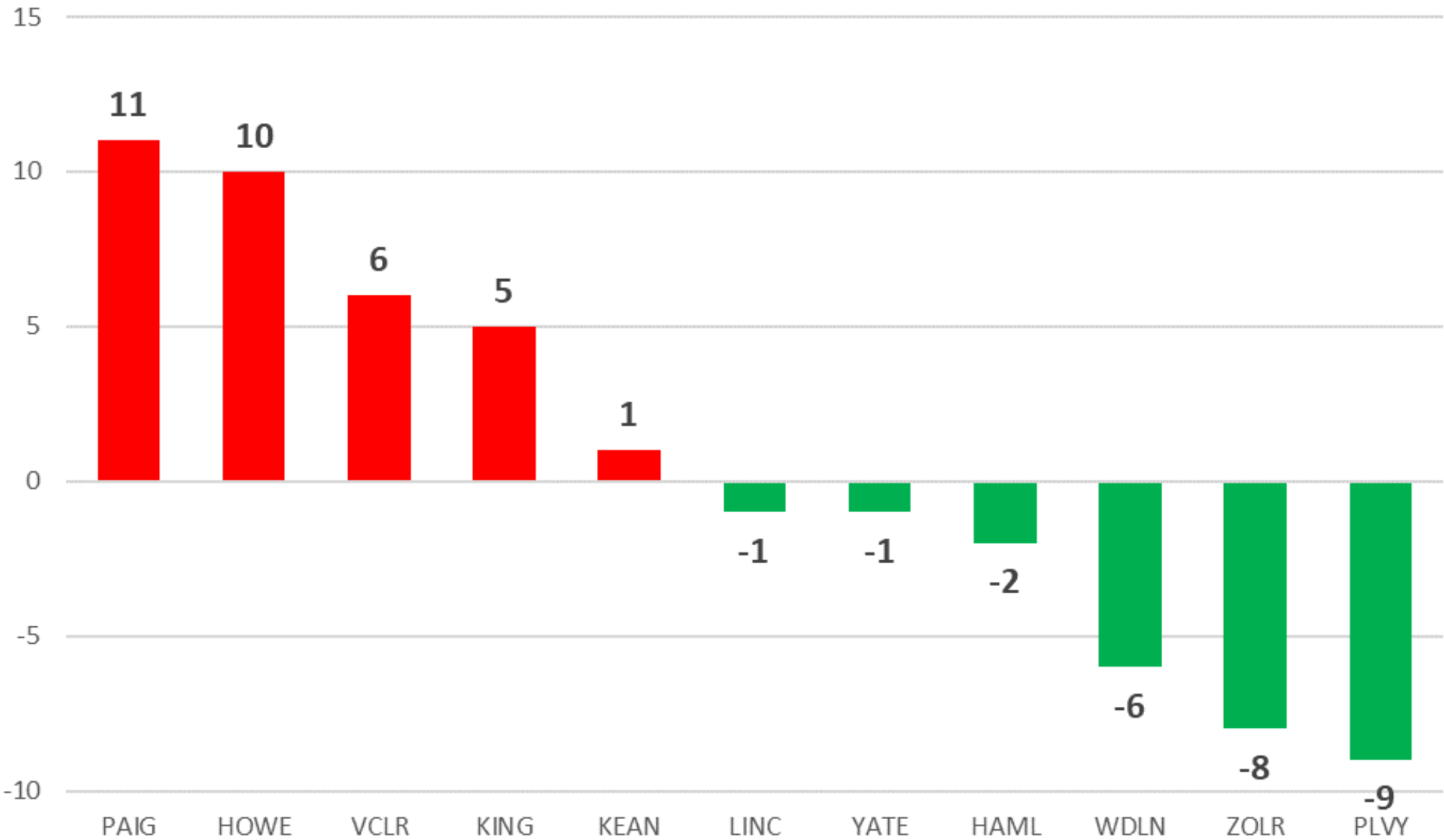


Levels of Incidents Quarter 3 Grades K-5

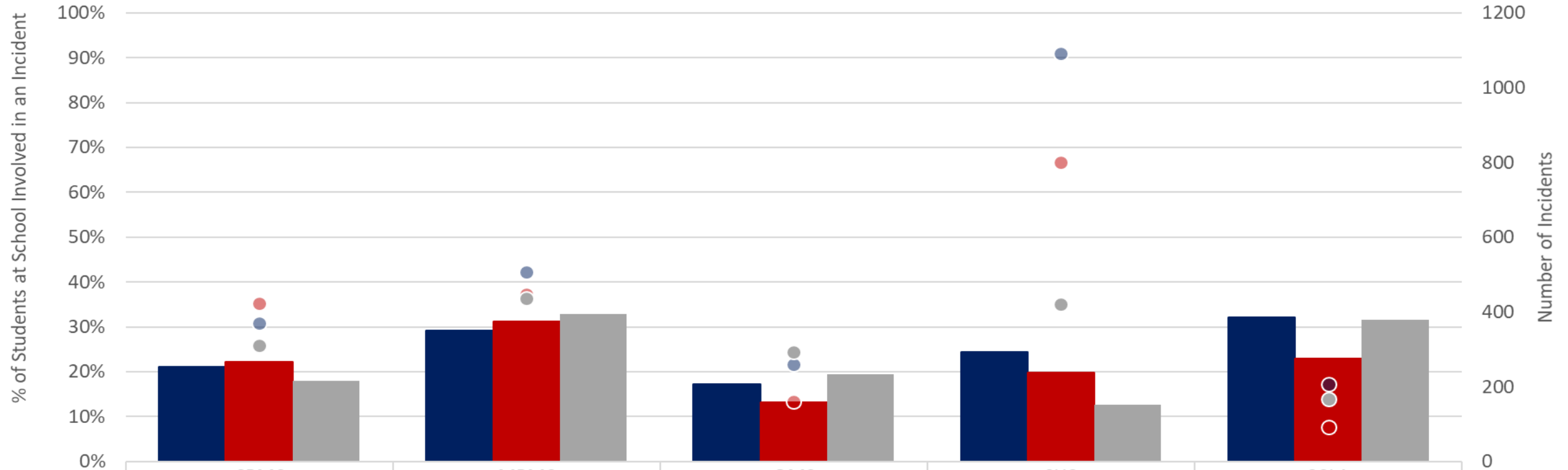
100 = Unexcused absence, truancy, etc.
200 = Profane language, smoking, etc.
300 = Failure to comply, harassment, etc.
400 = Altercation, activating fire alarm, etc.
500 = Group violence, drug distribution, etc.



Change (+/-) in Number of Students Involved in an Incident, K-5
Q3 2017-18 vs Q3 2018-19



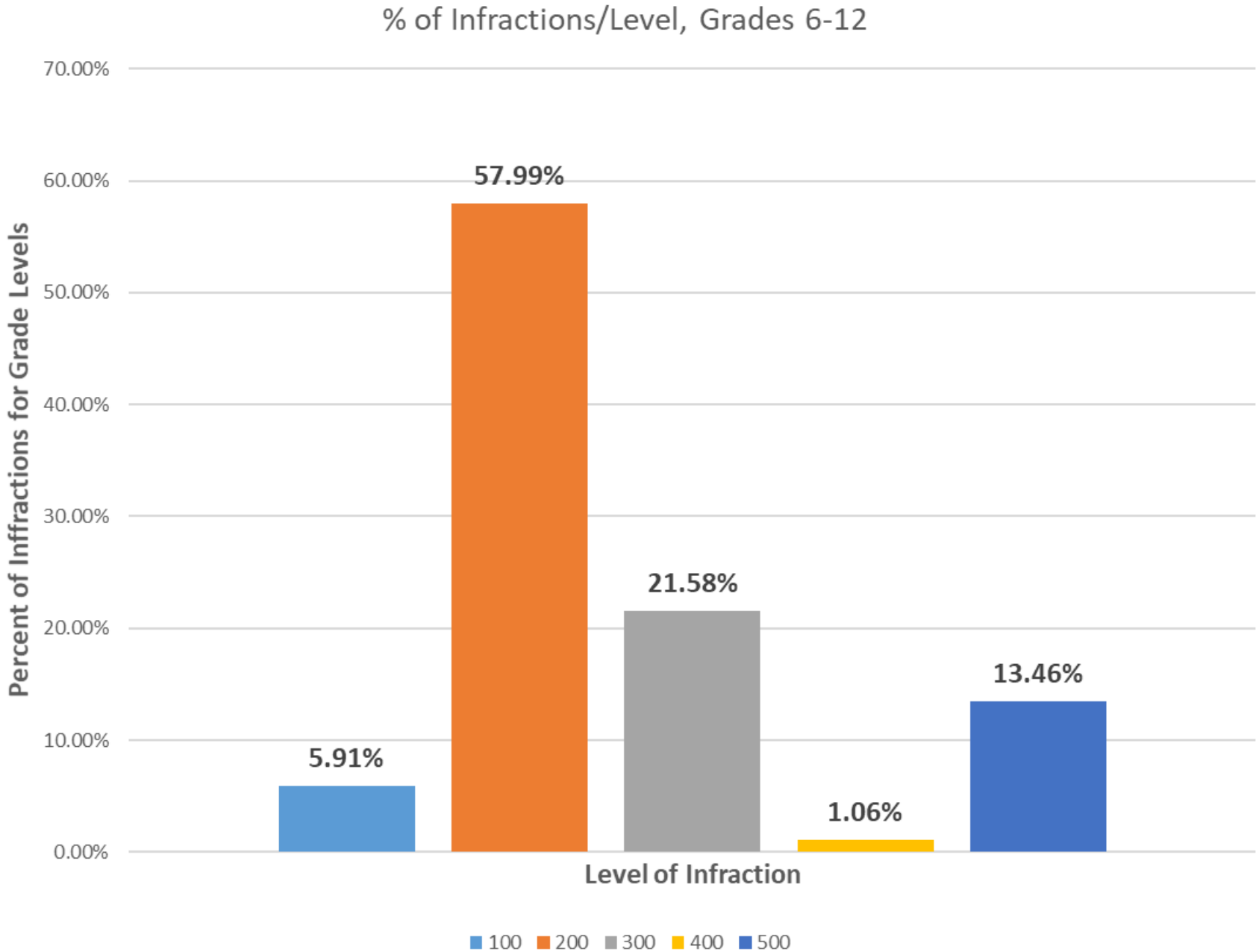
% of Students (Unique) and # of Incidents, K-5
Q1 vs Q2 vs Q3



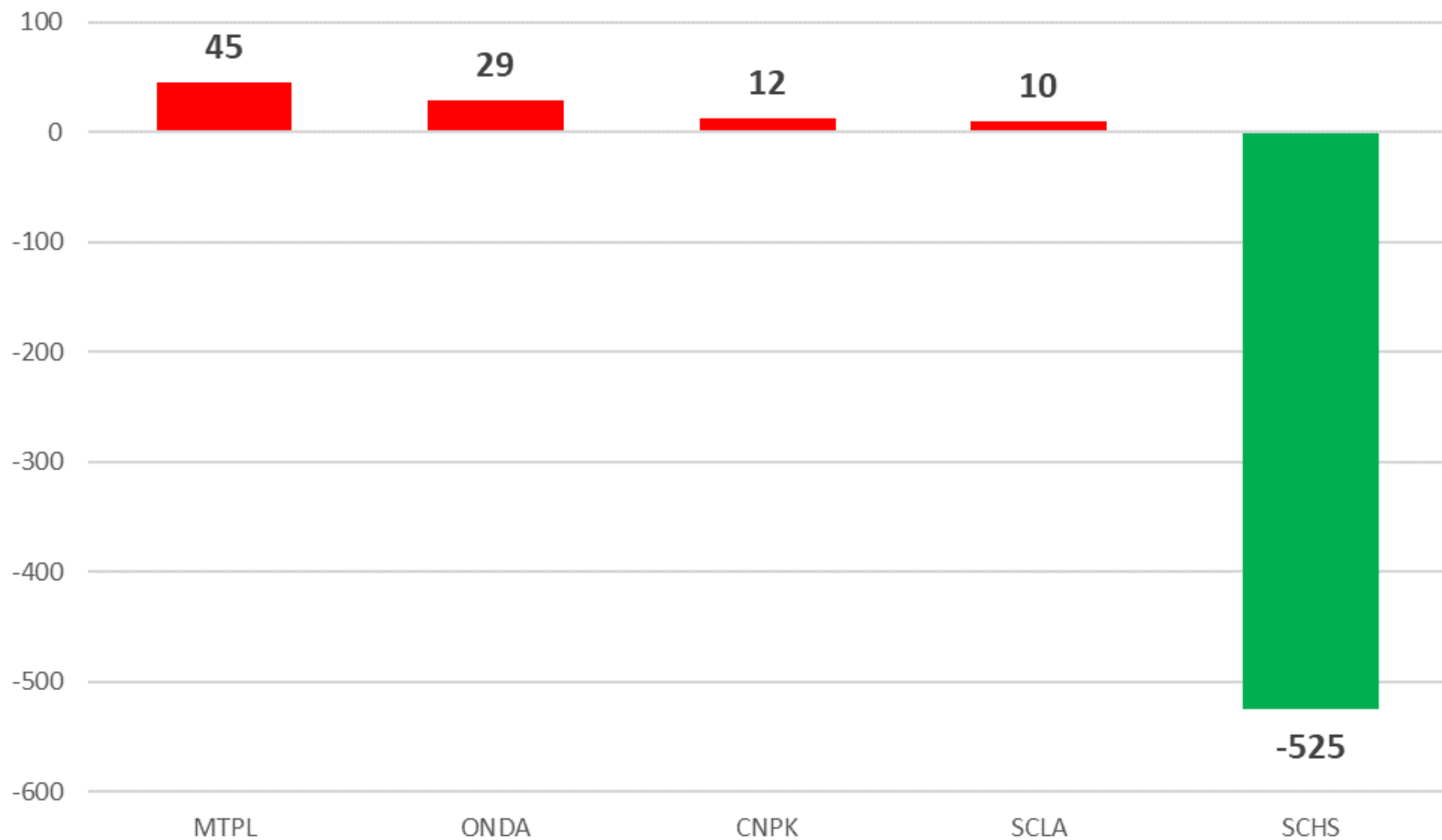
■ Q1 Students
 ■ Q2 Students
 ■ Q3 Students
 ● Q1 Incidents
 ● Q2 Incidents
 ● Q3 Incidents

Levels of Incidents Quarter 3 Grades 6-12

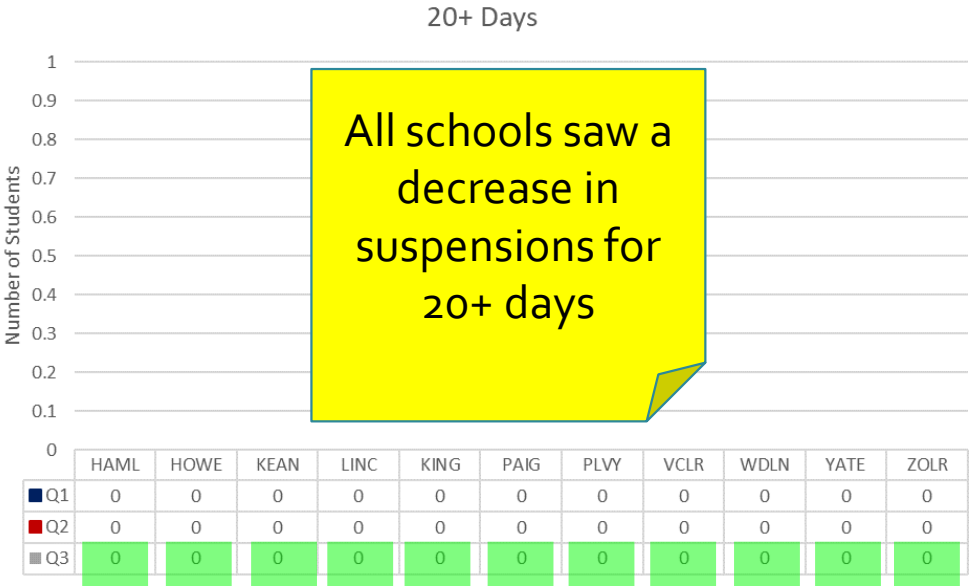
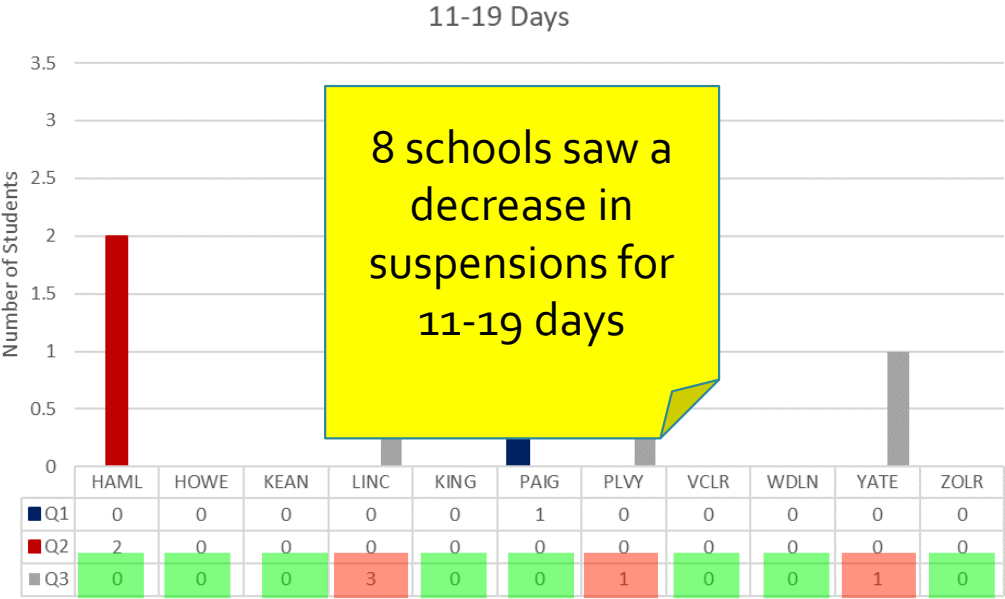
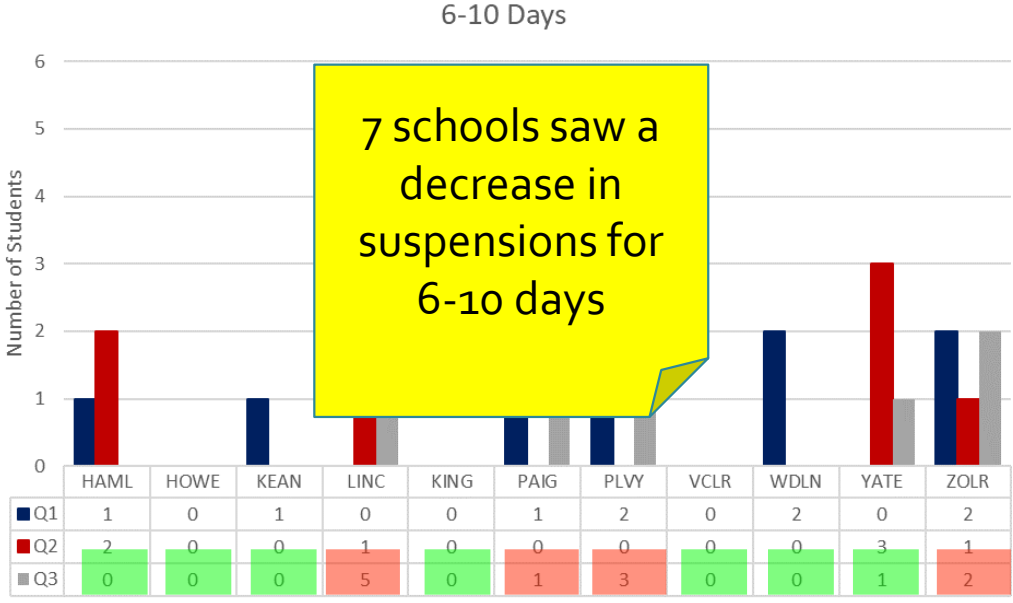
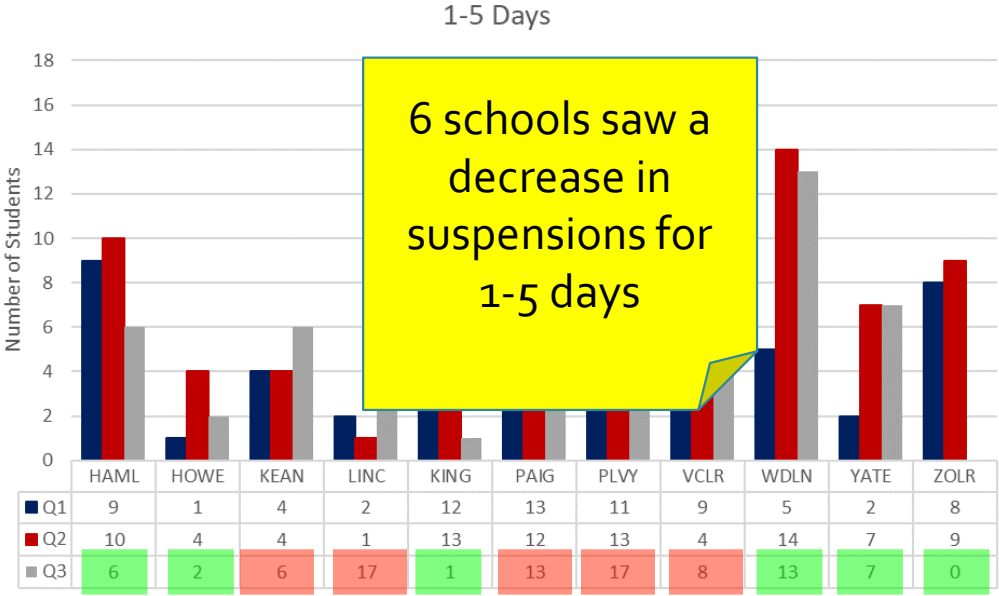
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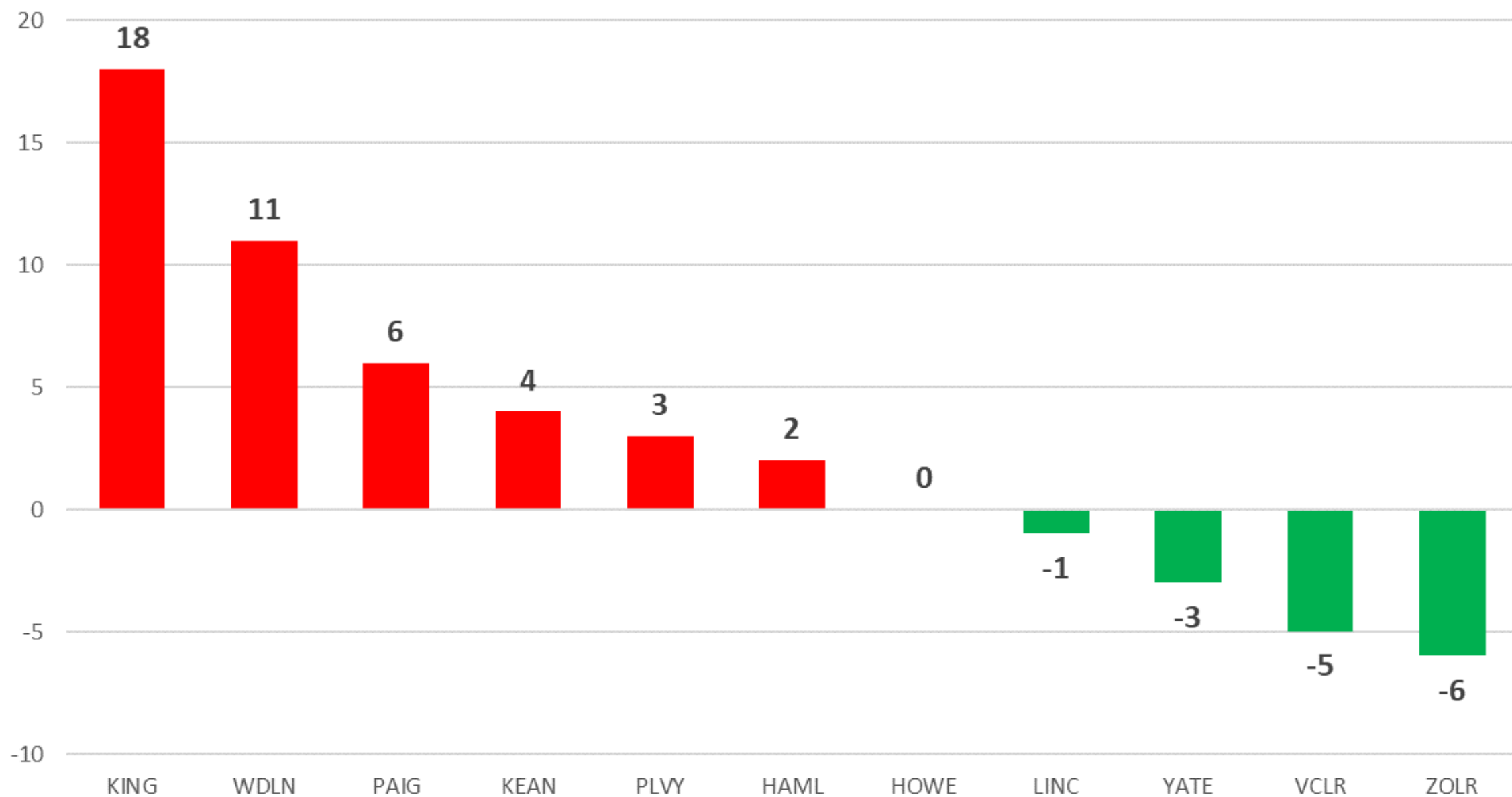
Change (+/-) in Number of Students Involved in an Incident, 6-12
Q3 2017-18 vs Q3 2018-19



Number of Students Suspensions (K-5) Quarterly Comparison

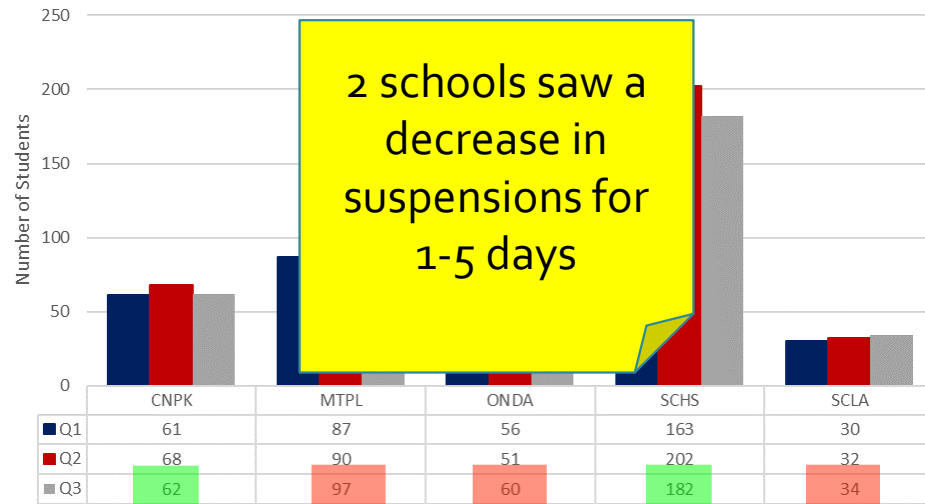


Change (+/-) in Number of Students Suspended, K-5
Q3 2017-18 to Q3 2018-19 Comparison

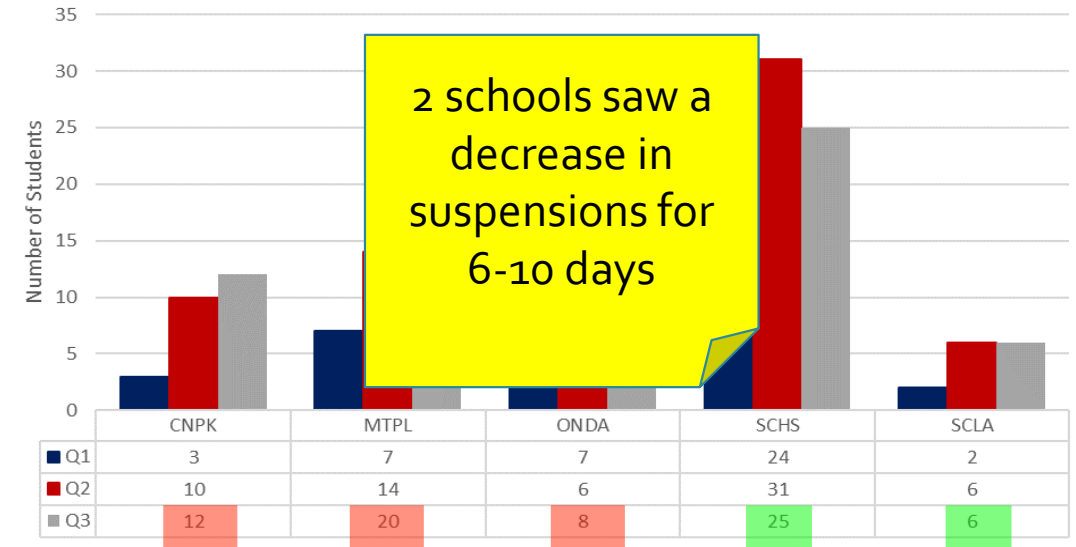


Number of Students Suspensions (6-12) Quarterly Comparison

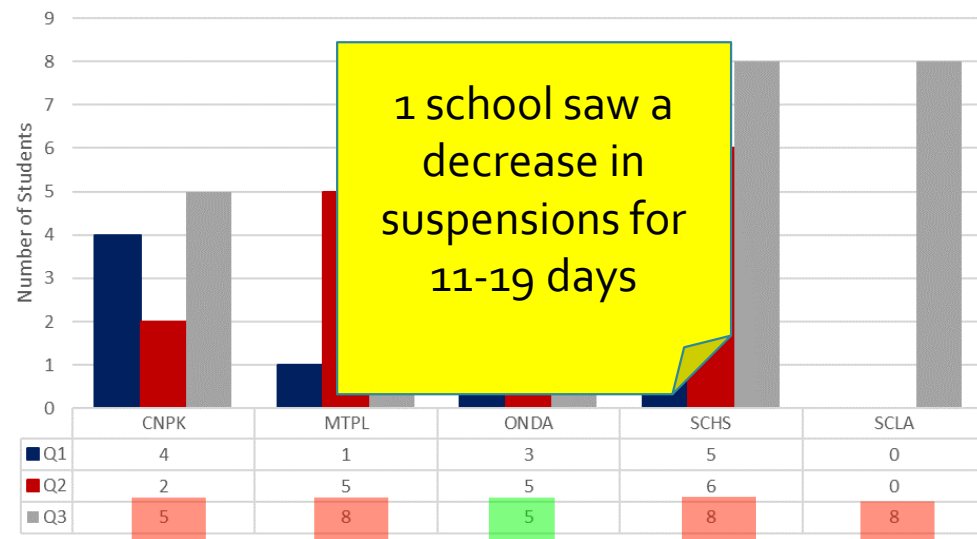
1-5 Days



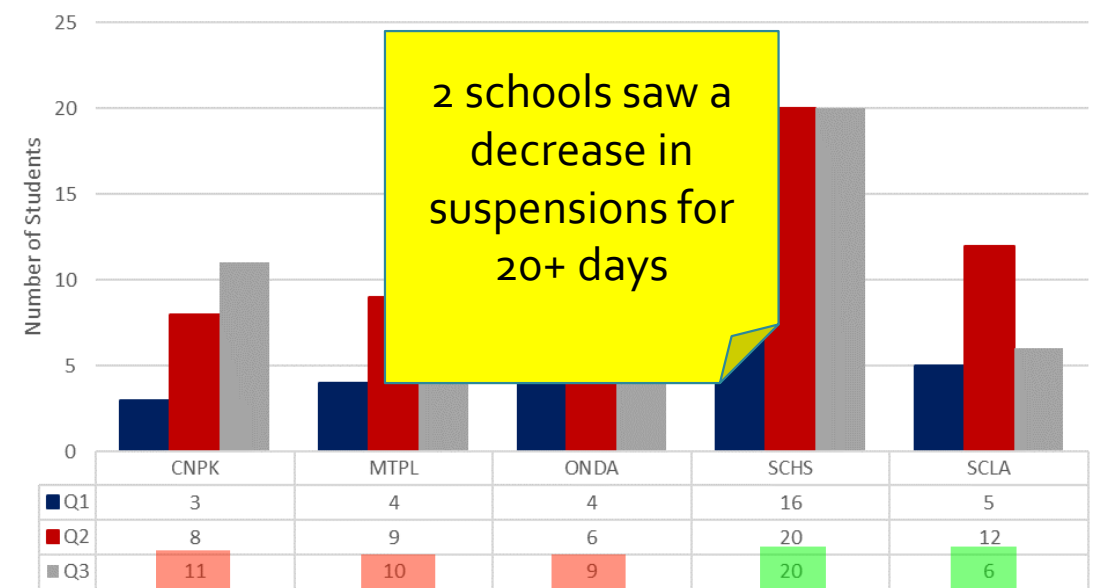
6-10 Days



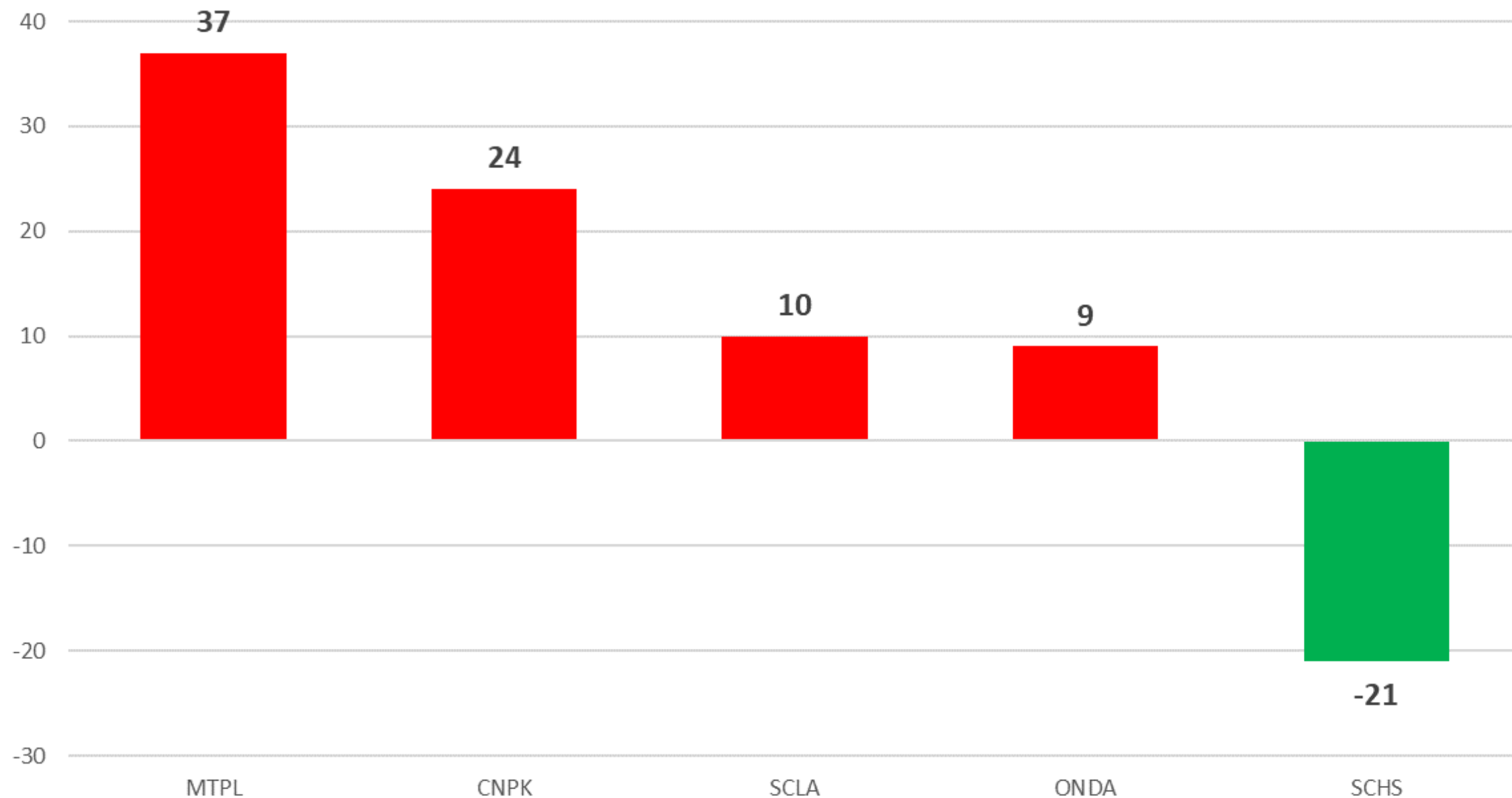
11-19 Days



20+ Days



Change (+/-) in Number of Students Suspended, 6-12
Q3 2017-18 to Q3 2018-19 Comparison



Relative Risk of Suspension



Definition:

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

	Relative Risk		
Subgroup	Q1	Q2	Q3
Hispanic	1.02	0.87	1.09
Asian	0.21	0.25	0.20
Black	2.40	2.47	2.52
White	0.72	0.76	0.63
2 or more	0.69	0.80	0.68



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Promoting Positive School Culture

Paige Elementary School



Promoting Positive School Culture

Schenectady High School



STUDENT ACCOUNTABILITY PLAN HALL SWEEP/CLASS TARDY/CLASS ABSENCE

DIRECTIONS: Choose the option(s) that best suit(s) your needs. Multiple options may be selected.

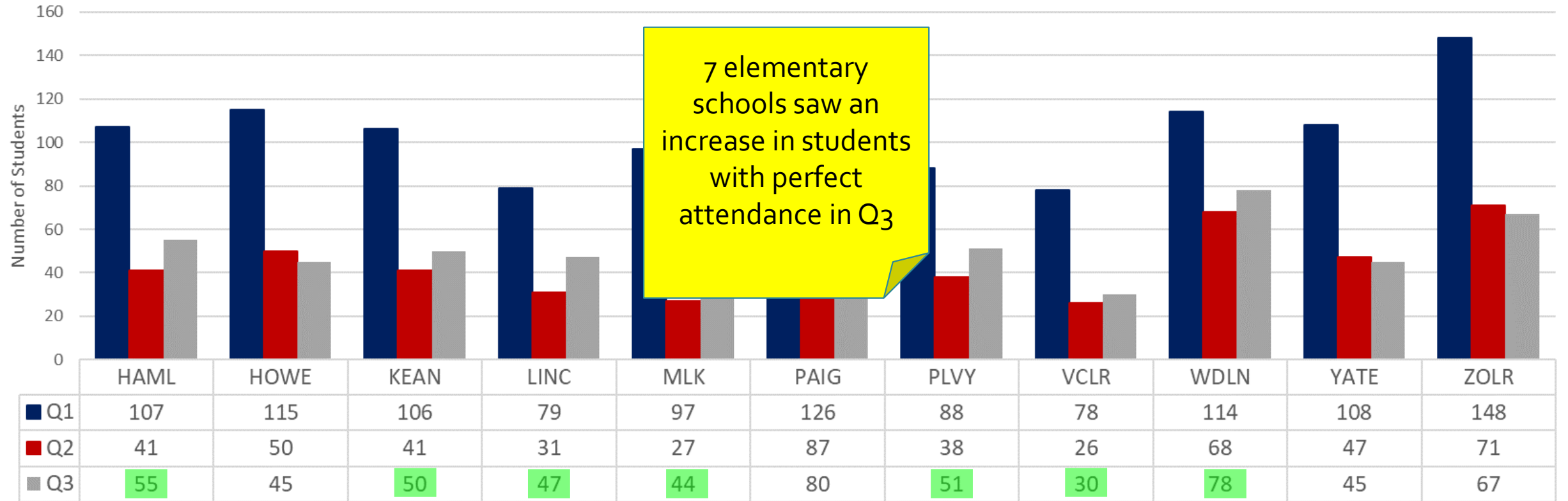
<input type="checkbox"/> In-School Suspension (Cohort offices)	<input type="checkbox"/> Hall mentoring	<input type="checkbox"/> Community clean-up	<input type="checkbox"/> During school academic session *(teacher approval needed)
<input type="checkbox"/> Strict Supervised Study served with classroom teacher *(teacher approval needed)	<input type="checkbox"/> Work zone ticket (Cohort offices)	<input type="checkbox"/> Service learning hours	<input type="checkbox"/> Iceberg session (B13)
<input type="checkbox"/> Root-cause Reflection form	<input type="checkbox"/> Pass restriction	<input type="checkbox"/> Routing slip	<input type="checkbox"/> After school academic session (AB21)



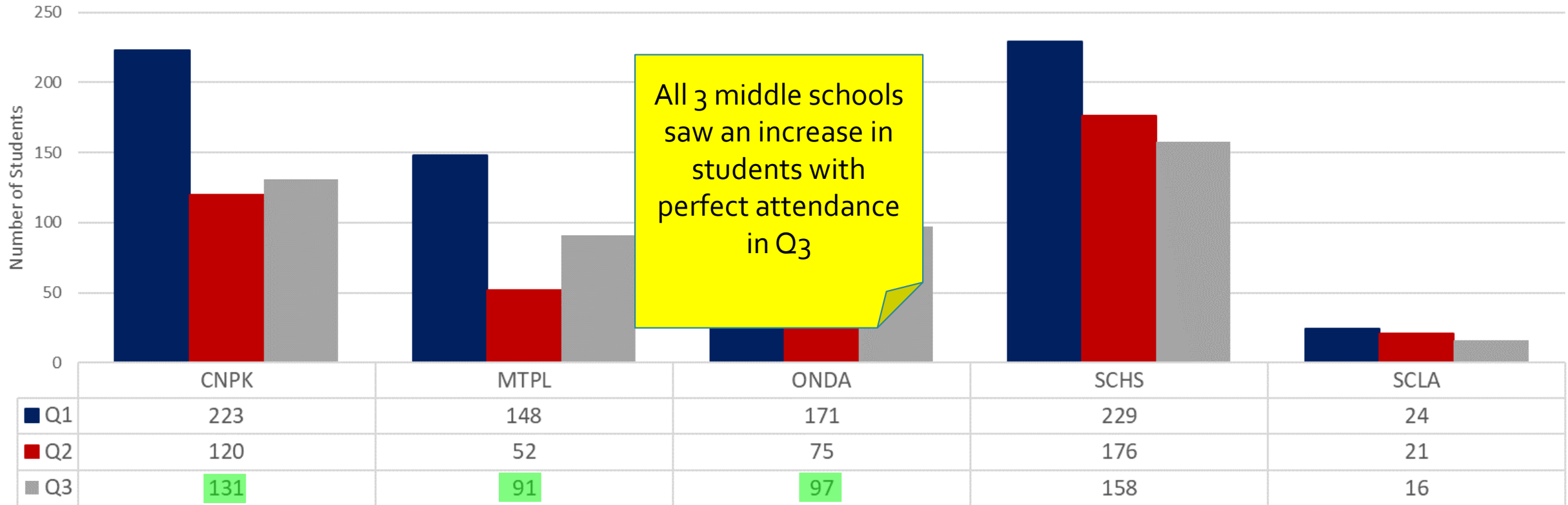
Quarter 3 Student Attendance

Quarter 1 to Quarter 2 Comparison to Quarter 3 Comparison

Perfect Attendance, K-5
Q1 vs Q2 vs Q3

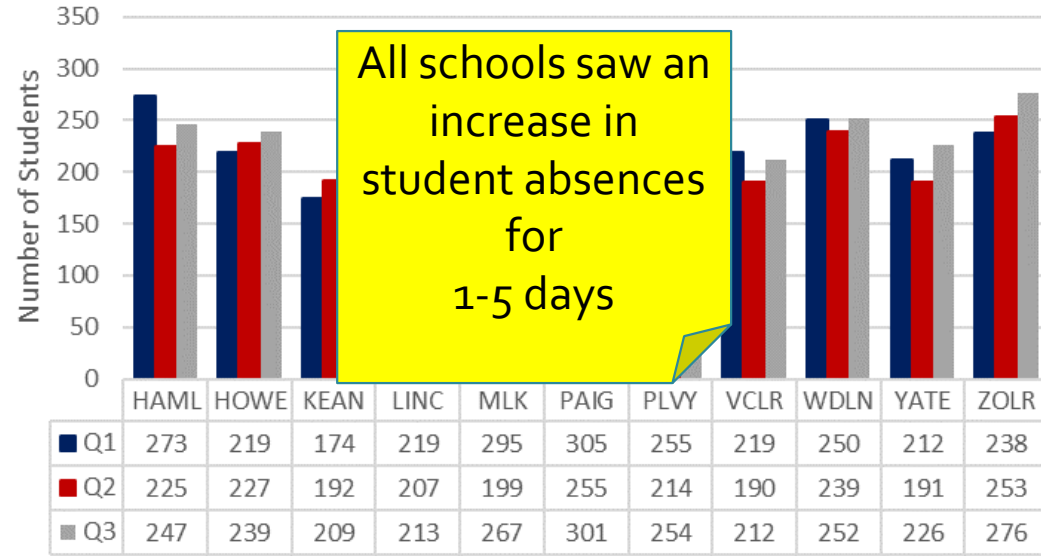


Perfect Attendance, 6-12
Q1 vs Q2 vs Q3

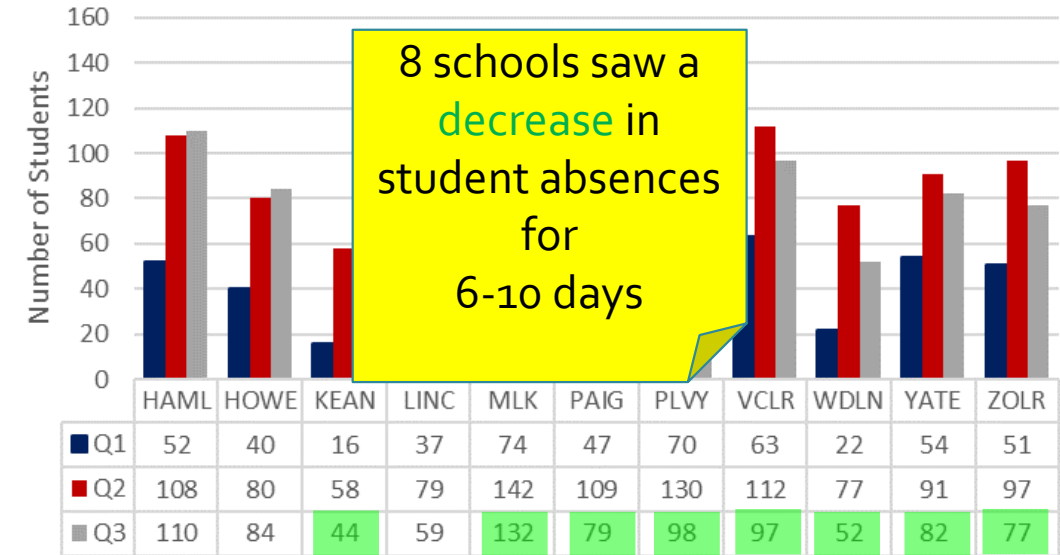


Number of Student Absences, K-5 Q1 to Q2 to Q3 Comparison

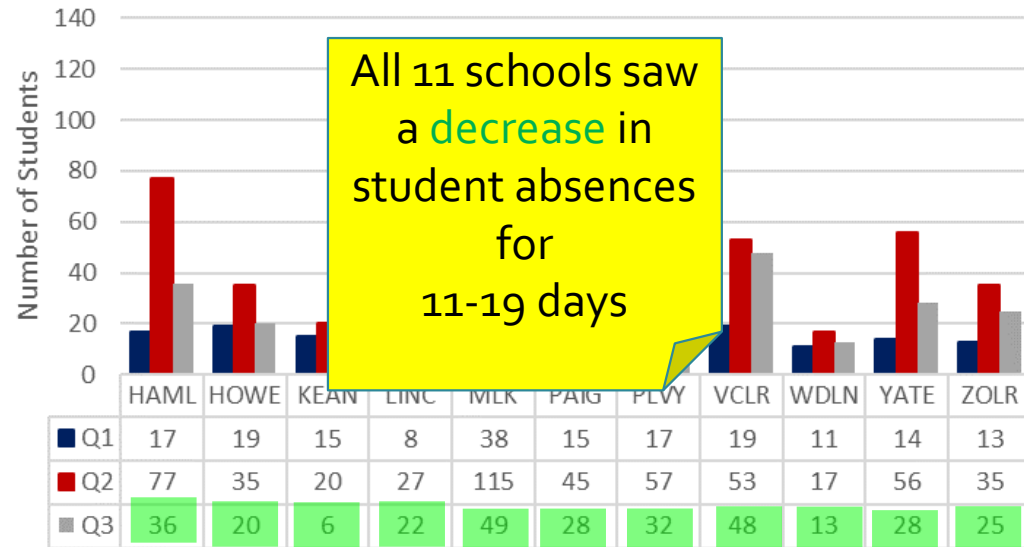
1-5 Days



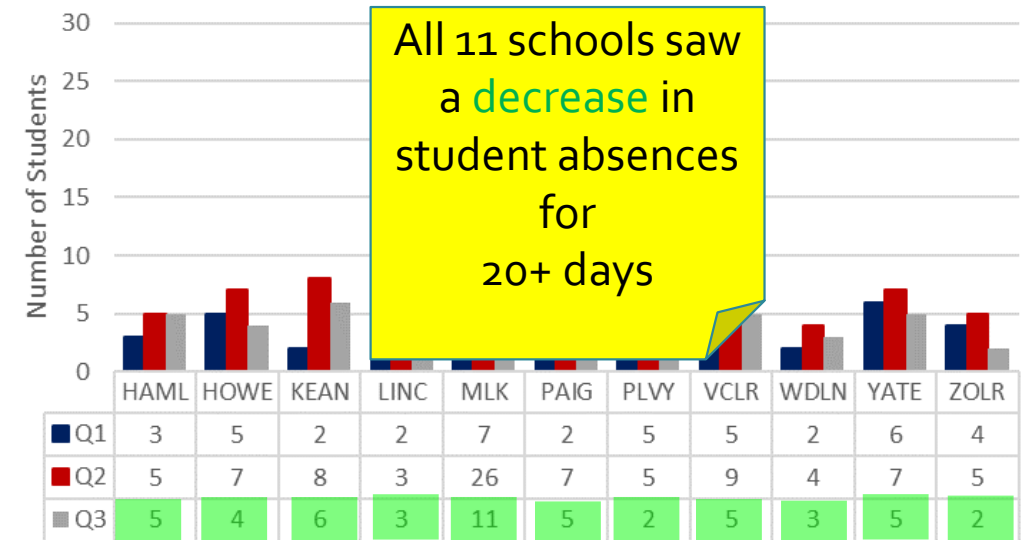
6-10 Days



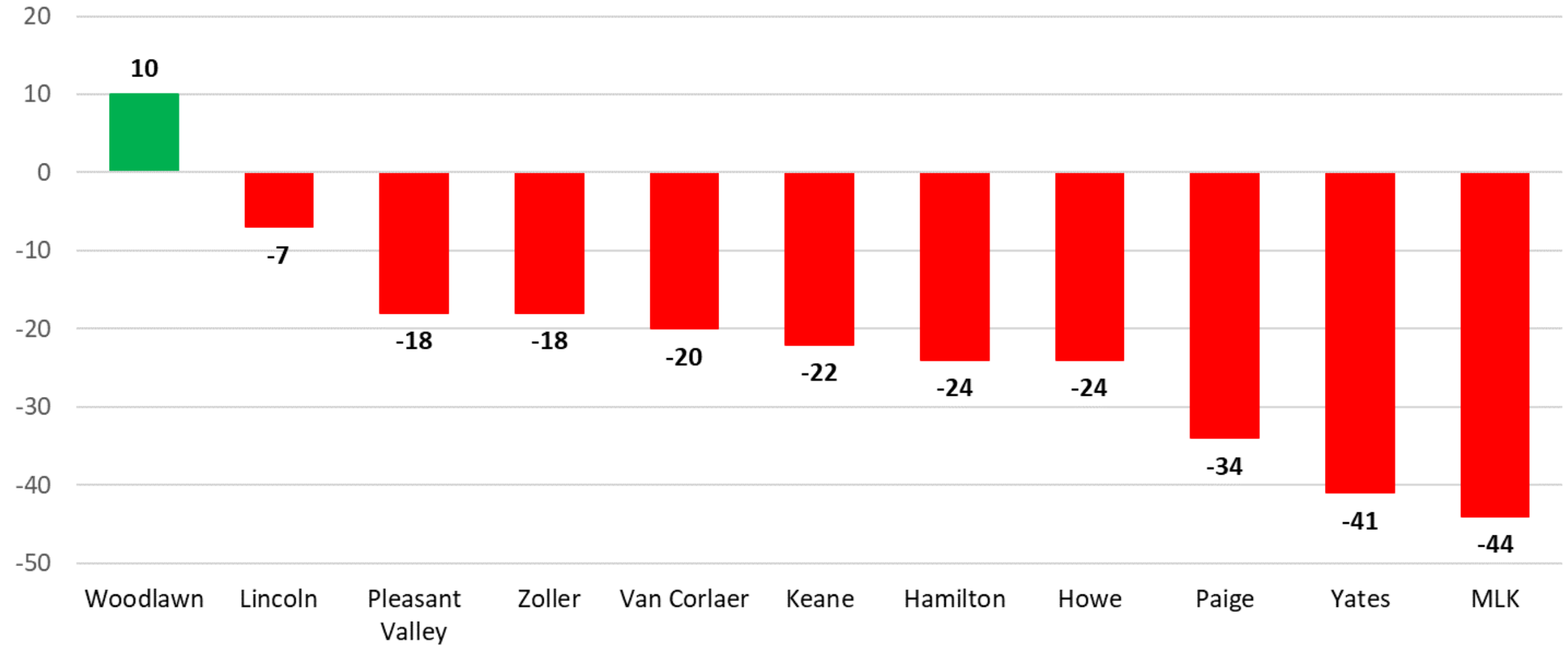
11-19 Days



20+ Days

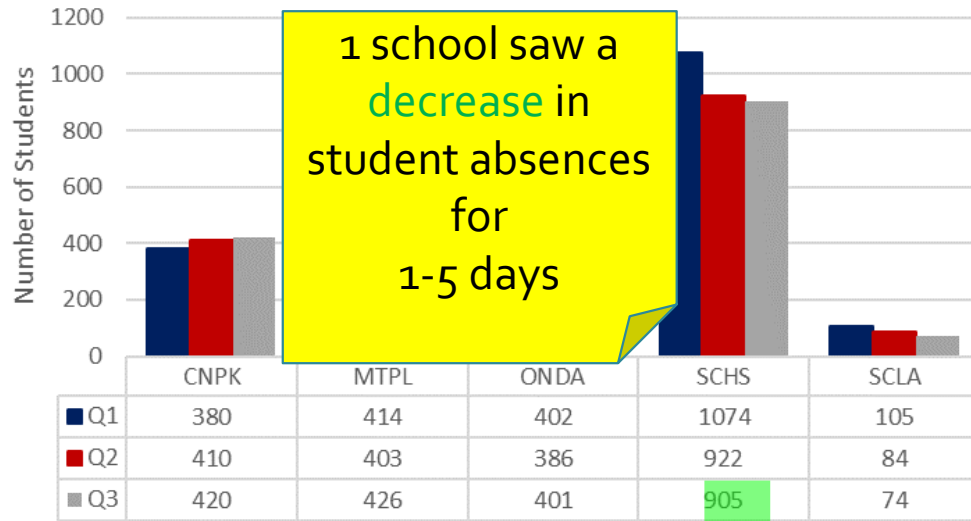


Change (+/-) In Number of Students with Perfect Attendance, Grades K-5
Q3 2017-18 vs. 2018-19

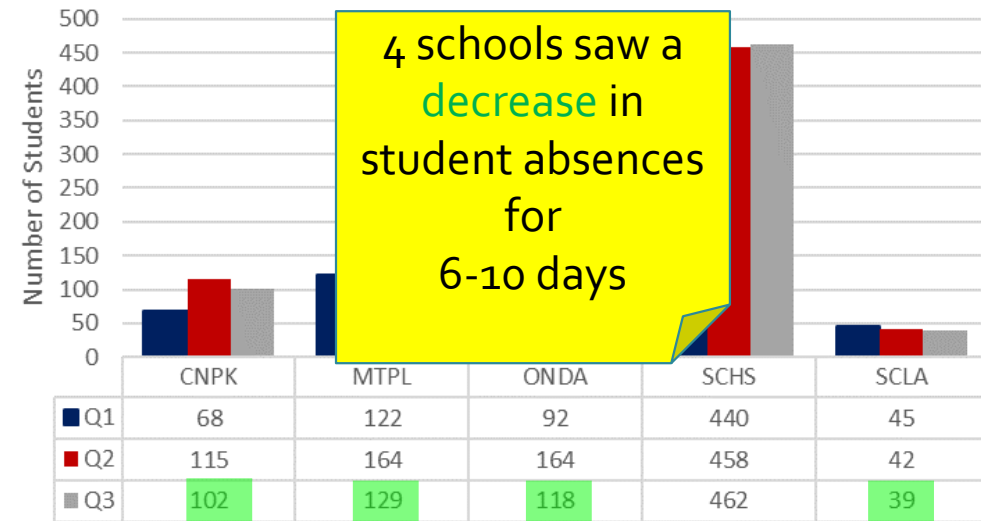


Number of Student Absences, 6-12 Q1 to Q2 to Q3 Comparison

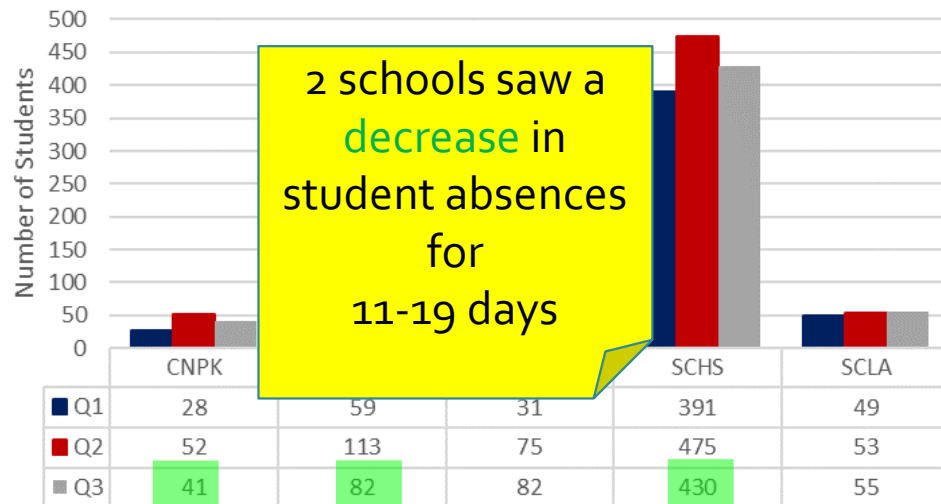
1-5 Days



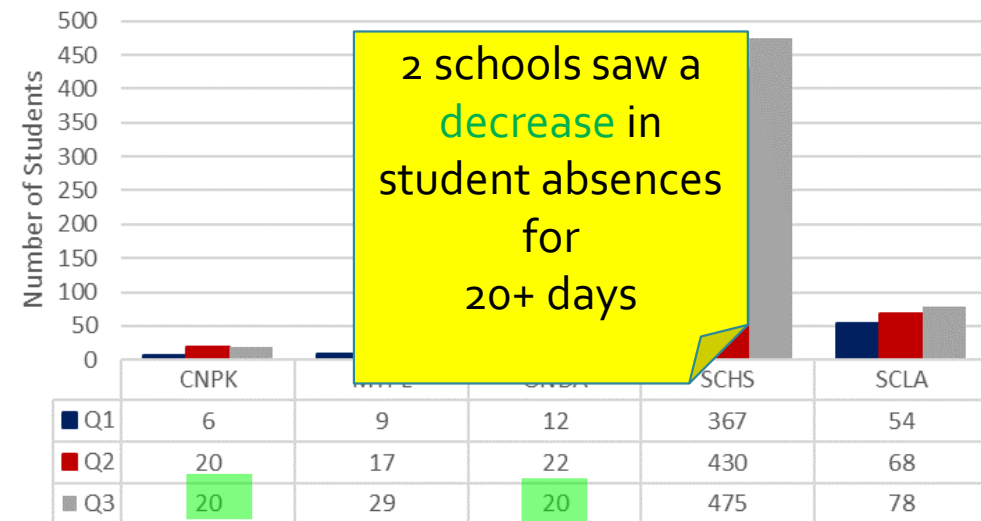
6-10 Days



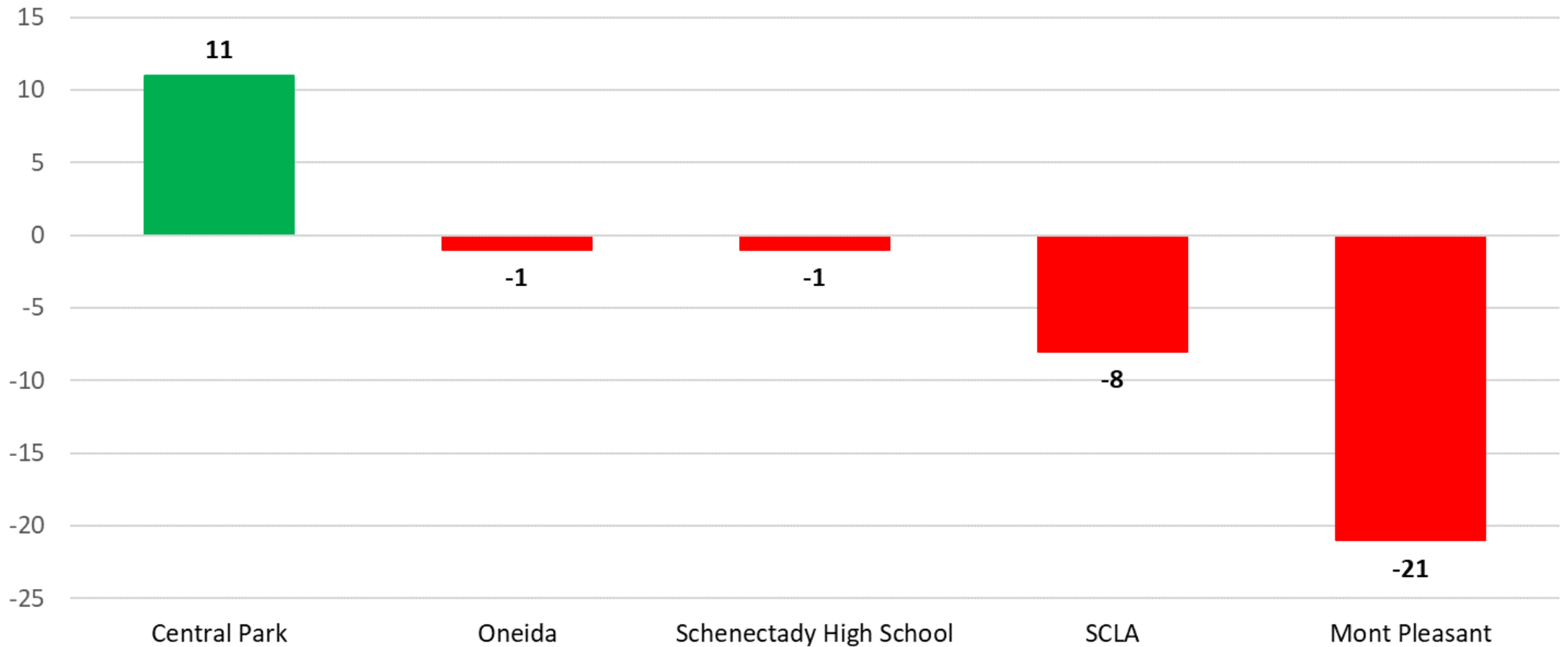
11-19 Days



20+ Days



Change (+/-) In Number of Students with Perfect Attendance, Grades 6-12
Q3 2017-18 vs. 2018-19

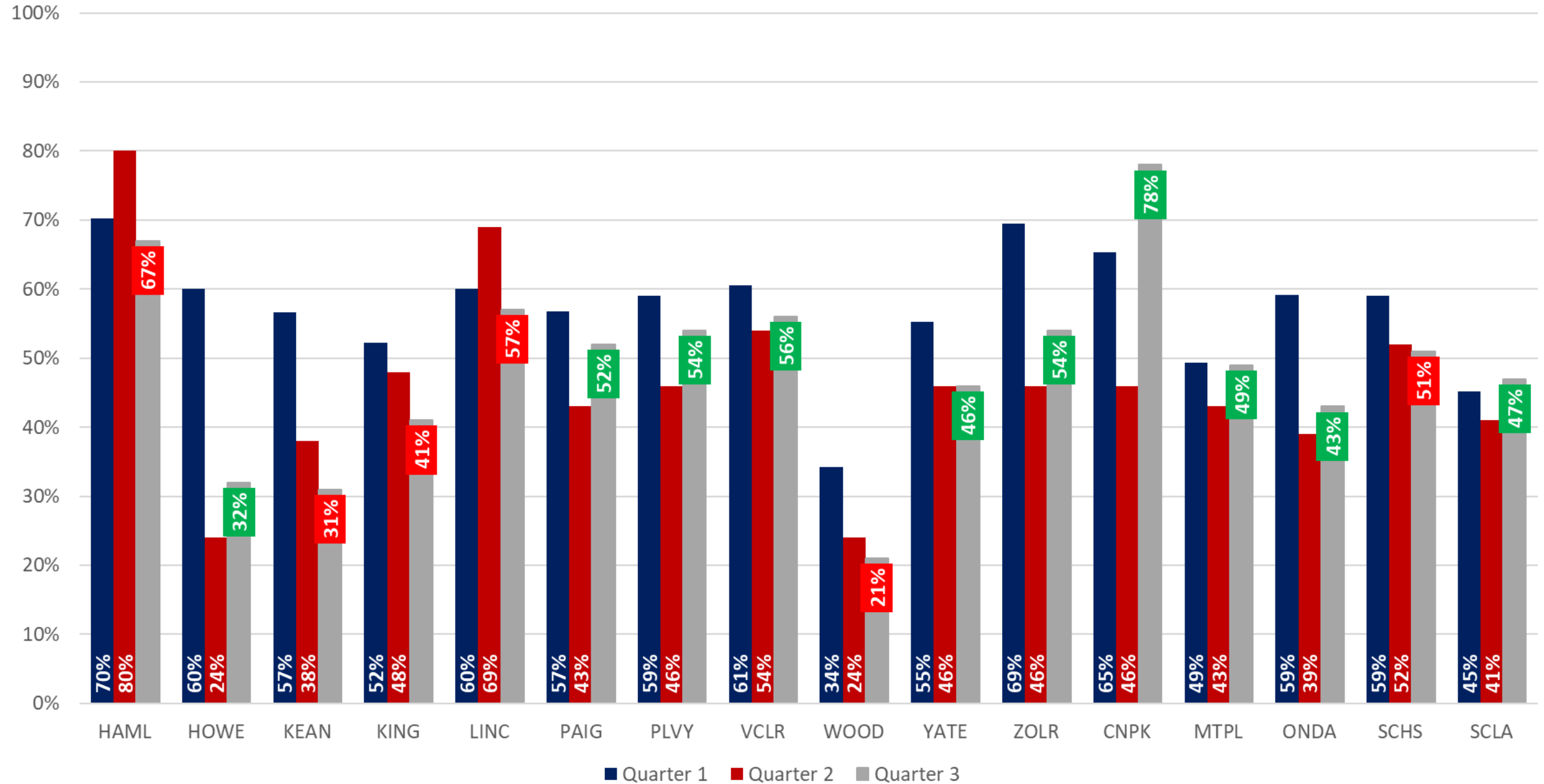




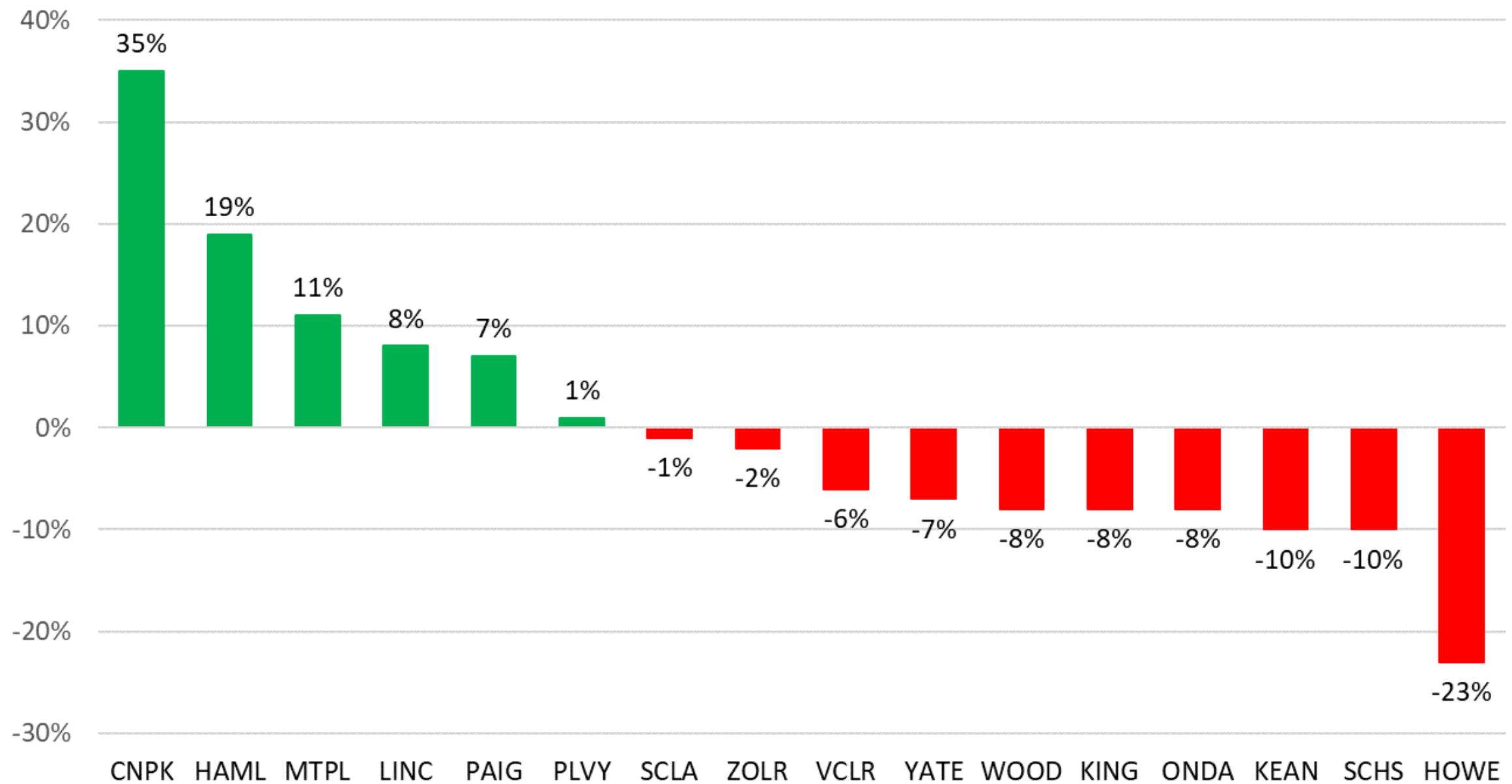
Quarter 3 Teacher Attendance

Quarter 1 to Quarter 2 Comparison to Quarter 3

% of Teachers with less than 2 Absences, by School
Quarter 1 to Quarter 2 Quarter 3 Comparison



Change (+/-) In Number of Teachers with less than 2 Absences, by School
Q3 2017-18 vs. 2018-19



Questions?

