Quarter 2 2019-20 School Year

Strategic Plan, District Score Card and Academic Progress Report

Focus of Presentation: Literacy



Presentation Outline



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Strategic Plan

Strategic Plan Progress Report

Strategic Plan 2019-2024

Adopted by the Board of Education, July 10, 2019





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			
Our Pillars		### ##### ######	Partnerships with	()
	Student & Graduate Success	Passionate People	Families & Community	Efficient Systems & Equitable Resources
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.



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.

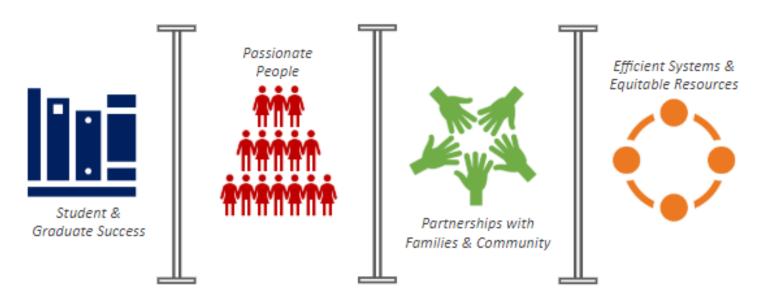


Pillar Champions



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



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

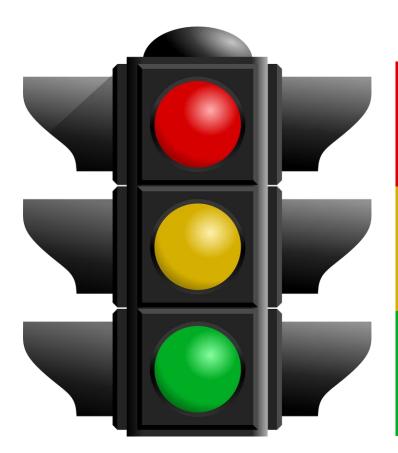


Efficient Systems & Equitable Resources

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.



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

		Progress N	Monitoring		Evidence of Success		
Measures 2019-2020	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)
Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA)	85.96	STAR Reading: 110.06 ELA Interims: 44.73	STAR Reading: 127.38 ELA Interims: 53.21		Target: 91 Actual:	Target: 96 Actual:	Target: 101 Actual:
Increase the Performance Index (PI) for Grade 3 Math	72.66	STAR Math: 123.17	STAR Math: 134.62 Math Interims: 100		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%	68.79%		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	91.7		Target: 88 Actual:	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% CA (21.70% ≥10%)	10.09% CA (31.22% ≥10%)		Target: 21% Actual:	Target: 20% Actual:	Target: 19% Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% CA (53.9% ≥ 10%)	42.71% CA (61.84% ≥10%)		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

Strategie

- 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
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- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice



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Performance Index (PI): is based on measures of proficiency on statewide assessments in each subject. ESSA has also moved to using PI in the calculation of Measures of Interim Progress (MIPs).

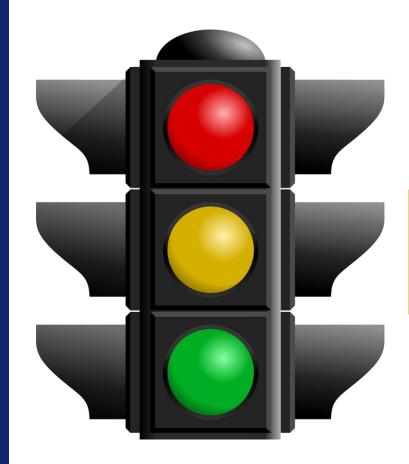
$$PI = \frac{(L2*1) + (L3*2) + (L4*2.5)}{Enrollment}$$

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Increase the PI for Grade 3 ELA





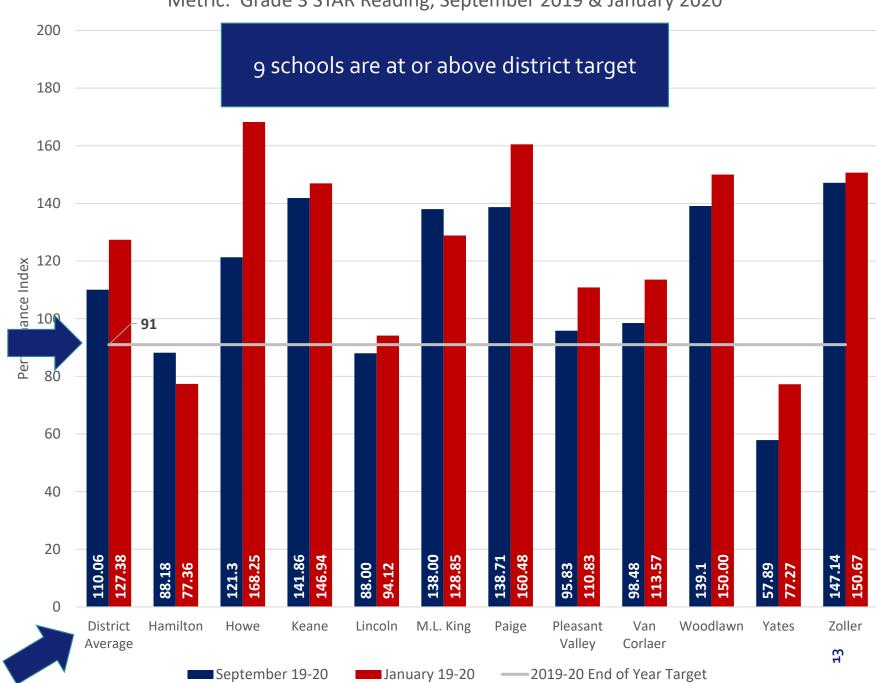
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Metric: Grade 3 STAR Reading, September 2019 & January 2020



Metric: Grade 3 STAR Reading



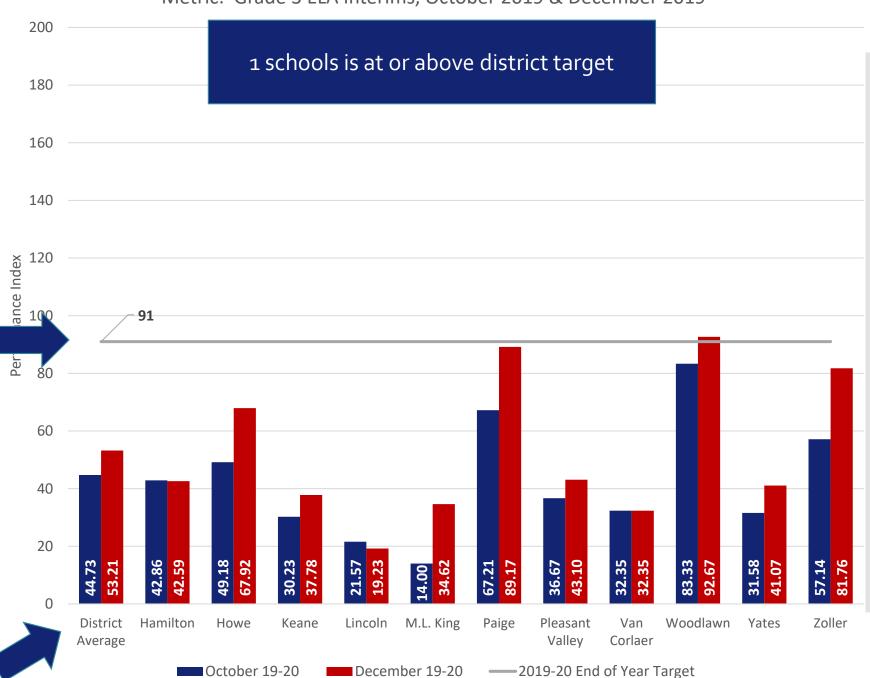


Metric: Grade 3 ELA Interims, October 2019 & December 2019



Metric: Grade 3 ELA Interims



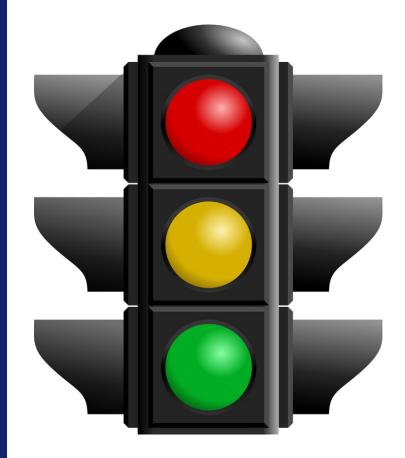


, , ,		ELA Interims: 44.73	ELA Interims: 53.21	Actual:	Ac
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Increase the PI for Grade 3 Math





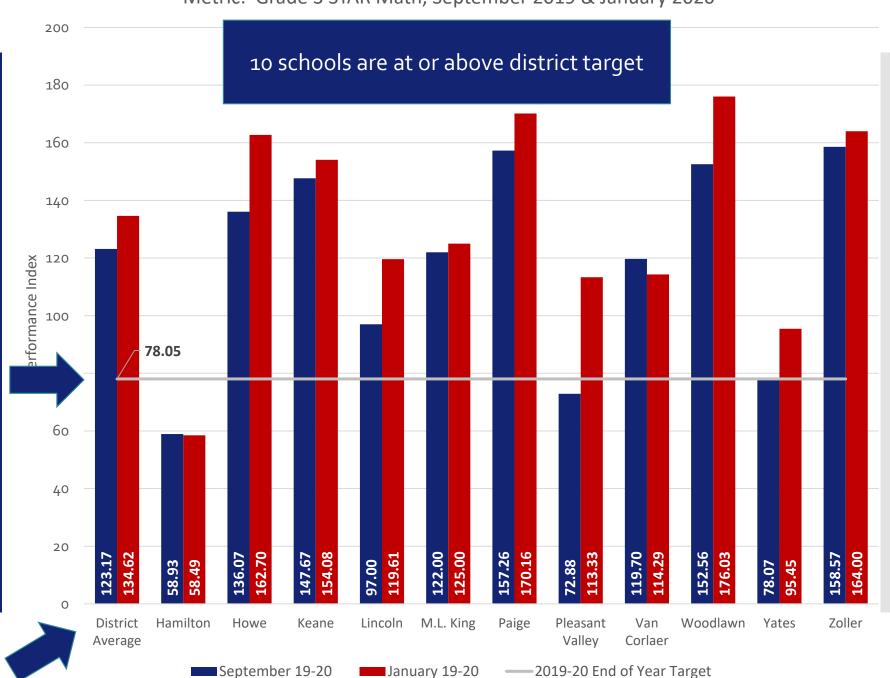
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Metric: Grade 3 STAR Math, September 2019 & January 2020



Metric: Grade 3 STAR Math

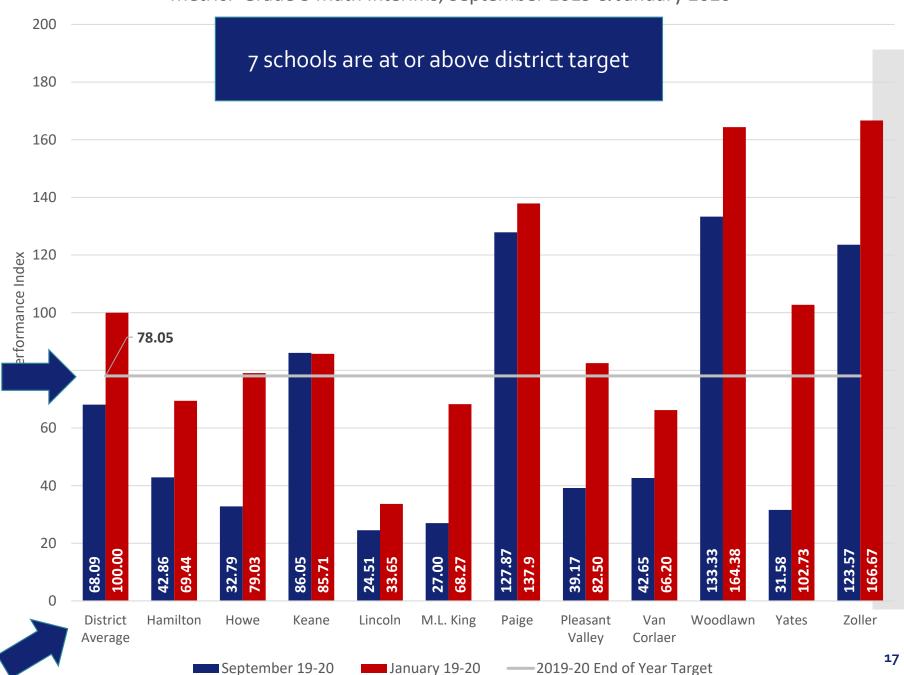






Metric: Grade 3 Math Interims





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	22.2	00.15	64.7	Target: 88



Increase the % of students that graduate in 4 years



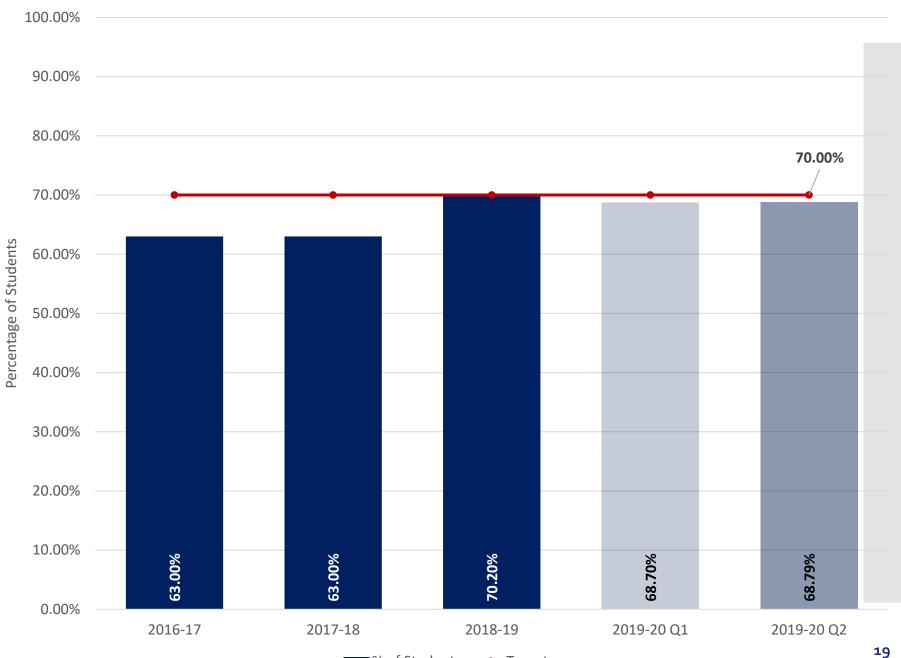


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Percentage of Students that Graduate in 4-Years

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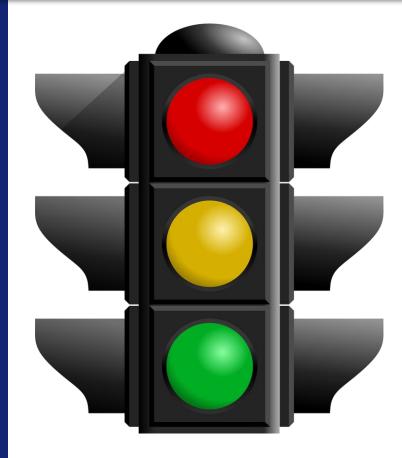


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Increase the % of students on the path to college, career & life success



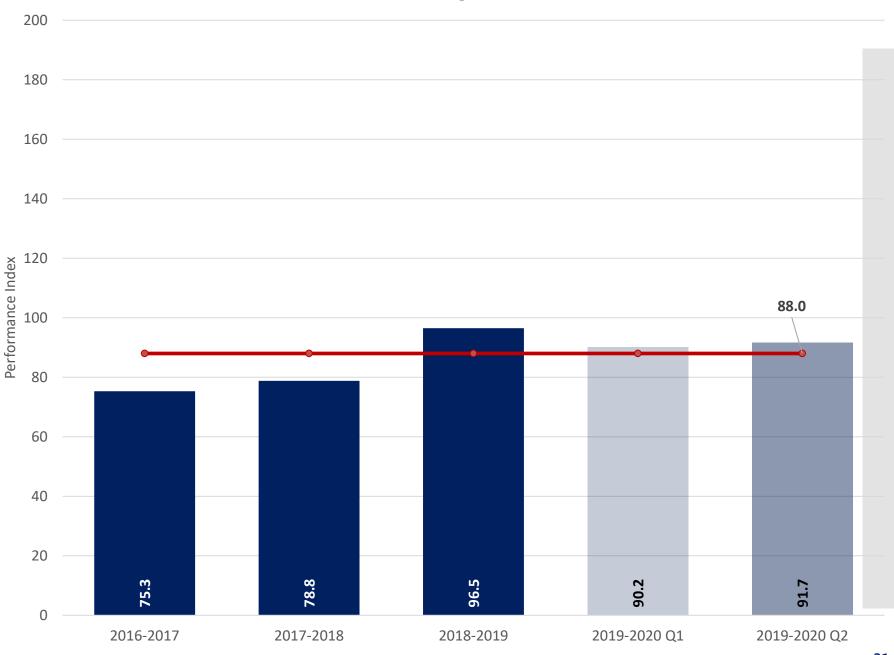


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Increase the % of students on the path to college, career & life success





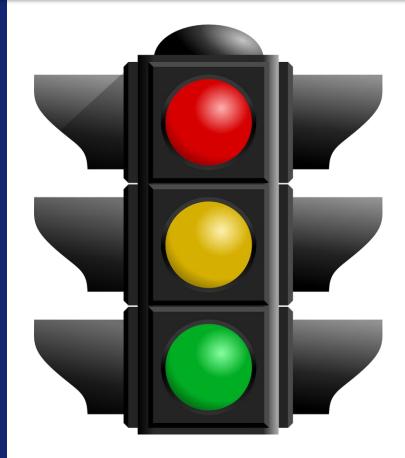
% of Students ——Target

more case stander to our tire pain to comege, saider, and me success (even more)	00.0	30.10	5217	A	ctual:
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Decrease the % of students chronically absent (Gr 1-8)



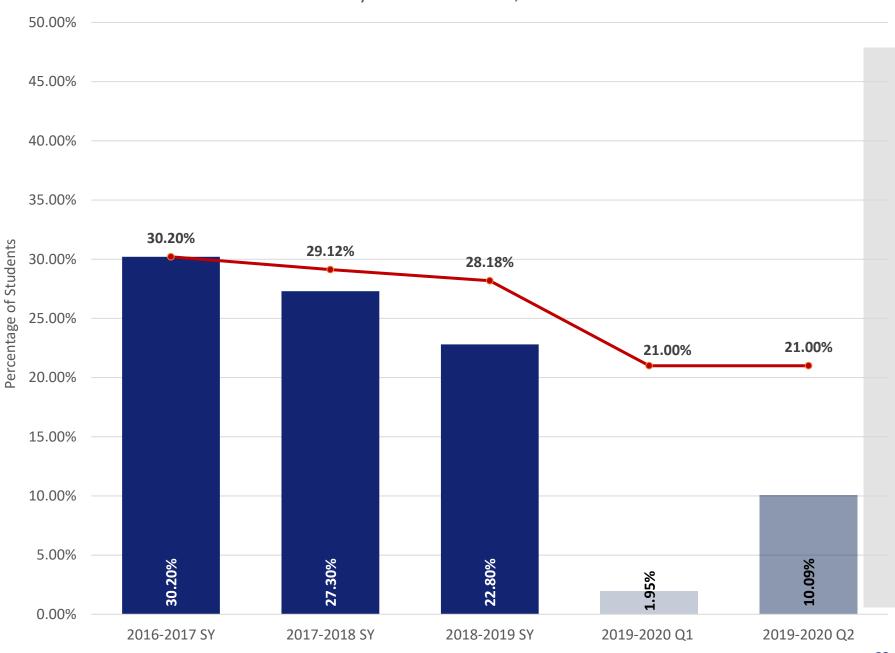


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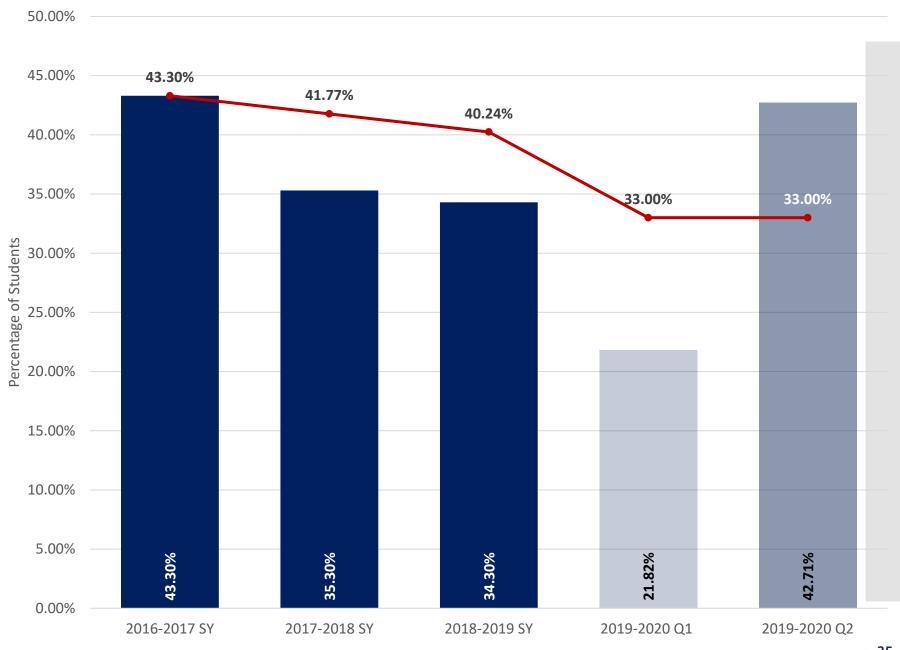


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■■ % of Students ← Target



Student & Graduate Success

Dr. José Salgado Ms. Diane Wilkinson



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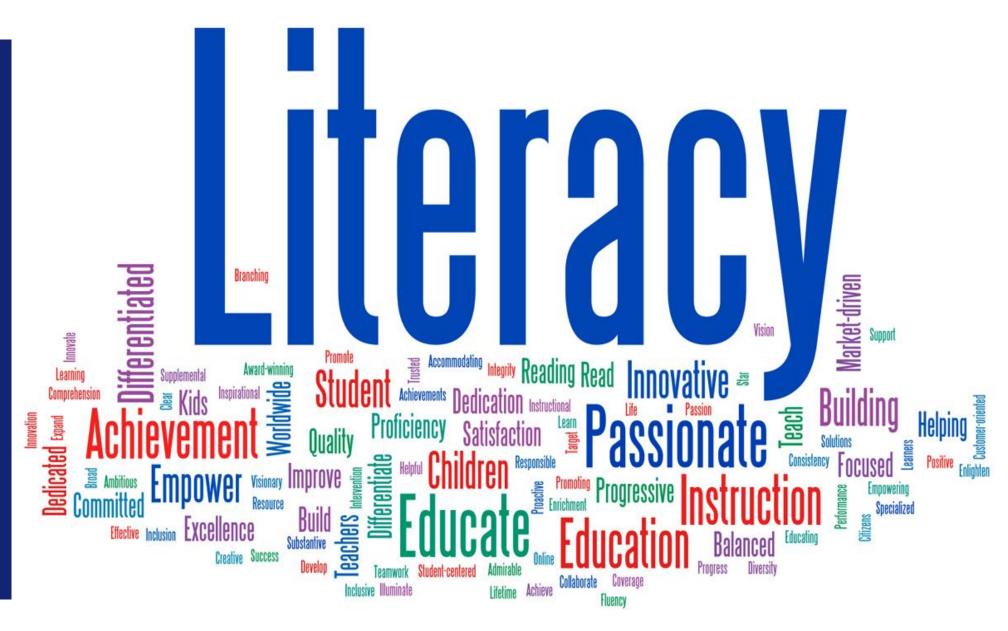




Literacy

Inquiry-based Teaching & Learning Model

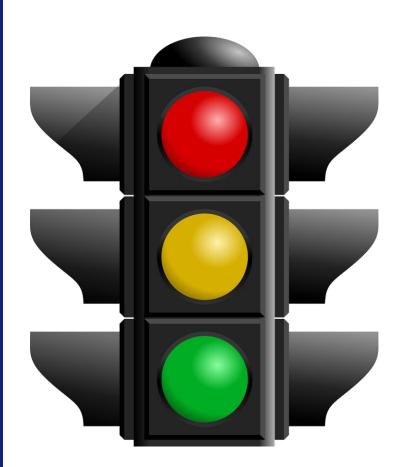






Developmental Literacy







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

THE ISSUE IN THE USA

Literacy Skill Developmental Progressions

Foundations of Literacy



The reality of literacy in America

More people are affected by low literacy in the United States than are diagnosed with cancer or heart disease. And there are multigenerational, economic and health consequences from the literacy crisis.

Literacy affects everyone, everywhere

Low literacy impacts every aspect of life and every person as a result. Populations at-risk for unemployment, low educational attainment, and lack of access to healthcare overlap with areas where low literacy rates are highest.

Unmet literacy needs create barriers to success, making access in such communities even more vital.

adults in the U.S. struggle to read basic sentences.

THE ISSUES @ SCSD

Literacy Skill Developmental Progressions

Foundations of Literacy



- Not all teachers have been trained on Science of Reading
- 2. There has been inconsistent fidelity of implementation across the district
- 3. Teacher prep programs do not focus on the Science of Reading to the extent at which we need them to for our students

Literacy Skill Developmental Progressions

Foundations of Literacy



Our basic quality of life depends on our ability to read, write, and comprehend.

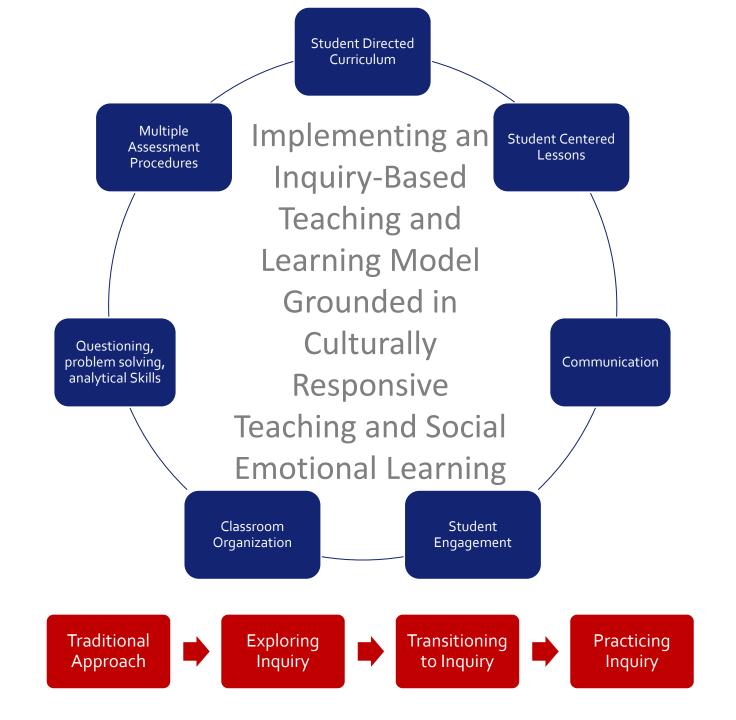




Student & Graduate Success

Dr. José Salgado Ms. Diane Wilkinson







Student & Graduate Success

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	Fall 2018-2019	Fall 2019-2020		Winter 2018-	Winter
				2019	2019-2020
District K-2	63.34	65.73	District K-2	77.61	77.38
Kindergarten	46.27	46.77	Kindergarten	64.65	64.07
Grade 1	64.61	67.20	Grade 1	80.03	<u>80</u> .25
Grade 2	79.04	80.41	Grade 2	88.49	88.33

Star Early Literacy Diagnostic: Phonics Domain (PH)

	Fall 2018-2019	Fall 2019-2020		Winter 2018-	Winter 2019-
				2019	2020
Distict K-2	41.53	44.55	District K-2	58.25	58.38
Kindergarten	24.35	25.06	Kindergarten	40.83	40.64
Grade 1	40.82	43.80	Grade 1	60.35	60.78
Grade 2	59.47	61.74	Grade 2	70.17	74.40

Star Early Literacy Diagnostic: Phonemic Awareness Domain {PA}

	Fall2018-2019	Fall 2019-2020		Winter 2018-	Winter 2019-
				2019	2020
District K-2	43.30	46.21	District K-2	59.52	59.63
Kindergarten	26.45	27.09	Kindergarten	42.75	42.56
Grade 1	42.76	45.70	Grade 1	61.57	6197
Grade 2	6074	62.88	Grade 2	74.82	75.03

Four Foundational Areas Used to Organize Literacy Skill Progressions

Literacy Skill Developmental Progressions

Four Foundations Areas



1.1 Engaging in conversations with others 1.2 Understanding and using a variety of vocabulary Progressions words 1.3 Showing knowledge of the rules of spoken and written language 1.4 A child's Language writing ability 1.0

2.1 Understanding Skills Progressions the rules of how print is organized 2.2 Noticing and manipulating the sounds of language 2.3 Connecting letters with sounds and recognizing Foundational familiar words and parts of words 2.4 Reading smoothly and accurately

2.0

3.1 Determining key ideas and details 3.2 Using features **Comprehension Progressions** of books and other texts to learn and gain information 3.3 Making connections within and across texts 3.0

4.2 Exploring 4.0 Writing Progressions



Student & Graduate Success

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Monitoring & Accelerating

- Extended pillar team has met 4 times
- Graduation requirements have been studied and analyzed
- Conducted learning walks and classroom walkthroughs to gather data about current teaching and learning models in practice
- Reading materials across the district were inventoried
- Examined the amount of time spent daily and weekly on reading and writing in and out of classrooms



Accomplishments & Next Steps

- Developing stakeholder focus groups to help inform and advance the work
- Action plan being created to ensure that the short- and long-term goals of the pillar are being met
- Extended Learning Time (Before & After School and Summer Enrichment) are aligned with the District's Literacy Plan
- Developed non-negotiable and universal expectations for every classroom in regard to reading and writing

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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.

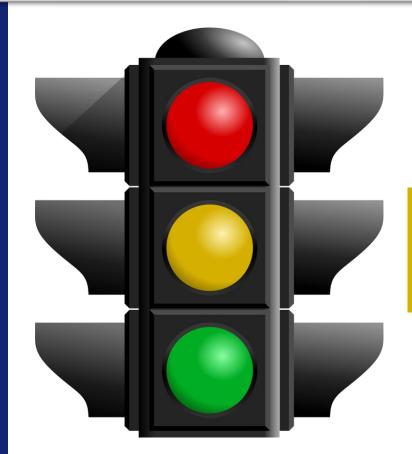
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Measures 2019-2020	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019- 2020)	End of Year Target (2020- 2021)	End of Year Target (2021- 2022)
Increase % of new faculty from underrepresented demographic groups	18%	18.60%	21.15%		Target: 24% Actual:	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%	1.69% CA (10.62% ≥ 10%)	2.53% CA (8.11% ≥ 10%)		Target: 8% Actual:	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% ≥ 12+days (78.78% ≥ 3 days)	16% ≥ 12+ days (36% ≥ 6 days)		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

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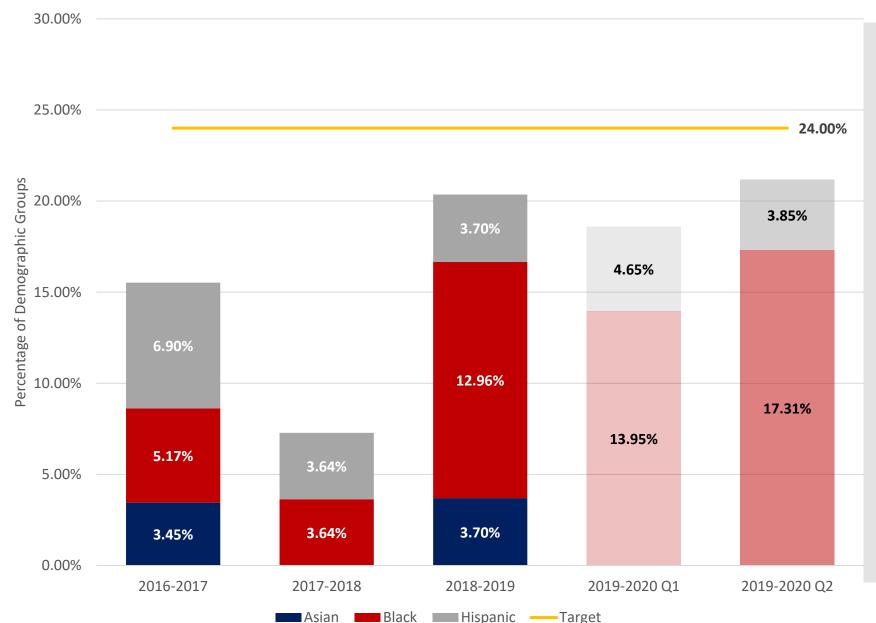


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Percentage of New Faculty from Under-represented Demographic Groups

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



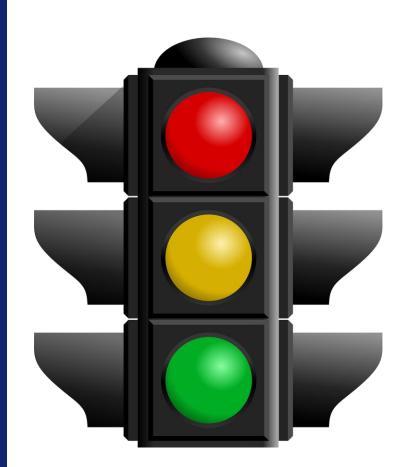


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Decrease Percent of Chronically Absent Faculty



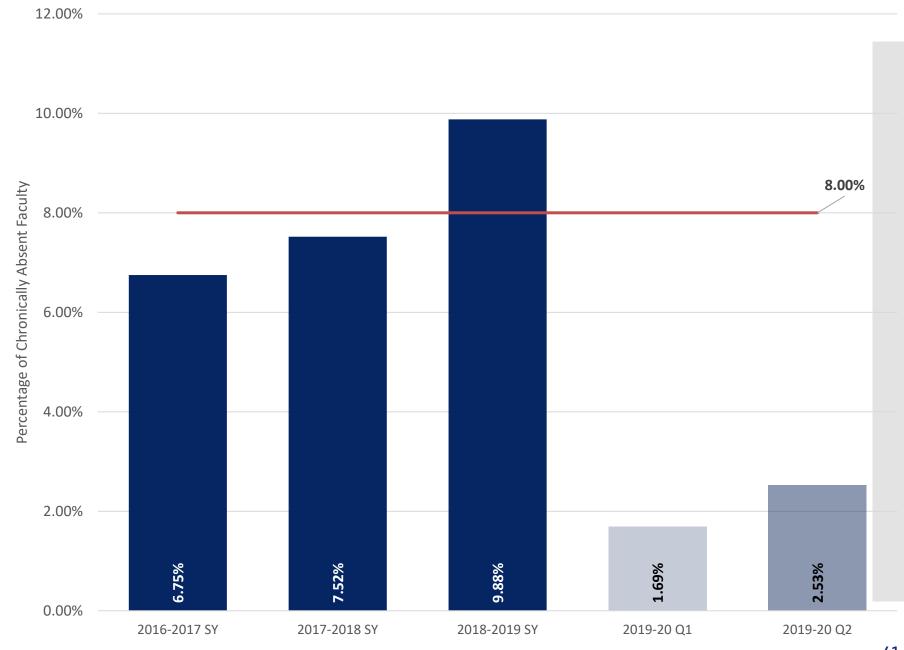


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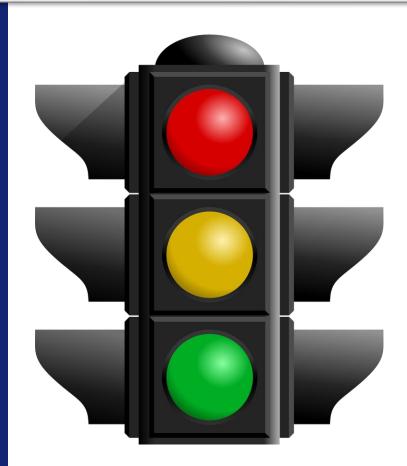




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	**************************************				Measure &			

Decrease Percent of O&M Staff Absent 12+ Days

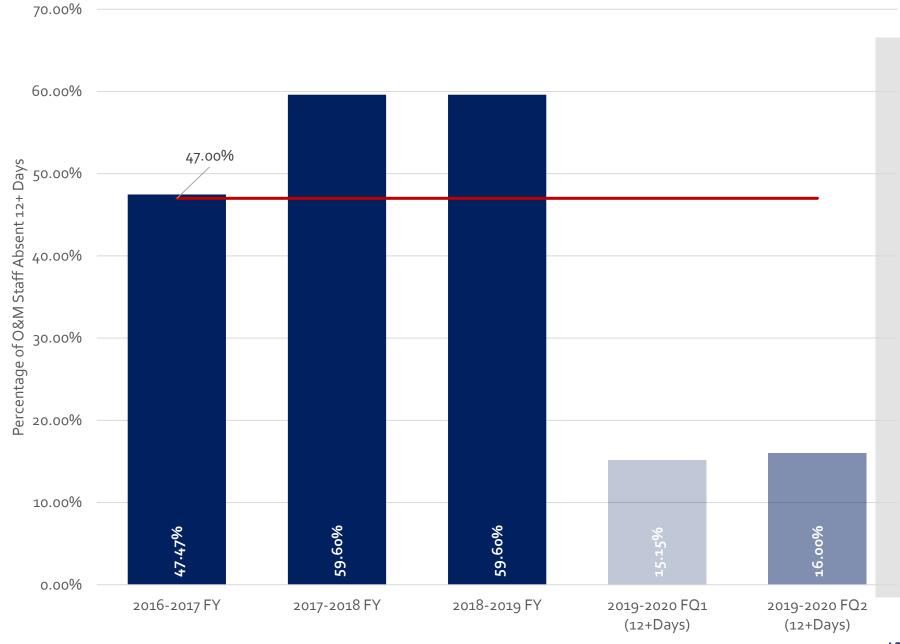




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Decrease
Percent of
O&M Staff
Absent 12+
Days







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DISTRICT - GOALS: Passionate People Pillar



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- 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



Ms. Christina Mahoney Dr. Patrick Jean-Pierre







Ms. Christina Mahoney Dr. Patrick Jean-Pierre



What are you deeply passionate about?

What can you be the best at in the world?

What drives your engine of productivity?

Take the Survey





Ms. Christina Mahoney Dr. Patrick Jean-Pierre







Monitoring & Accelerating

- Regular, on-going meetings
- February 3 Professional Development for Paraprofessionals
- Faculty Attendance Survey Administered
- O&M Attendance Initiatives Underway
- Recruiting Initiatives for New Faculty From Under-Represented Groups
- Reviewed Proposed Employee Survey

Accomplishments & Next Steps

- Faculty Attendance Survey Results Action Planning
- OCE Plans for Setting Baseline
 Assessment Employee Satisfaction
 With Professional Development
- Planning for Micro-Credentialing
- Employee Engagement and Satisfaction Survey Administered



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

	Progress Monitoring			Evidence of Success			
Measures 2019-2020	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)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts	2,172 Active Accounts		Target: 3250 Actual:	-	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%	86.07%			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

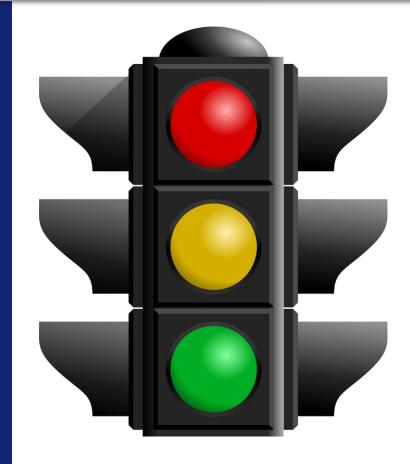
- · Engage to understand the most meaningful methods for 2-way communication with families
- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent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

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Increases W of city recident etudents attending Schanectady City School District	0E 3U07	96 130/	95 N7W		Target: 86.9%	Tarį



Increase # of Parents Engaging with IC Portal



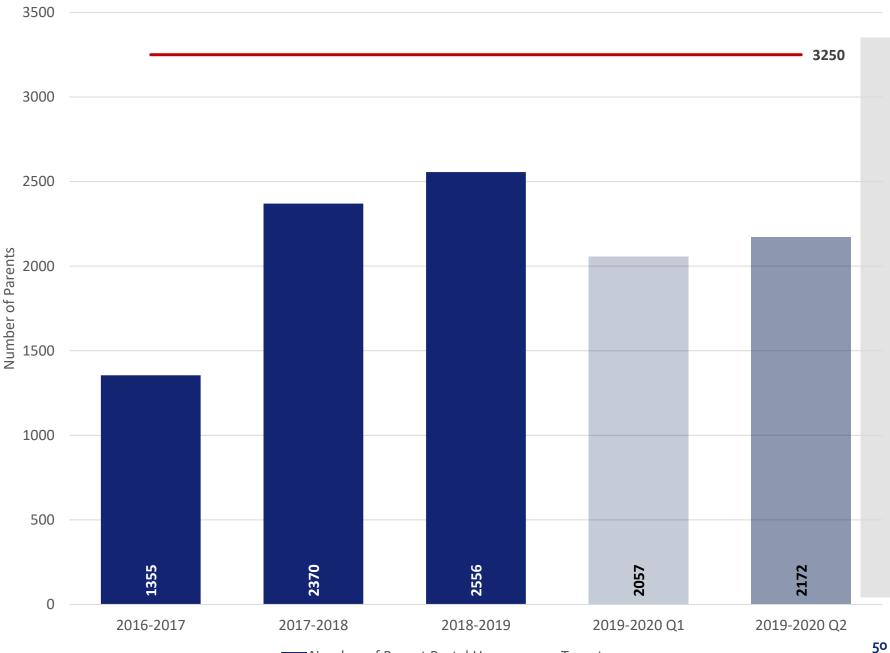


Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.



Increase # of Parents Engaging with IC Portal





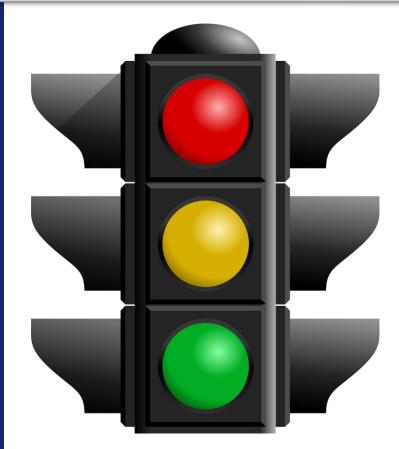
Number of Parent Portal Users

(Infinite Campus Parent Portal)	2330	Accounts	2,112 nouve nousells	Actual:	Actua
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%	86.07%	Target: 86.9% Actual:	Targe Actua
Increase 0/ nareate nacticinating in agreet conser	3C C 40/			Target: 30%	Targe



Increase % of City Residents attending SCSD





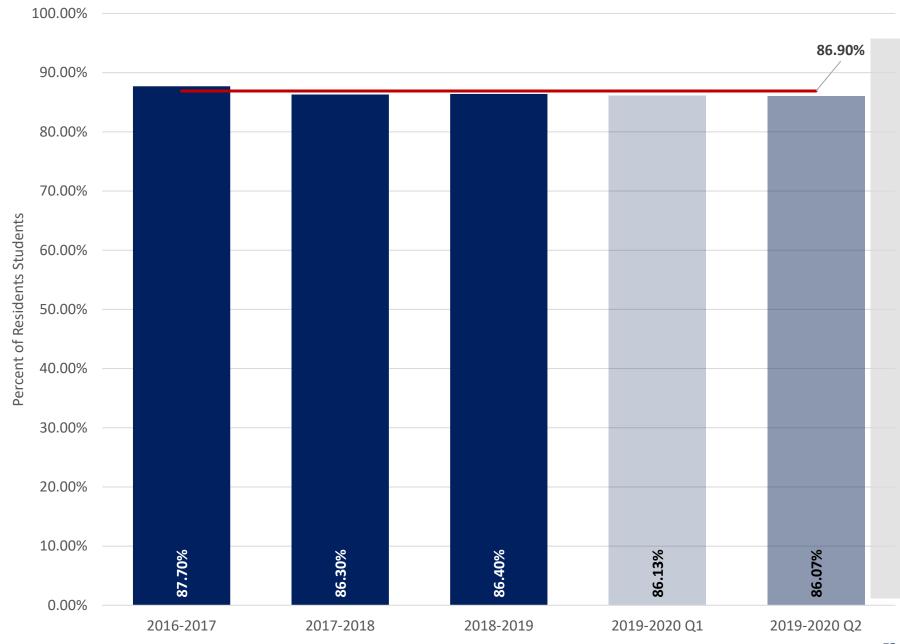
Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Percent of City Residents Attending SCSD



Increase % of City Residents attending SCSD





Percent of Students — Target



Ms. Andrea Tote-Freeman Ms. Karen Corona



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Ms. Andrea Tote-Freeman Ms. Karen Corona











Ms. Andrea Tote-Freeman Ms. Karen Corona





Monitoring & Accelerating

- Met 6 times
- Administered Parent Survey re: Portal
- Parent Solution Circles
- Created and sent out survey to private, charter, home-school school families
- Mapped current state-portal process from a user centered perspective
- Made recommendations-Studer Engagement Survey (multiple languages)



Accomplishments & Next Steps

- Analyze survey results
- Redesign portal system
- Solution Circles-monthly with theme
- District Wide Parent Engagement Manual





Efficient Systems & Equitable Resources

Ms. Kimberly Lewis Dr. Aaron Bochniak



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 al

		Progress I	Monitoring		Ev	Evidence of Success			
Measures 2019-2020	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	Overall		Target: 3 Actual:	Target: 3 Actual:	Target: 3 Actual:		
Process for the Creation of Computerized System User Accounts		Some barriers to implementation exist	Work is on track						
Progress Monitoring and Response to Intervention		Some barriers to implementation exist	Work is on track						
Requisitions & Purchase Orders		Some barriers to implementation exist	Work is on track						

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



- Creation of Computer Accounts
- Progress Monitoring & RTI
- Requisitions & Purchase Orders







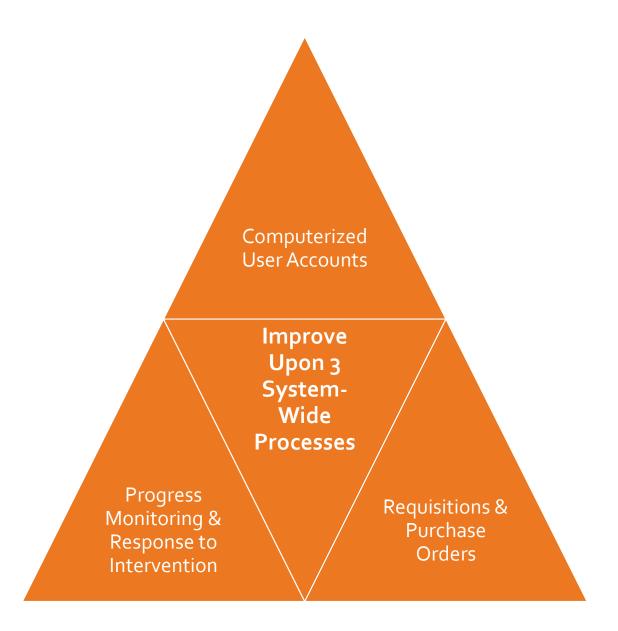


Accomplishments & Next Steps



- Creation of Computer Accounts
- Progress Monitoring & RTI
- Requisitions & Purchase Orders

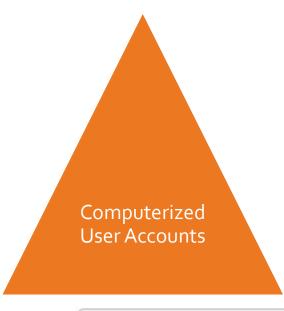






- Creation of Computer Accounts
- Progress Monitoring & RTI
- Requisitions & Purchase Orders





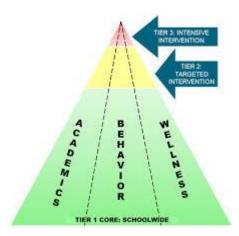






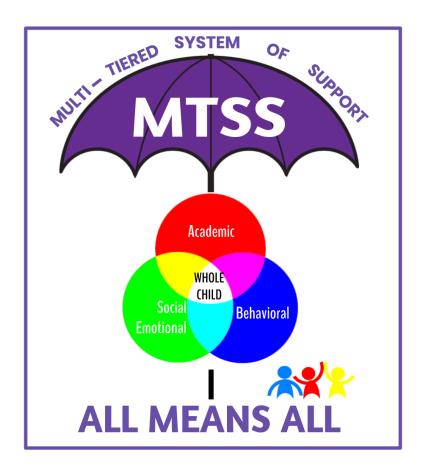
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Progress
Monitoring &
Response to
Intervention

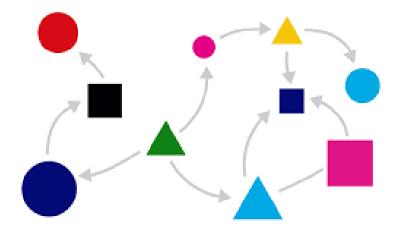


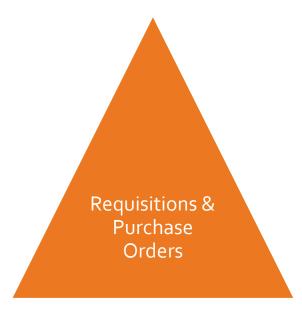


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- Progress Monitoring & RTI
- Requisitions & Purchase Orders





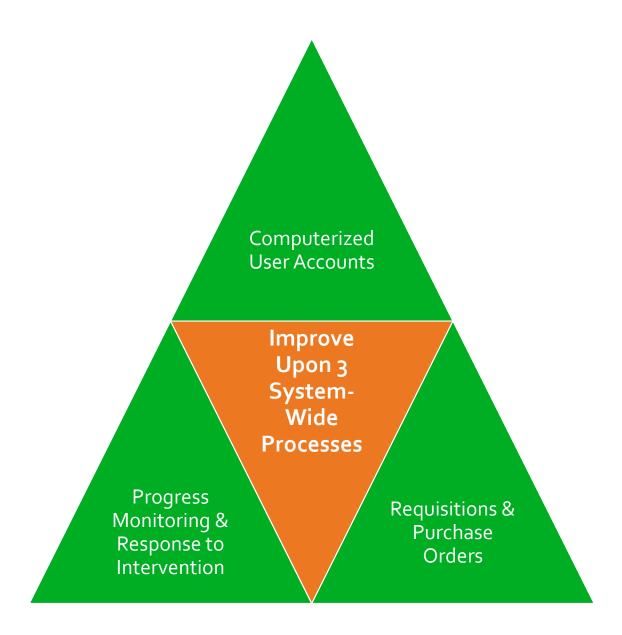






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Efficient Systems & Equitable Resources

Ms. Kimberly Lewis Dr. Aaron Bochniak



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Behavior & Course Passing

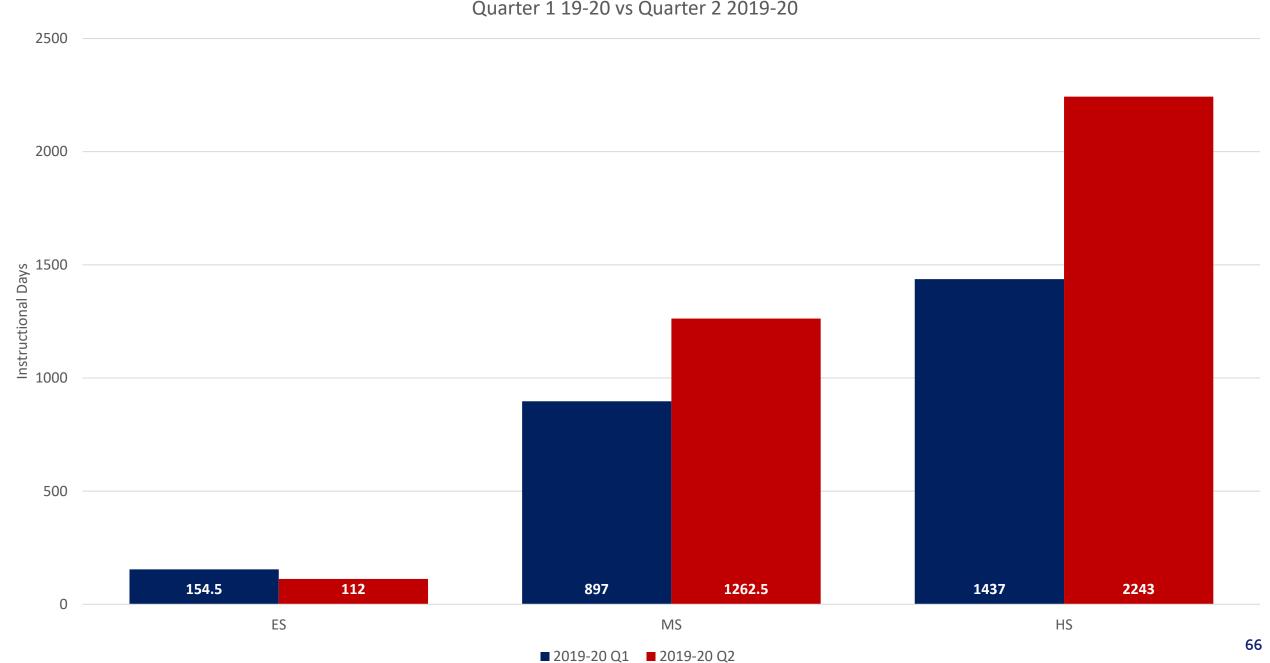
Quarter 2, 2019-2020

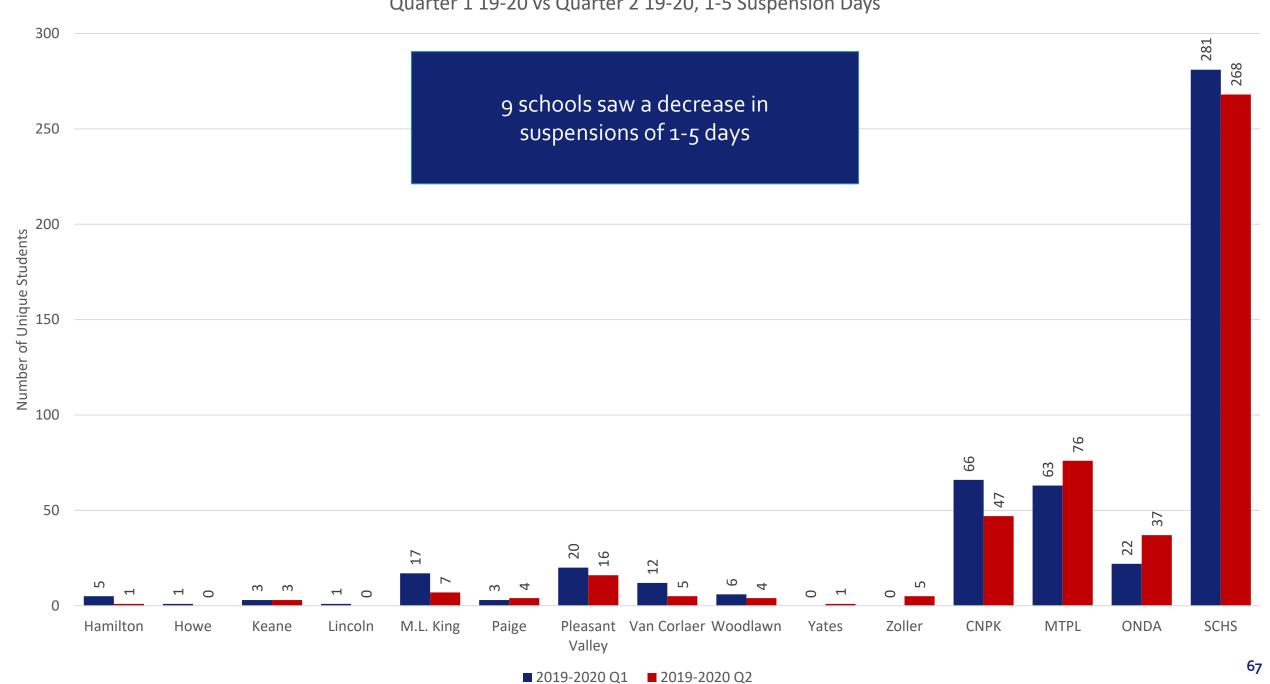
Behavior

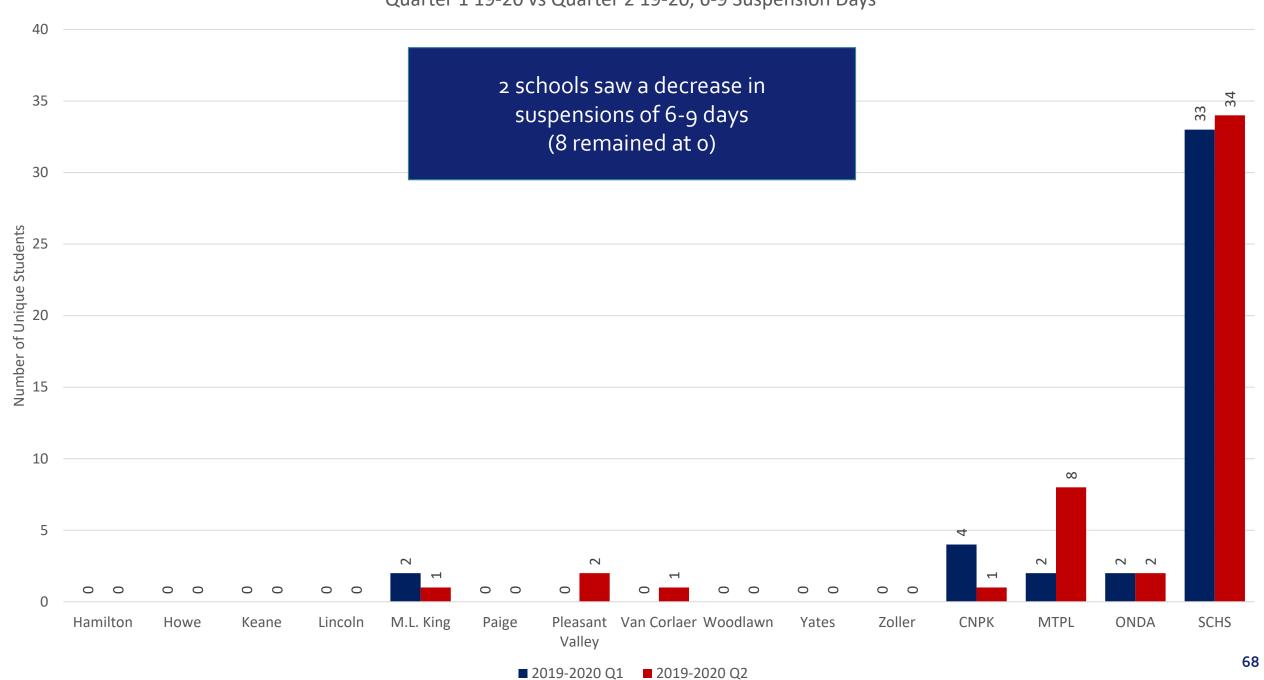


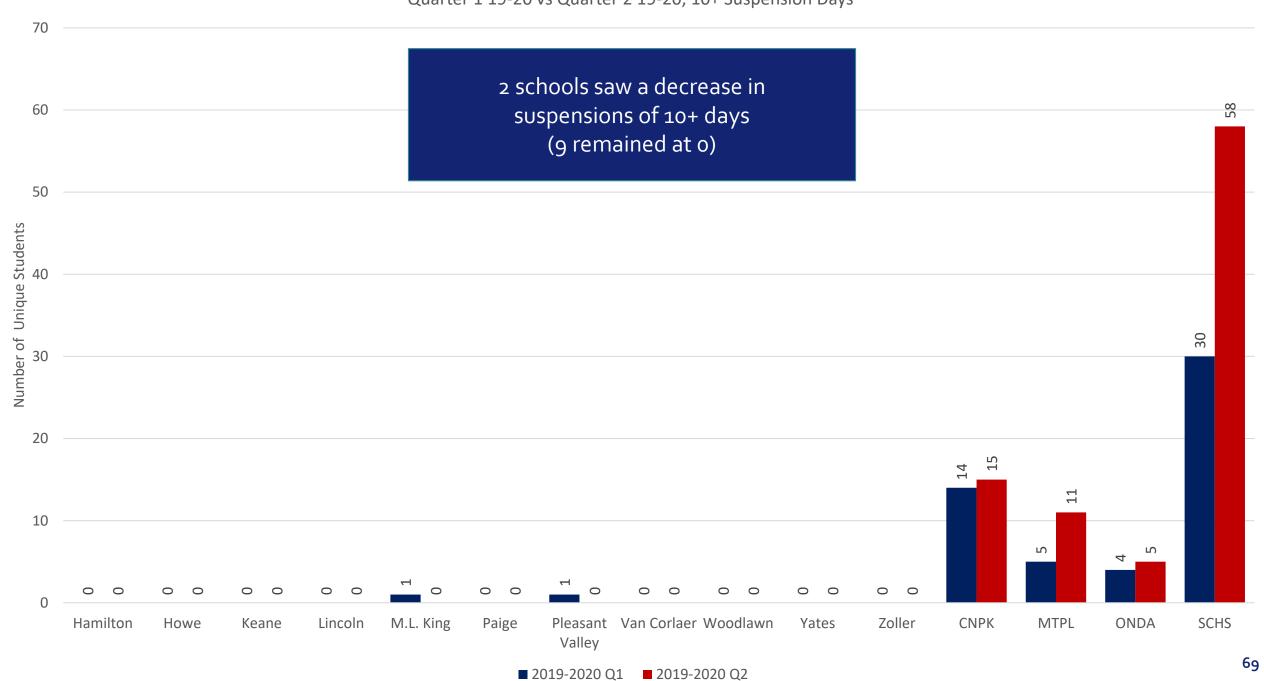


Instructional Days Lost (Cumulative) Due to Suspension Quarter 1 19-20 vs Quarter 2 2019-20









Relative Risk: Student Suspensions (K-12)



Definition:

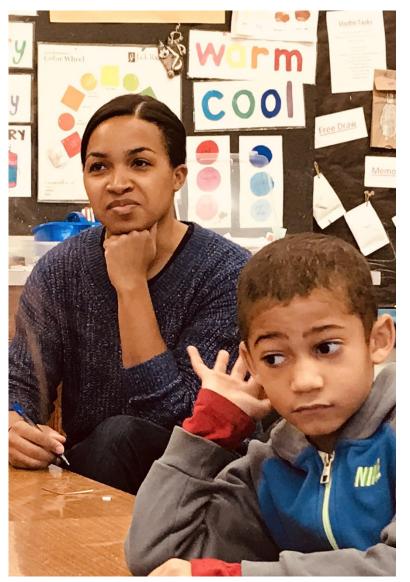
suspended

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

Subgroup	Risk Q1 2019-20	Risk Q2 2019-20
Asian	0.19	0.33
Black	2.50	2.06
Hispanic	1.11	1.28
White	0.58	0.71
2 or more	0.84	0.52
SWD	1.90	1.74
ELL	0.57	0.70

Course Passing







9 schools saw a decrease (or stayed the same) in students below achievement in 1 course 12 schools saw a decrease (or stayed the same) in students below achievement in 2 courses 12 schools saw a decrease (or stayed the same) in students below achievement in 3+ courses

<u>School</u>	<u>19-20 Q1</u>	<u>19-20 Q2</u>	<u>19-20 Q1</u>	<u>19-20 Q2</u>	<u>19-20 Q1</u>	<u>19-20 Q2</u>
Hamilton	46	<mark>53</mark> (59)	44	<mark>26</mark> (43)	66	<mark>56</mark> (78)
Howe	60	34 (40)	20	<mark>32</mark> (23)	36	<mark>33</mark> (50)
Keane	32	<mark>35</mark> (34)	24	15 (13)	53	<mark>40</mark> (30)
Lincoln	44	42 (83)	40	<mark>26</mark> (42)	48	<mark>38</mark> (55)
M.L. King	85	<mark>55</mark> (50)	48	<mark>28</mark> (43)	43	<mark>36</mark> (61)
Paige	47	<mark>51</mark> (61)	35	<mark>27</mark> (40)	71	<mark>53</mark> (65)
Pleasant Valley	96	68 (57)	30	<mark>20</mark> (32)	43	<mark>32</mark> (48)
Van Corlaer	71	<mark>36</mark> (29)	24	14 (28)	26	<mark>18</mark> (22)
Woodlawn	67	<mark>64</mark> (46)	27	<mark>25</mark> (27)	68	<mark>44</mark> (46)
Yates	58	<mark>35</mark> (66)	40	31 (35)	69	53 (107)
Zoller	20	<mark>37</mark> (20)	20	20 (12)	26	14 (18)
CNPK (6)	56	56 (39)	21	11 (15)	26	24 (19)
MPTL (6)	36	<mark>46</mark> (33)	12	<mark>24</mark> (12)	12	<mark>23</mark> (12)
ONDA (6)	70	49 (46)	22	<mark>22</mark> (23)	20	30 (44)

Relative Risk: Failing 3 or > Courses Grades K-6



<u>Definition</u>:

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 2019-20	Risk Q2 2019-20
Asian	0.55	0.40
Black	1.20	0.97
Hispanic	1.30	1.45
White	0.82	0.99
2 or more	1.11	1.34
SWD	2.17	1.66
ELL	2.19	2.72

Number of Students (7-12) with Grade <65 Quarter 1 and Quarter 2 Report Card

	All schools saw a decrease in students failing 1 course 2 schools saw a decrease in students failing 2 courses No schools saw a decrease in students failing in 3+ courses								S
<u>School</u>	19-20 Q1	19-20 Q2	<u>IEs Q2</u>	<u>19-20 Q1</u>	19-20 Q2	IEs Q2	19-20 Q1	19-20 Q2	IEs Q2
CNPK	76	<mark>63</mark> (83)	<u></u>	34	38 (49)	6	43	57 (54)	4
							45		
MPTL	89	<mark>79</mark> (85)	103	55	<mark>47</mark> (68)	23		> <mark>79</mark> (95)	5
ONDA	86	<mark>84</mark> (86)	55	37	<mark>46</mark> (36)	3	30	<mark>42</mark> (48)	3
SHS	521	<mark>518</mark> (476)	526	319	<mark>308</mark> (310)	212	791	<mark>820</mark> (806)	90

Relative Risk: Failing 3 or > Courses Grades 7-12



<u>Definition</u>: The risk of

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	Risk Q2	
	2019-20	2019-20	
Asian	0.58	0.58	
Black	1.47	1.37	
Hispanic	1.22	1.27	
White	0.81	0.84	
2 or more	0.67	0.84	
SWD	1.21	1.01	
ELL	1.00	1.00	

Questions?



