2017-18 QUARTER 3 ACADEMIC PROGRESS REPORT PRESENTATION TO THE BOE MAY 16, 2018

SCHENECTADY CITY SCHOOL DISTRICT

EVERYBODY COUNTS. EVERYBODY LEARNS.

OUTLINE OF PRESENTATION

Summary of Data:

- End of Quarter 2 Priority Areas
  - o Update on progress
  - o Next Steps

Academic Data:
- Math Achievement
- Report Card Achievement

Other Data:
- Behavior
- Student & Teacher Attendance

PRIORITY AREA

Update: AIMS Web Words Read Correct

@scsdkey2lit

Goal: Increase Student Fluency

FLUENCY FRENZY

Reading with Automaticity and Prosody!

Progress Monitoring

We've seen some great work with teachers and principals with their progress monitoring! Grade level leaders are available to help with duplicating and resource/idea support - please feel free to reach out!
- Grade 2 - Carrie White
- Grade 3 - Abby Turcotte
- Grade 4 - Nancy Fontaine
- Grade 5 - Heidi Shults Estrada
- Grade 6 - Jon Younkin and Rick DeCarr

Sharing of Instructional Ideas: Drama, Poetry, and Song!

April is Poetry Month
Readers Theatre
Using Music to Improve Fluency

What are the components of effective fluency instruction?

weekend both my parents had to work, so I went to visit my Great Aunt   16
ntie lives in a stone cottage covered with mosses near the shore of a   31
ream. Despite the fact that her nearest neighbor lives five miles away,   44
s many friends.   48
I arrived, one of her dearest friends, Jack Raspberry, was on her roof   62
ut her chimney. Auntie was standing in her driveway with her hands on   76
nd her head tipped back laughing at him. Jack was covered with soot and   92
e was good-natured enough to wave at me as I climbed out of my parent's   110
   111

good morning, Velvet!" he said.

pped what he was doing and did a little dance. Everyone gasped because d and nearly tumbled off the roof. Luckily, he caught himself just in time d as we clapped. Aunt Viola clapped the loudest.

, green crickets!" Aunt Viola shouted out. "Remember when I was just a Back then I did the jitterbug on Sissy Johnson's roof."

ure did," said Jack as he climbed down the ladder. "I've never seen ance better than you, Viola."

grinned and invited us in for tea. She served the tea in her bright yellow her finest Queen Anne china. Viola chipped her teacup, but she only and took another gulp.

he said looking at me. "What are we going to do with ourselves this Velvet? I figured you could help me weed the garden, and then we'll get all dressed up and go to a show. When it gets dark, we can chase

aspberry looked at Auntie Viola and asked, "Don't you think you're a bit se activities?"

ng jelly beans, child," Auntie exclaimed. "That's the point. I invite Velvet on the weekends because I want to feel like a young girl again." She glanced over at me and winked.

"On Sunday," she whispered, "I'll teach you how to ride a horse bareback."

PRIORITY AREA

Update:
Decrease Student
Course Failures

Goal: Decrease Student Course Failures

PRIORITY AREA

Update: Relative Risk Focus on Disproportionality

Goal: Decrease disproportionality in student suspensions

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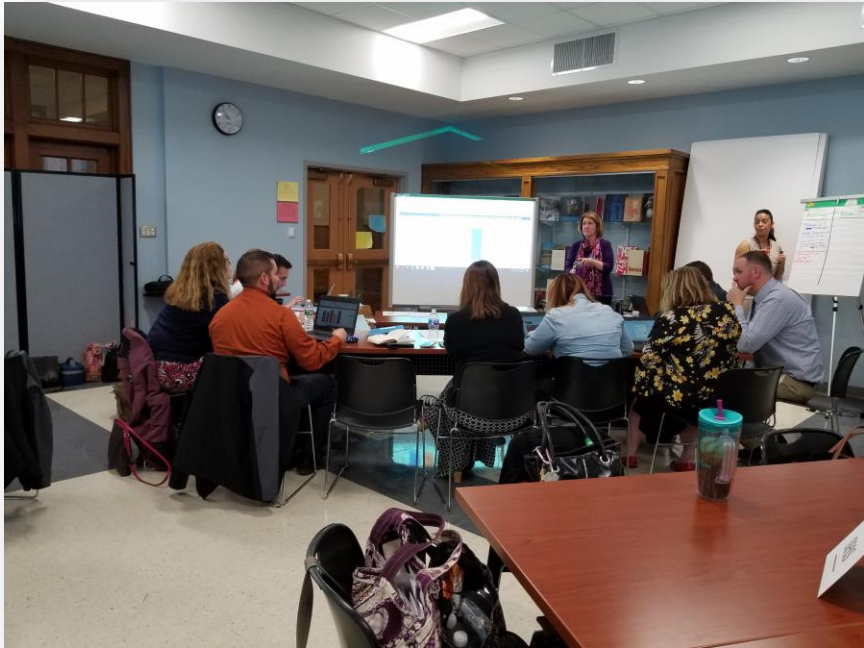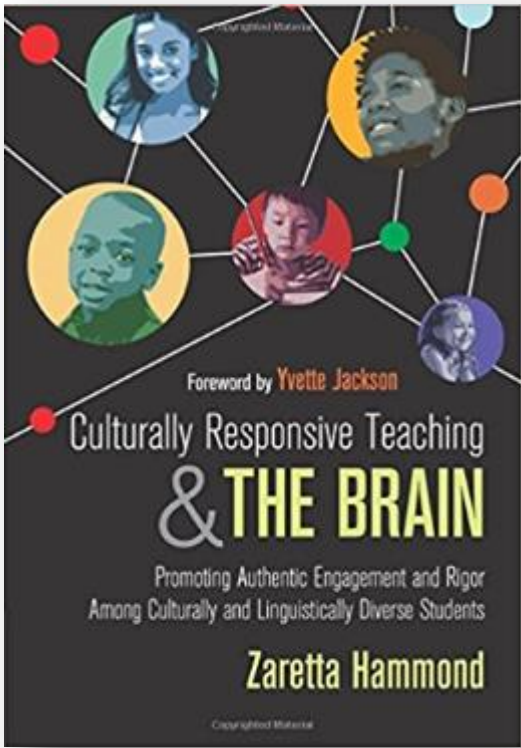
Metropolitan Center for Research on Equity and the Transformation of Schools
Technical Assistance Center on Disproportionality (TAC-D)

Guardians of Equity:
Culturally Responsive Equity-Based Problem-Solving Team Protocol

Purpose: *To establish a culturally responsive problem-solving approach that ensures equitable outcomes for all students.*

PRIORITY AREA

Update: Attendance
Decrease Student Absences

projectbehere

attendance matters

Goal: Increase student attendance

- Attendance Committee

- Parent Portal

- Attendance Manual

- Attendance Intervention Plan

- Data Analysis & Target Setting

Tweets | Tweets & replies | Media | Likes

Schenectady Schools @SCSc... · 16h

You can check your child's attendance 24/7 by logging in to the parent portal. If you haven't signed up, you can do it today. Go here: bit.ly/2F9ztZN
You also have access to your child's schedule, grades, behavior, testing info, report card & more.

#projectbehere

♡ 3

Way to go
Congratulations
on perfect attendance
#projectbehere

SUMMARY OF DATA

Mathematics Achievement Data

Math Interims, Average Proficiency, Grades 3-5*
*Fall to Winter to Spring
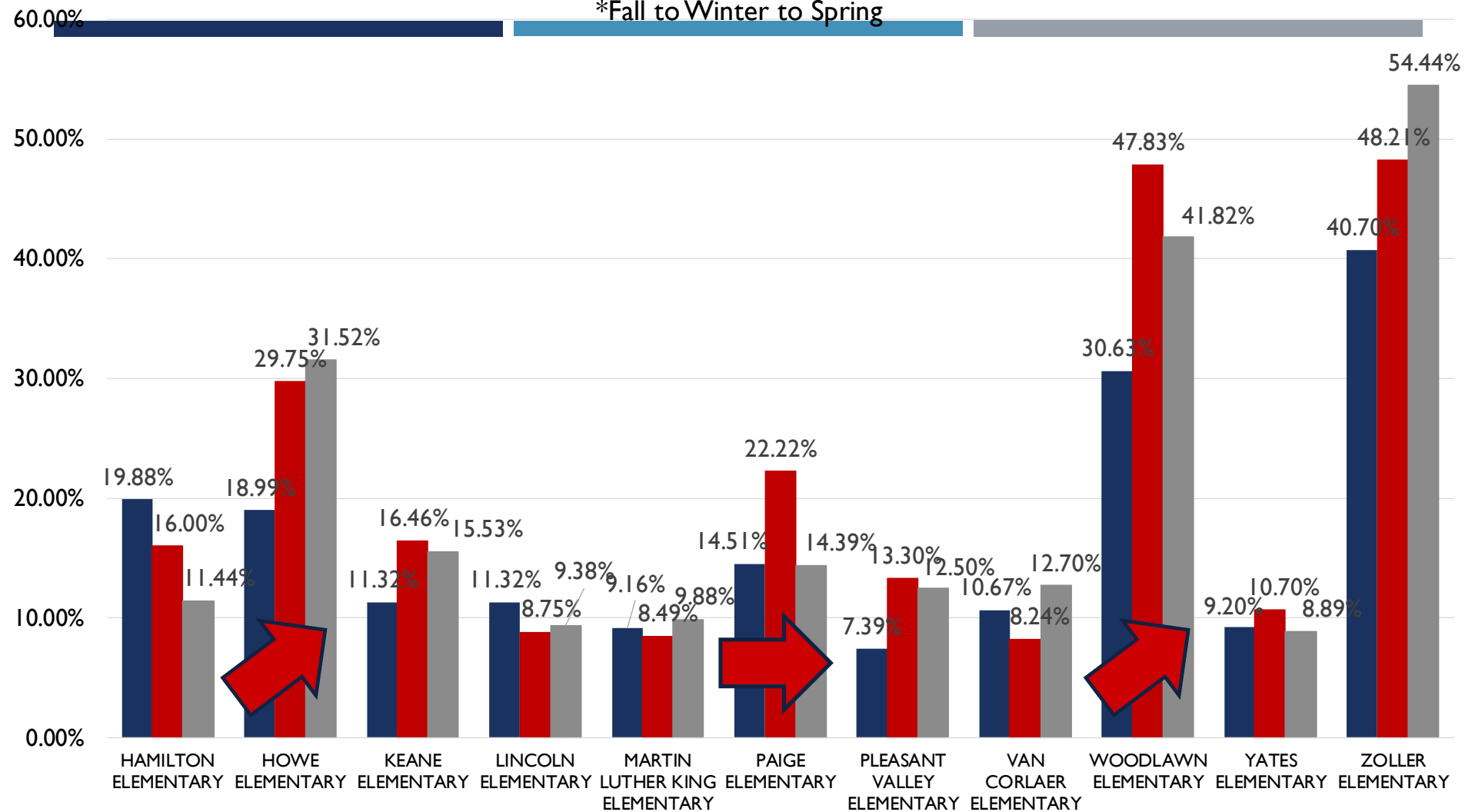
	HAM	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VAN	WDLN	YATE	ZOL
Total Tested	201	165	161	160	253	264	200	189	165	180	180
Participation Rate	94%	93%	93%	93%	87%	97%	94%	95%	90%	89%	91%

Legend: ■ 2017-18 October ■ 2017-18 January ■ 2017-18 March

Math Interims, Average Proficiency, Grades 6-8*
*Fall to Winter to Spring

	CENTRAL PARK MS	MONT PLEASANT MS	ONEIDA MS
Total Tested	550	377	484
Participation Rate	79%	54%	70%

CENTRAL PARK MS: 15.12%, 21.61%, 16.55%
MONT PLEASANT MS: 7.04%, 14.49%, 15.65%
ONEIDA MS: 10.78%, 12.16%, 12.40%

■ 2017-18 October ■ 2017-18 January ■ 2017-18 March
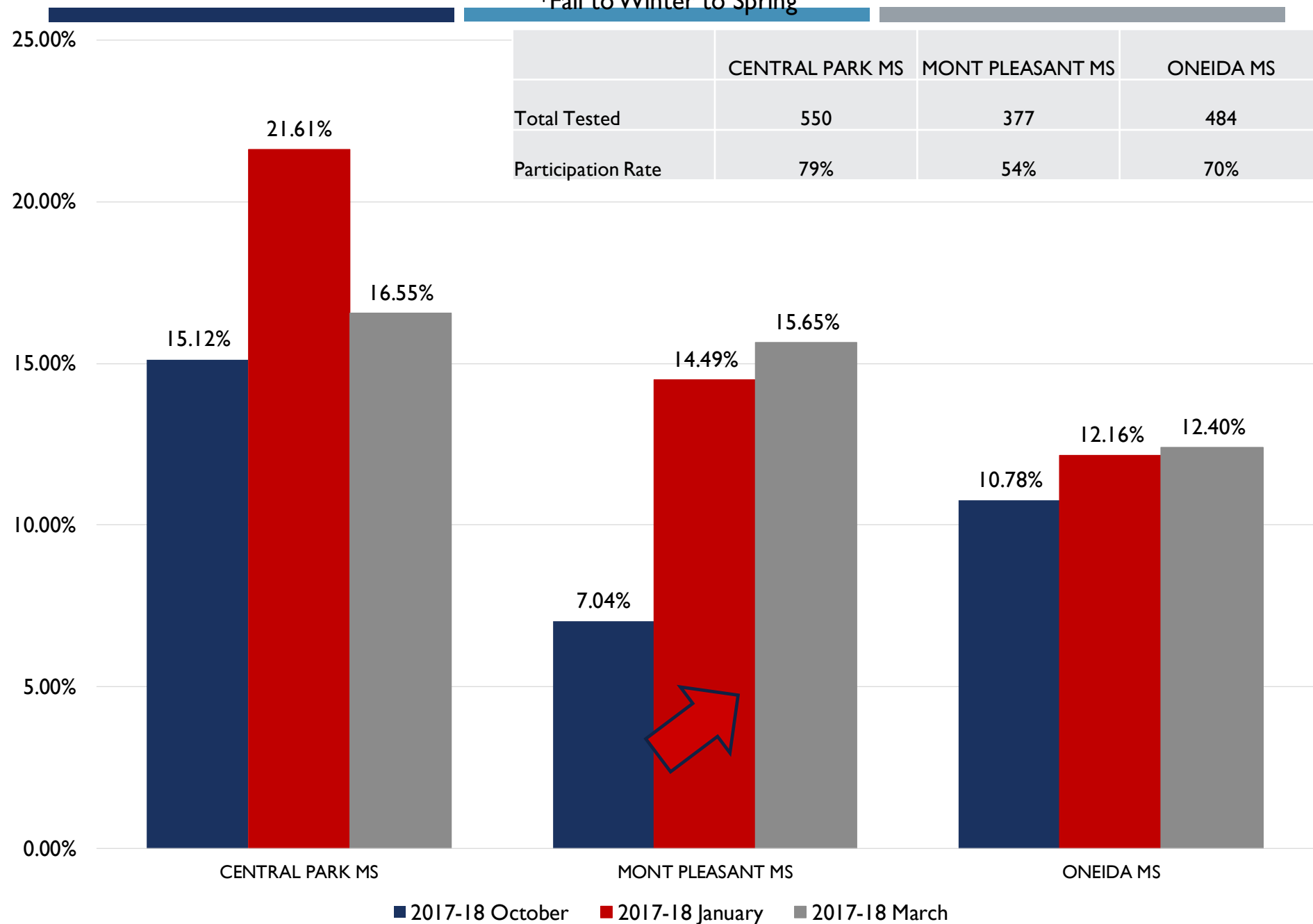
PRIORITY AREA

Math: Increase students' abilities to reason and communicate mathematically
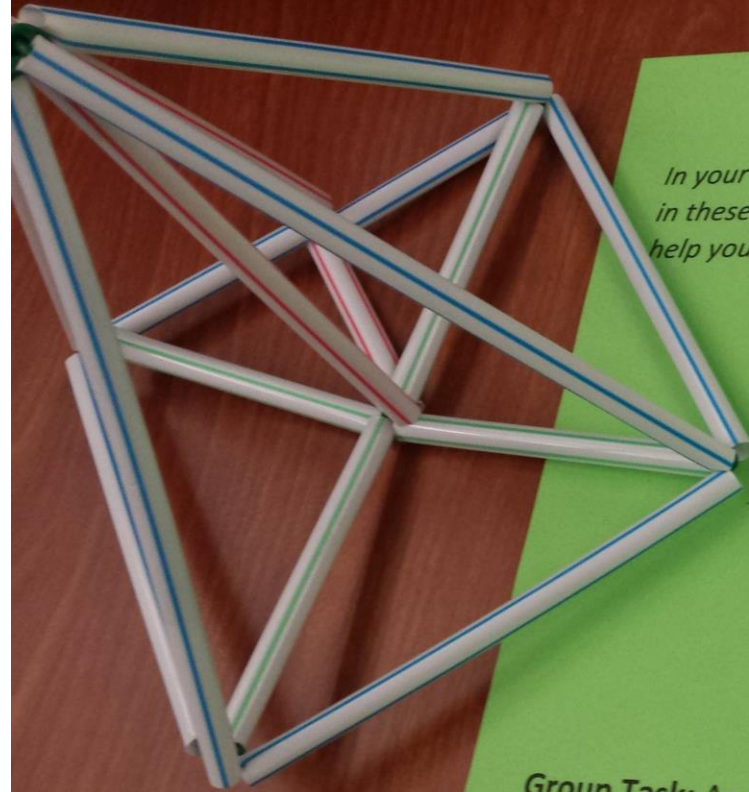
Station 7: Pyramids

In your notes, mark down the locations that right triangles occur in these shapes! Make sure to observe the physical examples to help you get a feel for these objects.
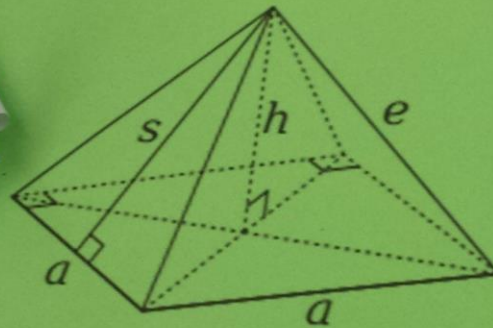
(3) The sides of this square pyramid are each 4 cm, and its height is 3 cm. Find VD.
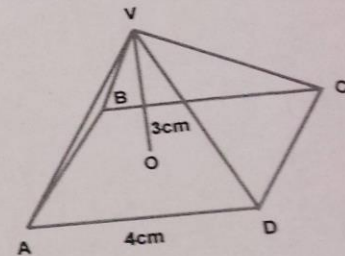
Group Task: As a group or in pairs, pick one of the problems from this table and glue them in to your notes. Work together to solve the problem so that everyone has the solution in their notes.

Woodlawn Math Focus

- Problem Solving
- Collaboration
- Sharing Your Thinking

Set Up of the Task

↓

The Explore Phase/Private Work Time
Generate Solutions

**The Explore Phase/
Small Group Problem Solving**
1. Generate and Compare Solutions
2. Assess and Advance Student Learning

↓

Share, Discuss, and Analyze Phase of the Lesson
1. Share and Model
2. Compare Solutions
3. Focus the Discussion on Key Mathematical Ideas
4. Engage in a Quick Write
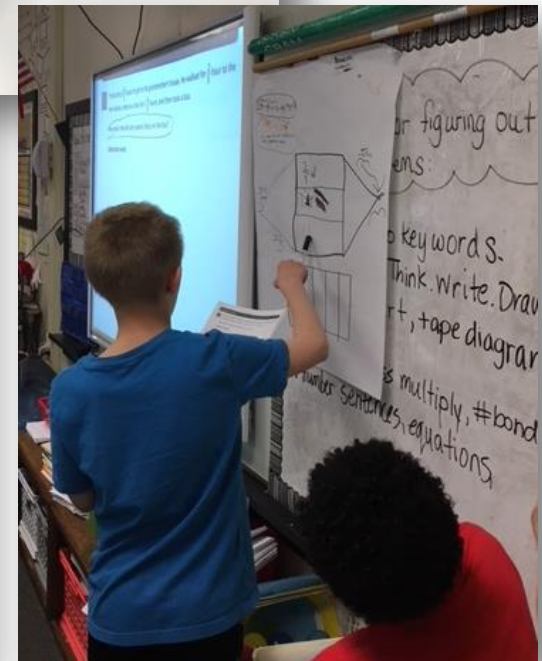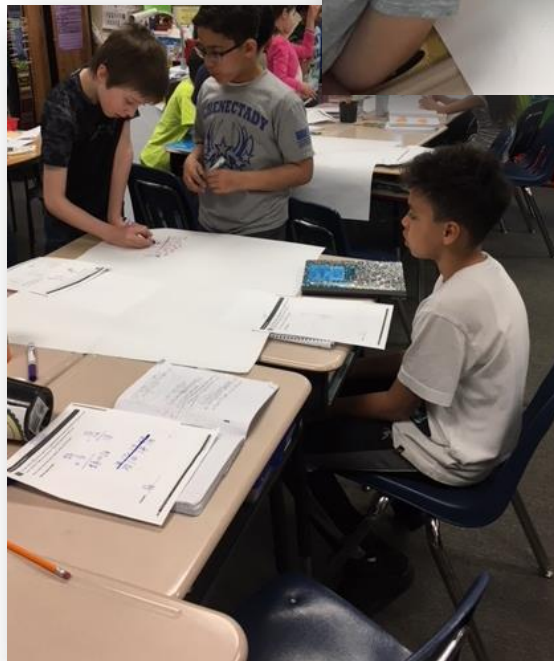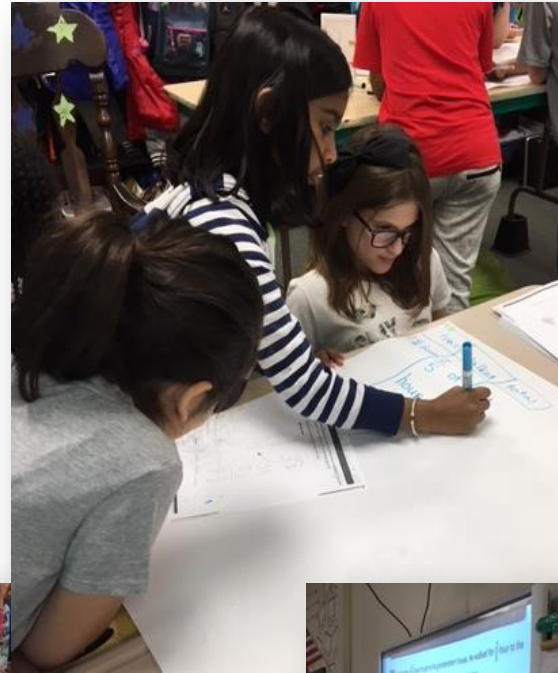
SUMMARY OF DATA

Report Card Achievement Data

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

Building	1 course			2 courses			3 or > courses		
	2017-18 Q1	2017-18 Q2	2017-18 Q3	2017-18 Q1	2017-18 Q2	2017-18 Q3	2017-18 Q1	2017-18 Q2	2017-18 Q3
Central Park	88	116	102	54	38	41	62	68	76 (91)
Mont Pleasant			84			55			145 (147)
Oneida	84	78	77	44	36	40	77	98	75 (121)
SHS	450	413	414 (393)	261	274	249 (276)	614	786	695 (891)
SCLA	22	23	27 (20)	38	23	28 (32)	139	158	129 (121)

3 out of 5 buildings reduced # of students failing 1 course

1 out of 5 buildings reduced # of students failing 2 courses

3 out of 5 buildings reduced # of students failing 3+ courses

n=	CPMS(78)	MPMS(78)	OMS(78)	SHS	SCLA
Total	460	450	453	2281	240

Number of Students (7-12) with Report Cards <65 within Race*
*Q1 to Q2 to Q3
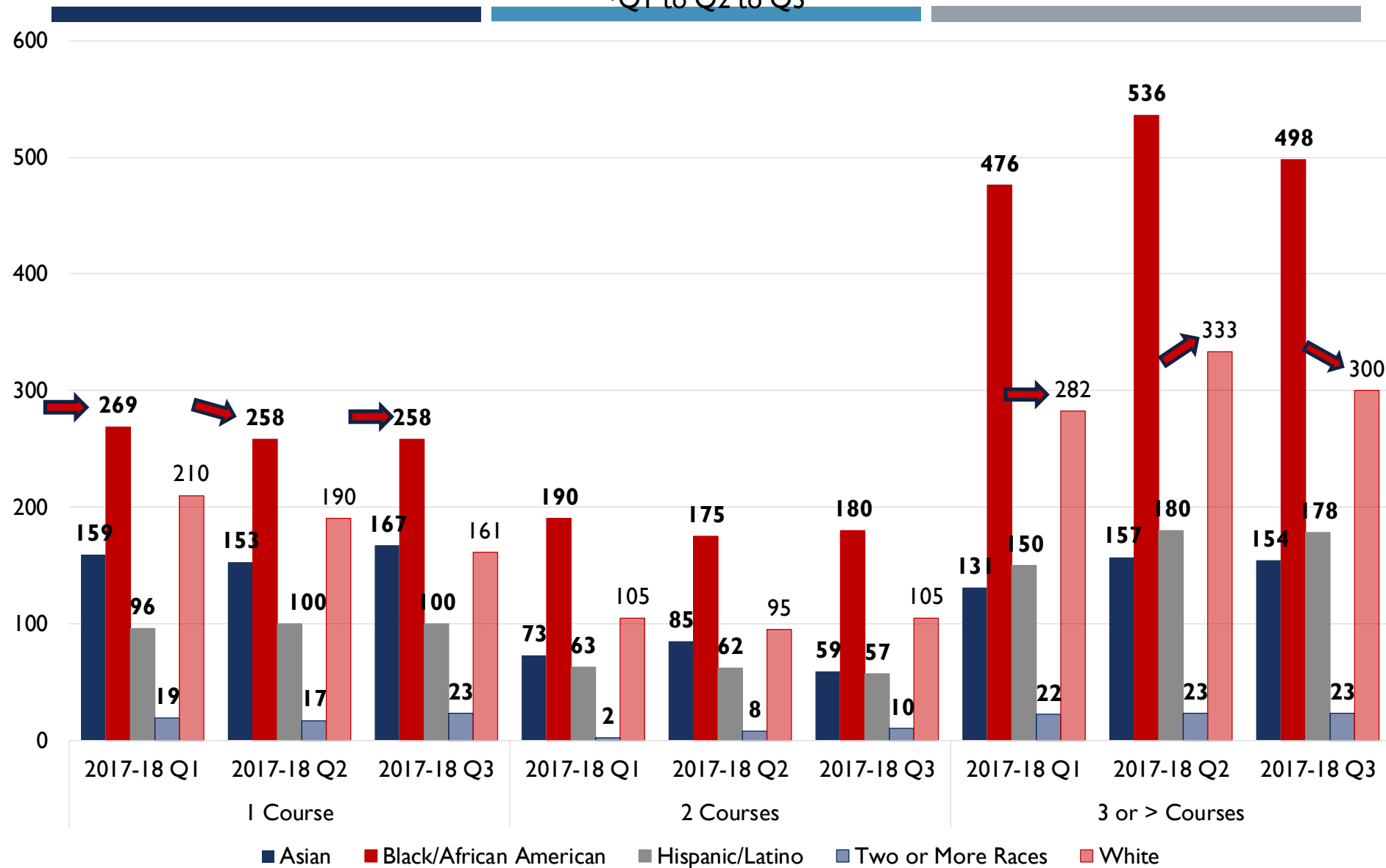
n=	Asian	Black/African American	Hispanic/Latino	Two or More Races	White
Total	853	1360	544	80	1049

Number of Students (K-6) Below Achievement for Grade Level on Report Cards*
*Q1 to Q2 to Q3

(i.e. Working on key concepts, processes and skills that are below grade level expectations)

Building	1 course			2 courses			3 or > courses		
	2017-18 Q1	2017-18 Q2	2017-18 Q3	2017-18 Q1	2017-18 Q2	2017-18 Q3	2017-18 Q1	2017-18 Q2	2017-18 Q3
Hamilton	71	59	50	51	37	29	97	74	72
Howe	47	41	30	29	17	22	36	59	31
Keane	25	24	22	25	16	18	28	33	31
Lincoln			52			18			50
M. L. King			71			38			74
Paige			63			33			61
Pleasant Valley			99			38			57
Van Corlaer			48			21			50
Woodlawn			44			25			40
Yates			52			29			96
Zoller	27	40	28	28	19	16	23	37	38
Central Park (6th Grade)	26	26	35	11	12	14	8	19	20
Mont Pleasant (6th Grade)	49	24	31	12	20	10	20	36	12
Oneida (6th Grade)	35	30	56	26	28	22	29	35	34

Text box (over 1 course Q1/Q2): **8 out of 14 buildings reduced # of students below achievement for grade level for 1 course**

Text box (over 2 courses Q1/Q2): **10 out of 14 buildings reduced # of students below achievement for grade level for 2 courses**

Text box (over 3 or > courses Q1/Q2): **11 out of 14 buildings reduced # of students below achievement for grade level for 3+ courses**

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK6	MTPL6	ONDA6
Total	434	371	342	346	533	490	429	373	405	401	432	235	248	243

Number of Students (K-6) Below Achievement for Grade Level within Race
(i.e. Working on key concepts, processes and skills that are below grade level expectations)
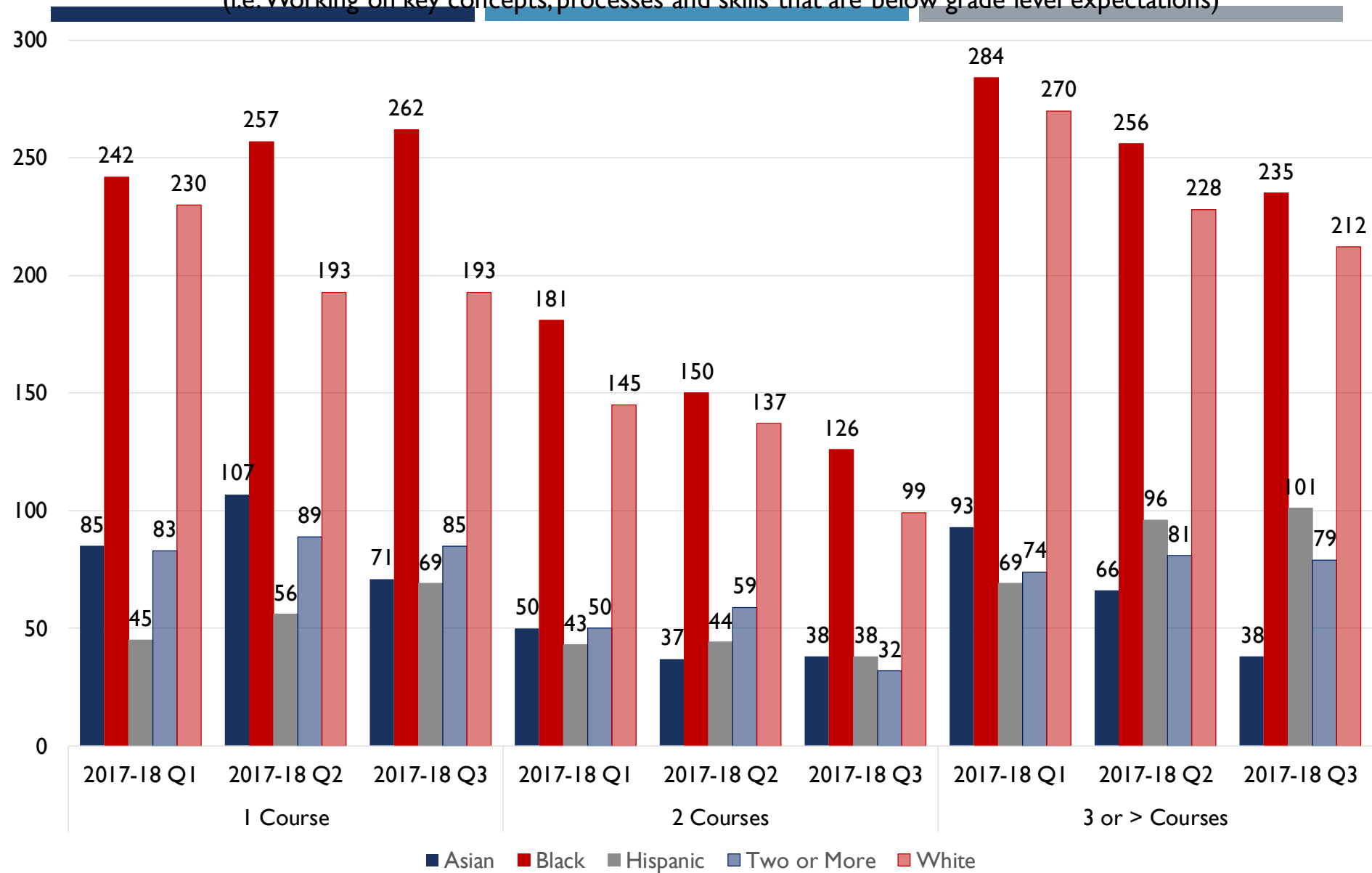
n=	Asian	Black/African American	Hispanic/Latino	Two or More Races	White
Total	855	1660	507	605	1640

SUMMARY OF DATA

Behavior Data

Number of Unique Students and Incidents by Building Grades K-5*
*Q1 vs Q2 vs Q3

Incident = something that violated the code of conduct and can vary, e.g.:
- Being tardy or cutting class
- Fighting
- Possessing a weapon
- Using drugs

5 out of 11 buildings reduced # of students involved in an incident

5 out of 11 buildings reduced # of incidents

	HAML	HOWE	KEAN	KING	LINC	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
2017-18 Q1 Students	18	3	16	7	12	36	17	11	23	17	10
2017-18 Q2 Students	12	2	13	3	9	36	12	7	22	14	8
2017-18 Q3 Students	9	3	12	9	7	24	31	21	27	12	10
2017-18 Q1 Incidents	26	5	20	9	17	92	17	17	30	22	12
2017-18 Q2 Incidents	14	2	17	3	9	51	15	7	33	19	11
2017-18 Q3 Incidents	11	3	17	7	13	32	47	18	29	19	14

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
	435	371	342	347	533	490	429	374	412	401	438

Number of Unique Students and Incidents by Building Grades 6-12
*Q1 vs Q2 vs Q3

Incident = something that violated the code of conduct and can vary, e.g.:
- Being tardy or cutting class
- Fighting
- Possessing a weapon
- Using drugs

4 out of 5 buildings reduced # of students involved in an incident

4 out of 5 buildings reduced # of incidents

	CNPK	MTPL	ONDA	SCHS	SCLA
2017-18 Q1 Students	93	192	118	917	82
2017-18 Q2 Students	123	204	132	812	103
2017-18 Q3 Students	117	204	111	835	72
2017-18 Q1 Incidents	171	397	243	2315	134
2017-18 Q2 Incidents	255	365	240	2188	329
2017-18 Q3 Incidents	305	315	230	1944	150

n=	CNPK	MTPL	ONDA	SCHS	SCLA
	695	698	696	2283	240

Total Suspension Days
2016-17 vs 2017-18
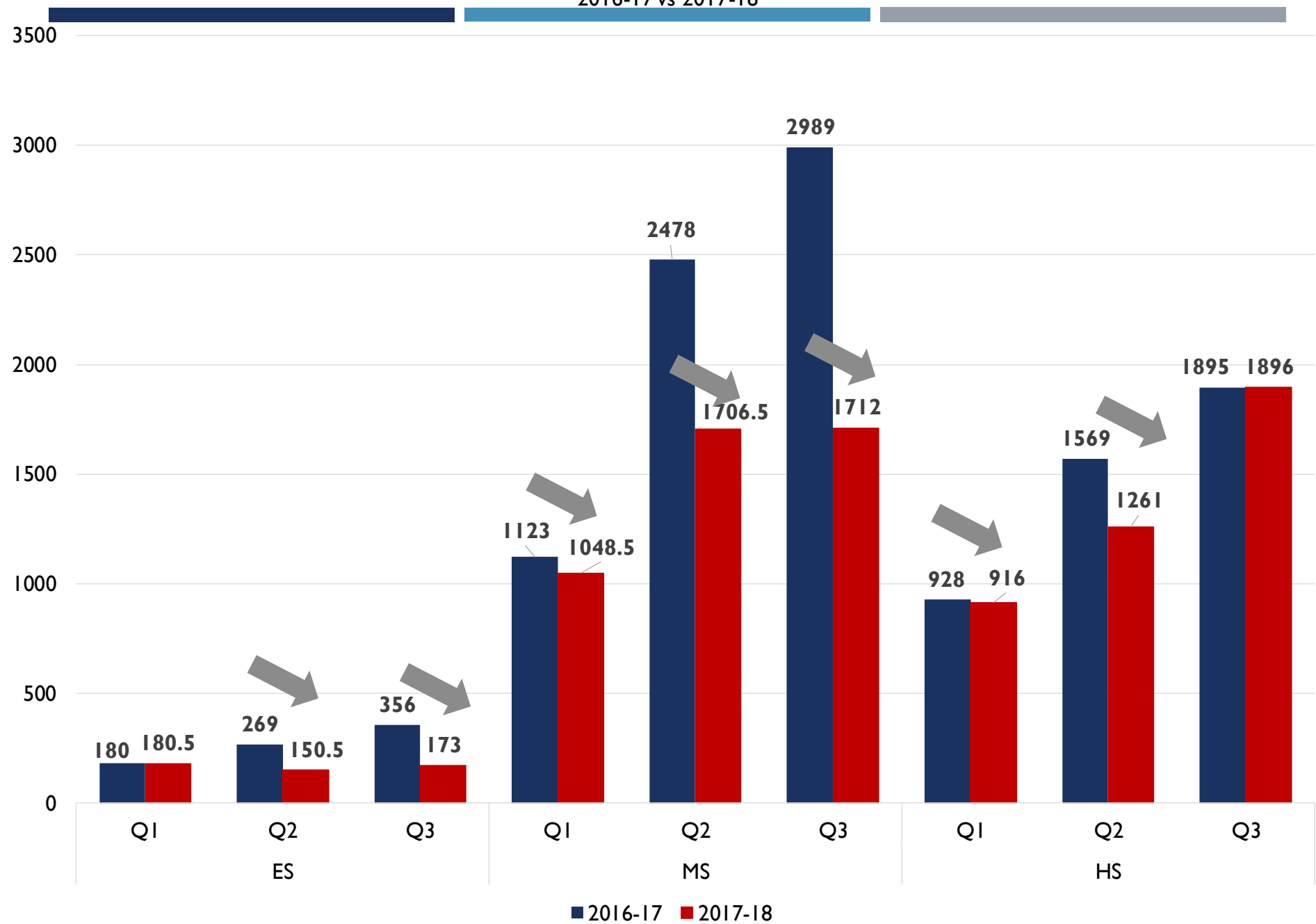
	ES			MS			HS		
	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
2016-17	180	269	356	1123	2478	2989	928	1569	1895
2017-18	180.5	150.5	173	1048.5	1706.5	1712	916	1261	1896

■ 2016-17 ■ 2017-18

1-5 Days

10 buildings reduced

6-10 Days

13 buildings

Diversion v. Superintendent's Hearings
Weeks 1-31

Total Incidents	↓	33.1%
SUP Hearing	↓	68.3%
Diversion	↑	2.4%

Total: 245

- 123 (SUP Hearing)
- 122 (Diversion)

2016-2017

Total: 164

- 39 (SUP Hearing)
- 125 (Diversion)

2017-2018

■ Diversion ■ SUP Hearing

1-5 Days chart (lower)

	HAML	HOWE	KEAN	KING	LINC	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
■2017-18 Q1	1	0	0	0	0	0	0	1	0	0	0	2	9	0	5	2
■2017-18 Q2	0	0	0	0	0	0	0	0	0	0	0	3	10	8	6	3
■2017-18 Q3	0	0	0	0	0	0	0	0	0	0	0	5	0	6	11	2

■2017-18 Q1 ■2017-18 Q2 ■2017-18 Q3

6-10 Days chart (lower)

	HAML	HOWE	KEAN	KING	LINC	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
■2017-18 Q1	0	0	0	0	0	0	0	0	0	0	0	2	11	1	12	1
■2017-18 Q2	0	0	0	0	0	0	0	0	0	0	0	6	8	10	11	3
■2017-18 Q3	0	0	0	0	0	0	0	0	0	0	0	5	13	9	24	3

■2017-18 Q1 ■2017-18 Q2 ■2017-18 Q3

Top-left chart (1-5 Days)

	HAML	HOWE
■2017-18 Q1	7	1
■2017-18 Q2	6	1
■2017-18 Q3	3	1

Top-right chart (6-10 Days) partial

	EN PK	MTPL	ONDA	SCHS	SCLA
	6	13	3	18	4
	9	16	12	21	7
	4	7	7	35	5

Enrollment table

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	452	390	360	364	562	517	447	406	423	419	453	695	698	696	2283	240

CALCULATING RELATIVE RISK

Definition:

The risk of a subgroup being suspended

compared to

The risk of all other students being suspended

Relative Risk:

Subgroup	Relative Risk Q2	Relative Risk Q3
Hispanic	1.13	1.22
Asian	0.25	0.27
Black	2.11	2.15
White	0.76	0.78
Two or more	0.91	0.60

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STUDENT ATTENDANCE

OFFICE OF PUPIL PERSONNEL SERVICES

Perfect Attendance*
*Q1 vs Q2 vs Q3

> **15 out of 16 buildings saw an increase in the number of students with perfect attendance**

	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
2017-18 Q1	124	92	113	92	152	157	130	115	134	105	142	219	185	214	502	32
2017-18 Q2	43	57	39	21	40	63	33	32	57	39	70	53	67	93	215	21
2017-18 Q3	79	69	72	54	88	114	69	50	68	86	85	120	112	98	159	24

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CPMS	MPMS	OMS	SCHS	SCLA
Enrollment	453	390	360	365	562	517	448	407	430	419	459	694	699	696	2290	251

Student Absences, 1-5 Days*
*Q1 to Q2 to Q3

10 buildings saw a decrease in student absences of 1-5 days

	HA ML	HO WE	KE AN	LIN C	MLK	PAI G	PLV Y	VC LR	W DLN	YA TE	ZO LR	CN PK	MT PL	ON DA	SC HS	SCL A
2017-18 Q1	333	282	273	226	323	288	260	290	241	243	192	403	422	424	1245	126
2017-18 Q2	252	251	225	190	301	337	279	251	274	187	292	561	466	468	1278	104
2017-18 Q3	258	271	218	235	326	324	269	242	277	238	289	419	366	393	940	74
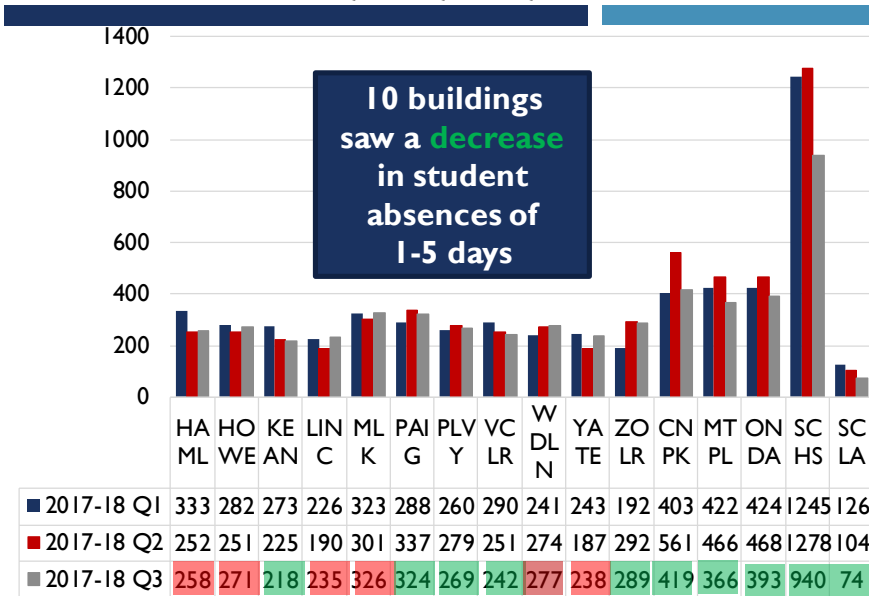
Studet Absences, 6-10 Days*
*Q1 to Q2 to Q3

13 buildings saw a decrease in student absences of 6-10 days

	HA ML	HO WE	KE AN	LIN C	MLK	PAI G	PLV Y	VC LR	W DLN	YA TE	ZO LR	CN PK	MT PL	ON DA	SC HS	SCL A
2017-18 Q1	54	26	34	34	62	38	35	40	30	38	22	50	91	42	279	49
2017-18 Q2	132	77	71	113	144	107	109	82	80	123	90	76	140	110	411	58
2017-18 Q3	95	55	64	57	123	71	97	84	75	75	78	119	142	139	406	40
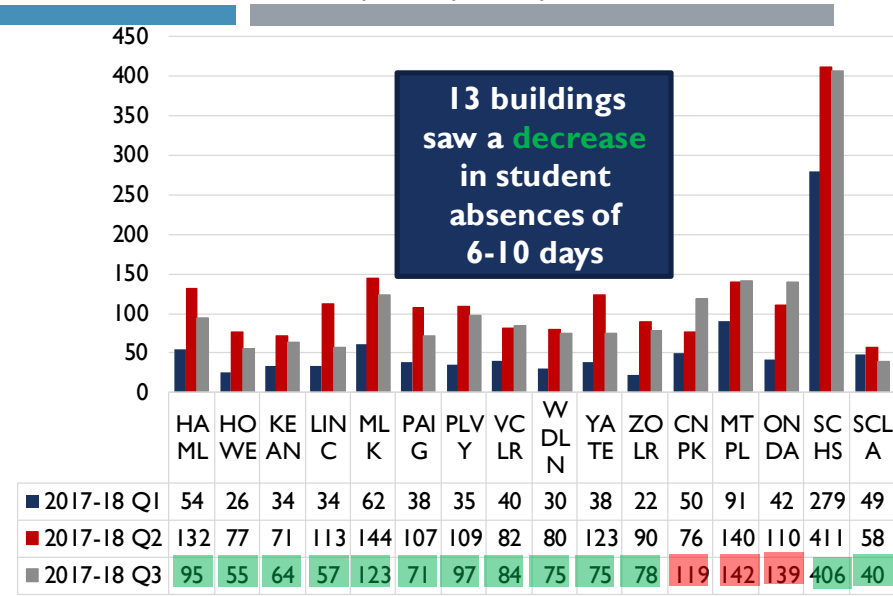
Student Absences, 11-19 Days*
*Q1 to Q2 to Q3

12 buildings saw a decrease in student absences of 11-19 days

	HA ML	HO WE	KE AN	LIN C	MLK	PAI G	PLV Y	VC LR	W DLN	YA TE	ZO LR	CN PK	MT PL	ON DA	SC HS	SCL A
2017-18 Q1	16	8	14	6	21	12	9	12	18	9	13	10	31	14	223	50
2017-18 Q2	53	19	25	40	74	22	40	40	28	69	25	23	79	33	315	56
2017-18 Q3	39	7	17	15	36	15	34	43	23	29	20	47	67	55	421	52
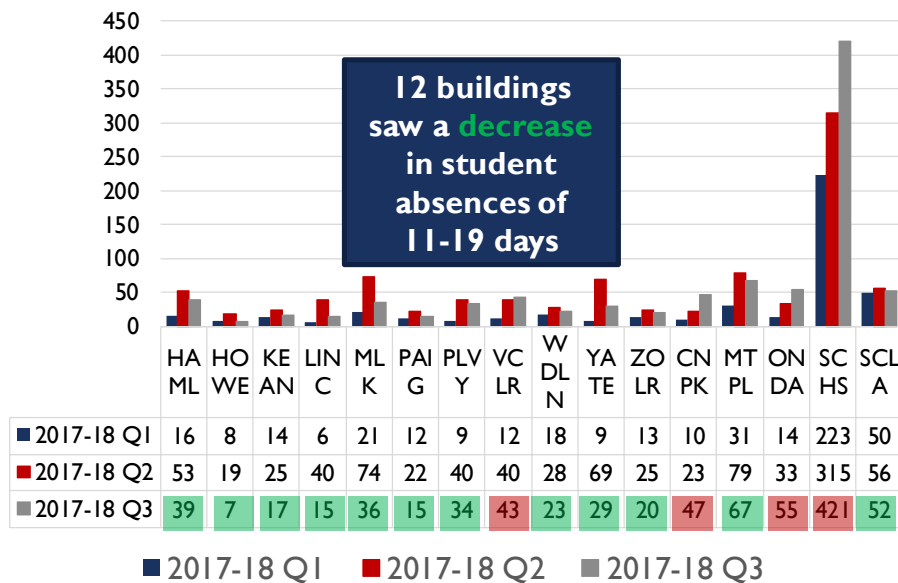
Student Absences, 20+ Days*
*Q1 to Q2 to Q3

8 buildings saw a decrease in student absences of 20+ days

	HA ML	HO WE	KE AN	LIN C	MLK	PAI G	PLV Y	VC LR	W DLN	YA TE	ZO LR	CN PK	MT PL	ON DA	SC HS	SCL A
2017-18 Q1	3	3	1	1	3	1	0	0	2	1	1	2	5	6	120	26
2017-18 Q2	12	2	3	3	23	3	7	9	2	8	5	9	18	12	170	35
2017-18 Q3	4	1	1	7	8	4	5	4	1	3	5	14	23	28	415	71

■ 2017-18 Q1   ■ 2017-18 Q2   ■ 2017-18 Q3
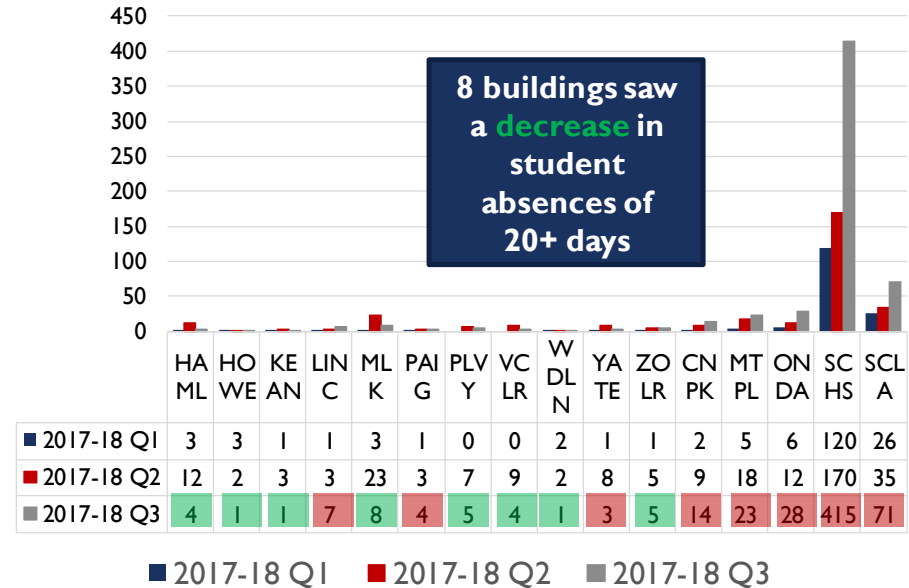
TEACHER ATTENDANCE

OFFICE OF HUMAN RESOURCES

% of Teachers with less than 2 absences*
*Q1 vs Q2 vs Q3

Legend: ■ 2017-18 Q1 ■ 2017-18 Q2 ■ 2017-18 Q3

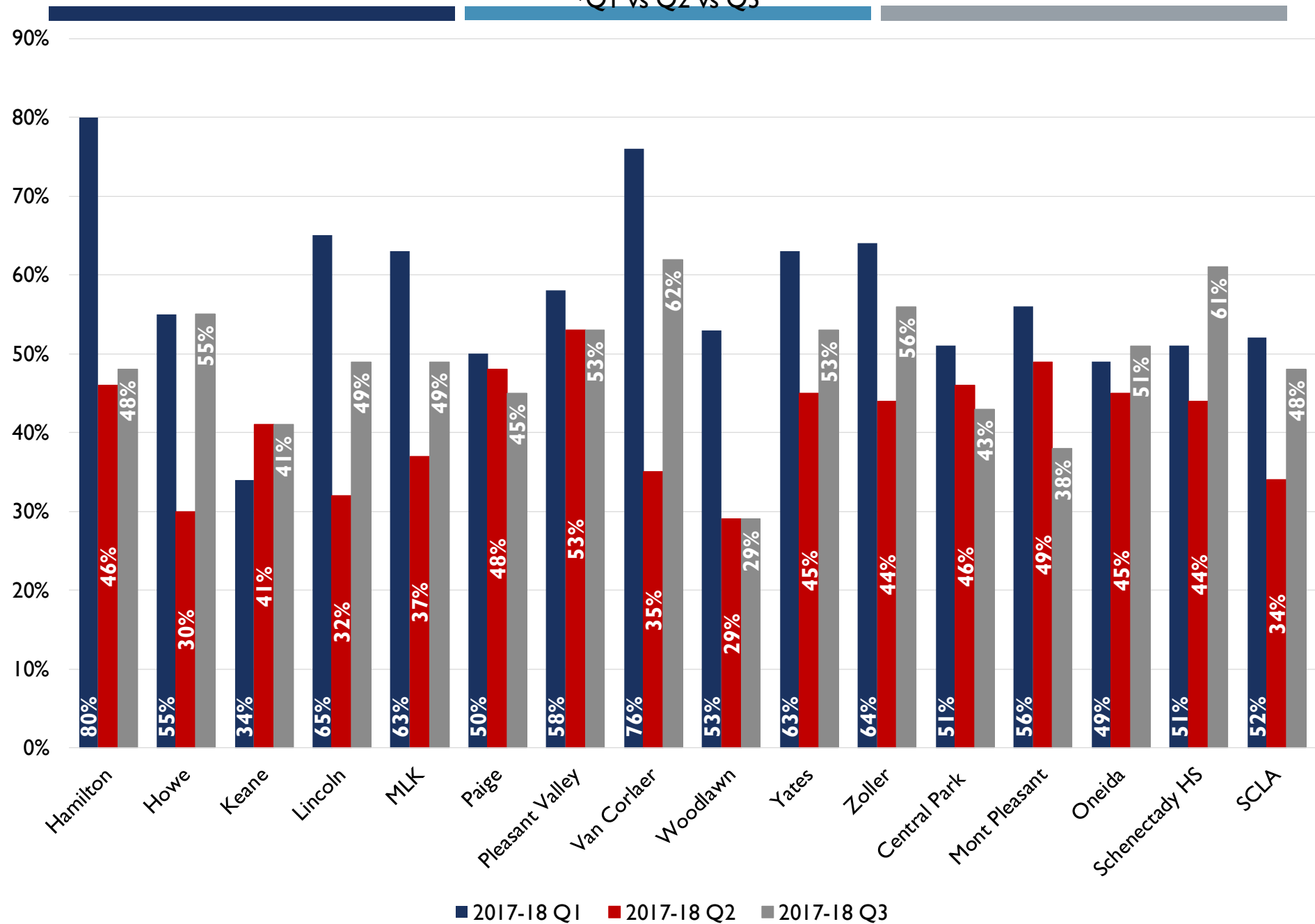| School	2017-18 Q1	2017-18 Q2	2017-18 Q3
Hamilton	80%	46%	48%
Howe	55%	30%	55%
Keane	34%	41%	41%
Lincoln	65%	32%	49%
MLK	63%	37%	49%
Paige	50%	48%	45%
Pleasant Valley	58%	53%	53%
Van Corlaer	76%	35%	62%
Woodlawn	53%	29%	29%
Yates	63%	45%	53%
Zoller	64%	44%	56%
Central Park	51%	46%	43%
Mont Pleasant	56%	49%	38%
Oneida	49%	45%	51%
Schenectady HS	51%	44%	61%
SCLA	52%	34%	48%

THANK YOU!
QUESTIONS?