2016-2017 QUARTER 2
ACADEMIC PROGRESS REPORT PRESENTATION TO THE BOE MARCH 22, 2017
SCHENECTADY CITY SCHOOL DISTRICT


| Summary of Data: | Action Steps: |
| :--- | :--- |
| Reading Achievement | Specific, targeted examples of action and <br> planning, across cross the district, in <br> response to achievement, behavior and <br> attendance data. |
| English Language Arts (ELA) Achievement | Summative in nature and illustrative of <br> actions across SCSD |
| Report Card Achievement |  |
| Behavior |  |
| Student Attendance |  |
| Teacher Attendance |  |

## Reading Achievement Data

2016-17 Fall to Winter Average Benchmark Score Comparison AIMS Web Reading/Literacy Grades K-6



2016-17 Fall to Winter Average Scaled Score Comparison STAR Reading - Renaissance Learning



SUMMARY OF DATA


## English Language Arts (ELA) Achievement Data

ELA Interim Assessments, Grades 2-5
Average Proficiency Fall to Winter



DATA PROTOCOL

- What does the data say? What does it mean?
- What is our next step to make it look different?
- How will you know if it is working?


SUMMARY OF DATA

## Mathematics

Achievement Data




## Report Card Achievement Data

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

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

|  |  |  | 1 course |  |  |  |  | 2 courses |  |  |  | 3 or $>$ courses |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Building |  |  | Q1 |  | Q2 |  |  | Q1 |  | Q2 |  | Q1 | Q2 |
| Hamilton |  |  | 66 |  | 57 |  |  | 50 |  | 35 |  | 87 | 72 |
| Howe |  |  | 34 |  | 40 |  |  | 27 |  | 17 |  | 53 | 57 |
| Keane |  |  | 25 |  | 23 |  |  | 17 |  | 15 |  | 29 | 33 |
| Lincoln |  |  | 51 |  | 67 |  |  | 43 |  | 30 |  | 72 | 79 |
| M. L. King |  |  | 73 |  | 76 |  |  | 50 |  | 50 |  | 83 | 75 |
| Paige |  |  | 71 |  | 79 |  |  | 46 |  | 48 |  | 92 | 87 |
| PleasantValley |  |  | 85 |  | 85 |  |  | 41 |  | 38 |  | 64 | 55 |
| Van Corlaer |  |  | 47 |  | 33 |  |  | 27 |  | 40 |  | 63 | 53 |
| Woodlawn |  |  | 47 |  | 50 |  |  | 26 |  | 32 |  | 59 | 52 |
| Yates |  |  | 50 |  | 53 |  |  | 49 |  | 34 |  | 80 | 69 |
| Zoller |  |  | 32 |  | 36 |  |  | 18 |  | 19 |  | 27 | 35 |
| Central Park (6 ${ }^{\text {th }}$ Grade) |  |  | 32 |  | 23 |  |  | 16 |  | 11 |  | 12 | 15 |
| Mont Pleasant (6 ${ }^{\text {th }}$ Grade) |  |  | 38 |  | 22 |  |  | 30 |  | 19 |  | 31 | 33 |
| Oneida (6 ${ }^{\text {th }}$ Grade) |  |  | 32 |  | 28 |  |  | 28 |  | 26 |  | 36 | 33 |
| $$ | HOWE <br> 394 | $\begin{gathered} \text { KEAN } \\ 334 \end{gathered}$ | $\begin{gathered} \text { LINC } \\ 380 \end{gathered}$ | $\begin{gathered} \text { MLK } \\ 563 \end{gathered}$ | $\begin{aligned} & \text { PAIG } \\ & 548 \end{aligned}$ | $\begin{gathered} \text { PLVY } \\ 430 \end{gathered}$ | $\begin{gathered} \text { VCLR } \\ 406 \\ \hline \hline \end{gathered}$ | $\begin{gathered} \text { WDLN } \\ 420 \end{gathered}$ | $\begin{gathered} \text { YATE } \\ 407 \\ \hline \end{gathered}$ | ZOLR <br> 456 | $\begin{aligned} & \text { CNPK6 } \\ & 222 \\ & \hline \end{aligned}$ | $\begin{array}{cc} \hline \text { MTPL6 } & \text { ONDA6 } \\ 237 & 222 \\ \hline \end{array}$ |  |


|  | I course |  | 2 courses | 3 or $>$ courses |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Building | Q1 | Q2 | Q1 | Q2 | Q1 |
| Q2 |  |  |  |  |  |
| Central Park Middle School (7 \& 8 Grade) | 138 | 121 | 88 | 75 | 80 |
| Mont Pleasant Middle School (7 \& 8 Grade) | 120 | 106 | 86 | 69 | 142 |
| Oneida Middle School (7 \& 8 Grade) | 99 | 104 | 72 | 76 | 138 |
| Schenectady High School | 457 | 408 | 245 | 268 | 611 |
| SCLA | 33 | 37 | 30 | 22 | 100 |



## Behavior Data



Percentage (Unique) Students with Incidents within Race, K-I2


| I-5 Days |  |  |  |  |  |  |  |  |  | 6-10 Days |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100.00\% |  |  |  |  |  |  |  |  |  | 100.00\% |  |  |  |  |  |  |  |  |  |  |
| 75.00\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 50.00\% 50.00\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25.00\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 0.00\% | \||1| |  |  |  |  |  |  |  |  | 0.00\% |  |  |  |  |  |  |  |  | - | - |
|  |  |  |  | AVG | AVG |  |  |  |  |  |  |  |  |  | AVG | AVG |  |  |  |  |
|  | AVG AVG |  |  | Q1 | Q2 |  |  | AVG | AVG |  | AVG | AVG |  |  | QI | Q2 |  |  | AVG | AVG |
|  | Q1 Q2 | AVG |  | Black/ | Black/ | AVG |  | Q1 | Q2 |  | Q1 | Q2 | AVG | AVG | Black/ | Black/ | AVG | AVG | QI | Q2 |
|  | Hispa Hispa | Q1 | Q2 | Africa | Africa | Q1 | Q2 | Two | Two |  | Hispa | Hispa | Q1 | Q2 | Africa | Africa | Q1 | Q2 | Two | Two |
|  | nic/La nic/La | Asian | Asian | ${ }^{n}$ | ${ }^{n}$ W | White | White | or | or |  | nic/La | nic/La | Asian | Asian | n | n | White | White | or | or |
|  | tino tino |  |  | Ameri can | Ameri can |  |  | More | More |  | tino | tino |  |  | Ameri can | Ameri can |  |  | More | More |
| - Elementary | 22.10\% $21.72 \%$ | 3.19\% | 2.90\% | 14.99\% | 19.01\% | 5.55\% | 8.04\% | 2.95\% | 5.72\% | - Elementary | 4.12\% | 3.00\% | 0.43\% | 0.14\% | 2.36\% | 3.47\% | 0.81\% | 1.50\% | 0.74\% | 0.92\% |
| - Middle | 19.60\% 19.27\% | 5.82\% | 5.29\% | 29.67\% | 37.64\% | 15.19\% | 34.13\% | 29.09\% | 56.36\% | - Middle | 3.65\% | 2.66\% | 0.79\% | 0.26\% | 4.67\% | 6.87\% | 2.22\% | 4.10\% | 7.27\% | 9.09\% |
| - High School | 19.93\% 19.59\% | 4.08\% | 3.71\% | 23.23\% | 29.46\% । | $11.68 \%$ | 16.93\% | 38.10\% | 73.81\% | - High School | 4.12\% | 1.48\% | 0.56\% | 0.19\% | 3.66\% | 5.38\% | 1.71\% | 3.15\% | 9.52\% | 11.90\% |
|  | - Elem | nentary | - Mid | ddle | High Sch | hool |  |  |  |  |  | - Elem | nentary | - Mid | ddle ■ | High Sc |  |  |  |  |



| 20+ Days |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{r} 100.00 \% \\ 75.00 \% \\ 50.00 \% \\ 25.00 \% \\ 0.00 \% \end{array}$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | --- --= |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | AVG | AVG | AVG | AVG | Q। | Q2 | AVG | AVG | $\begin{gathered} \text { AVG } \\ \text { QI } \end{gathered}$ | AVG |
|  | Hispa | Hispa | Q1 | Q2 | Blackl | Black/ | QI | Q2 | Two | Two |
|  | nid/La | nic/La | Asian | Asian | Africa | Africa |  |  | or | or |
|  | tino | tino |  |  | $\begin{gathered} n \\ \text { Am... } \end{gathered}$ | $\begin{gathered} n \\ \text { Am... } \end{gathered}$ |  |  | More | More |
| - Elementary | 1.12\% | 3.00\% | 0.00\% | 0.58\% | 1.04\% | 3.19\% | 0.12\% | 0.62\% | 0.18\% | 0.18\% |
| - Middle | 1.00\% | 2.66\% | 0.00\% | 1.06\% | 2.06\% | 6.32\% | 0.34\% | 1.71\% | 1.82\% | 1.82\% |
| - High School | 1.01\% | 2.70\% | 0.00\% | 0.74\% | 1.61\% | 4.95\% | 0.26\% | 1.31\% | 2.38\% | 2.38\% |


| ■Elementary $\quad$ Middle $\quad$ High School |  |  | - Elementary ■ Middle - High School |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Total Enrollment by race $n=$ | Hispanic/ Latino | Asian | Black or African American | White | Two or more races |
| Elem | 267 | 690 | 1441 | 1604 | 542 |
| Middle | 301 | 378 | 728 | 586 | 55 |
| High | 296 | 539 | 930 | 762 | 42 |

Average Student Suspensions within Subgroup by Building Level




Supporting Important Culturally
Equitable Academic \& Social
Behavior Competence

Supporting
Knowledgeable Staff Behavior


Supporting Culturally Relevant
Evidence-based Interventions


SENSORY ROOMS



## Student Attendance Data



Percentage of Student Absences by Building


## ATTENDANCE

McKinney Vento Homeless Liaison: started 2/14/I7

- Orientation to district \& visiting schools
- Schenectady County Homeless Services Planning Board Member
- Developed a system for tracking students/families along with interventions and referrals made.
- Connect with families to ensure student support plan in place
- Building community resource network
- Homeless Families Enrolled: $1 \mathbf{3 0}$ students from $\mathbf{7 9}$ households
- Over past 3 weeks 22 families have been identified as experiencing homelessness (4I students)

ATTENDANCE

## PPS Support Staff Interventions

- HomeVisit
- School Based Support Team Referral
- District Based Support Team Referral
- Parent Conference

- Parent contact phone/email
- Individual Student meeting
- Child Protective Services Referral
- Probation/PINS Referral
- Reward Systems/Routing Slip
- Attendance Contract
- Consultation with Attendance Supervisor
- Referral to other outside service provider or community resource


## ATTENDANCE

## Attendance Committee

- Reviewed district attendance data \& research on chronic absenteeism
- Drafted procedures for prevention, monitoring, \& intervention
- Developed action plan to include:
$\checkmark$ Chronic absenteeism community task force
$\checkmark$ Training on monitoring reports
$\checkmark$ Tiered Systems approach
$\checkmark$ Media Campaign



## Teacher Attendance Data




| Summary of Data: | Action Steps: |
| :--- | :--- |
| Reading Achievement | Specific, targeted examples of action and <br> planning, across cross the district, in <br> response to achievement, behavior and <br> attendance data. |
| English Language Arts (ELA) Achievement | Summative in nature and illustrative of <br> actions across SCSD |
| Report Card Achievement |  |
| Behavior |  |
| Student Attendance |  |
| Teacher Attendance |  |



