Schenectady City School District

Strategic Plan
2019-20 Draft Goals & Measures
Student & Graduate Success

• 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.
Student & Graduate Success Rankings

1. Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math
2. Increase the % of students who graduate in 4 years
3. Increase the % of students on the path to college, career, and life success

Tied Rankings:
• Increase the students' perception of belonging and their sense that their culture and experiences are represented in curriculum and instruction
• Increase the % of students enrolled in advanced learning opportunities
• Achieve B+ or better on our internal Equity Report Card
• Decrease the % of students who are chronically absent
Stages of Implementation

1. Measure(s) defined and universally understood
2. Baseline(s) and target(s) established
3. Theory(ies) of Action developed
4. Resourcing of materials, people and budget
5. Plan-Do-Study-Act: Cycles of Improvement
6. Revision of Target(s)
7. Adopt, Adapt or Abandon
Grade 3 Literacy & Math Proficiency

1. Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math

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).

\[
PI = \frac{(L2 \times 1) + (L3 \times 2) + (L4 \times 2.5)}{Enrollment}
\]
Grade 3 Literacy & Math Proficiency

1. Increase the % of Grade 3 students who achieve grade level proficiency in literacy and math.
Increase 4-year Graduation Rate

2. Increase the % of students who graduate in 4 years

Percentage of 4-Year Graduation (June and August Combined) Students, District-wide

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual %</th>
<th>Target %</th>
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</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>63</td>
<td></td>
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<tr>
<td>2017-2018</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>65.8</td>
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<tr>
<td>2019-2020</td>
<td>69.3</td>
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<tr>
<td>2020-2021</td>
<td>70.5</td>
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<tr>
<td>2021-2022</td>
<td>71.7</td>
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College, Career & Civic Readiness (CCCR)

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

CCCR: Measure of Regents Diplomas and various designations, CDOS Endorsements, NYSAA, Skills & Achievement Credentials, and Equivalency Diplomas

3


Actual % Target %

75.3 78.75 96.5 75.3 79.3 83.3 87.3 91.3 95.3
Tied Rankings:

- Decrease the % of students who are chronically absent
- Increase the students' perception of belonging and their sense that their culture and experiences are represented in curriculum and instruction
- Increase the % of students enrolled in advanced learning opportunities
- Achieve B+ or better on our internal Equity Report Card
Passionate People

• 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.
Passionate People Rankings

1. Increase % of new/retained/promoted employees from underrepresented demographic groups in each employee category

2. Increase average daily employee attendance

3. Tied Rankings:
   - Increase employee satisfaction with in-district professional development sessions
   - Increase overall mean on employee engagement and satisfaction survey

Decrease avers # of days between position approval and position fill

Increase # of graduates that work in district (growing our own)

Increase % of staff involved in outside programs

% of staff (especially teachers) that reside in district
Stages of Implementation

1. Measure(s) defined and universally understood
2. Baseline(s) and target(s) established
3. Theory(ies) of Action developed
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5. Plan-Do-Study-Act: Cycles of Improvement
6. Revision of Target(s)
7. Adopt, Adapt or Abandon
Employees from underrepresented groups

1. Increase % of new/retained/promoted employees from underrepresented demographic groups in each employee category

Current Teacher Racial Makeup

New Teacher Hires, 2016-17 to date

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<tbody>
<tr>
<td>Asian</td>
<td>3.45%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>0.00%</td>
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<tr>
<td>Black</td>
<td>5.17%</td>
<td>3.64%</td>
<td>12.96%</td>
<td>23.08%</td>
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<tr>
<td>Hispanic</td>
<td>6.90%</td>
<td>3.64%</td>
<td>3.70%</td>
<td>15.38%</td>
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<tr>
<td>White</td>
<td>84.48%</td>
<td>92.73%</td>
<td>79.63%</td>
<td>61.54%</td>
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Employee Average Daily Attendance

Increase average daily employee attendance

Chronic Absenteeism Rate - SFT

Staff Absent 25+ days - O&M

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<thead>
<tr>
<th>Year</th>
<th>SFT 2016-17</th>
<th>SFT 2017-18</th>
<th>SFT 2018-19</th>
<th>SFT 2019-20</th>
<th>SFT 2020-21</th>
<th>SFT 2021-22</th>
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<tbody>
<tr>
<td>Rate</td>
<td>6.75</td>
<td>7.52</td>
<td>9.88</td>
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<tbody>
<tr>
<td>Rate</td>
<td>34.62</td>
<td>51.92</td>
<td>51.92</td>
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Tied Rankings:

- Increase employee satisfaction with in-district professional development sessions
- Increase overall mean on employee engagement and satisfaction survey

K-12 Insights DTSDE Survey, February 2019, Select Questions

1. New Skills
   - Strongly Agree: 50%
   - Agree: 47%
   - Disagree: 3%

2. Support
   - Strongly Agree: 42%
   - Agree: 40%
   - Disagree: 11%
   - Strongly Disagree: 6%
   - Don't Know: 1%

3. Professional Growth
   - Strongly Agree: 36%
   - Agree: 43%
   - Disagree: 12%
   - Strongly Disagree: 7%
   - Don't Know: 2%

4. Respect
   - Strongly Agree: 23%
   - Agree: 58%
   - Disagree: 13%
   - Strongly Disagree: 2%
   - Don't Know: 4%

1. I am continually learning new skills that improve my teaching
2. My principal/administrator supports me
3. My principal/administrator supports my professional growth
4. Staff members & families treat each other with respect
Partnerships with Families & Community

- 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.
Partnerships with Families & Community Ranking

1. Increase participation in parent survey and overall mean on parent satisfaction survey

2. Tied Rankings:
   - Increase # of volunteers
   - Increase % of parents engaging with online student management system (Parent Portal)
   - Increase # of partnership pledge commitments from families and community relations

- Increase number of parents brought into schools by programs and services
- Increase student enrollment
- Increase # of partnership pledge commitments from families and community relations

Ranking of Measures:

1. Increase participation in parent survey and overall mean on parent satisfaction survey
2. Increase % of parents engaging with online student management system
3. Increase # of partnership pledge commitments from families and community relations
4. Increase # of volunteers
5. Increase student enrollment
6. Increase number of parents brought into schools by programs and services
Stages of Implementation

1. Measure(s) defined and universally understood
2. Baseline(s) and target(s) established
3. Theory(ies) of Action developed
4. Resourcing of materials, people and budget
5. Plan-Do-Study-Act: Cycles of Improvement
6. Revision of Target(s)
7. Adopt, Adapt or Abandon
Parent Survey Participation & Results

1. Increase participation in parent survey and overall mean on parent satisfaction survey

Parent Participation in DTSDE Survey

<table>
<thead>
<tr>
<th>School Year</th>
<th>Surveys Sent</th>
<th>Responded</th>
<th>Response Rate</th>
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<tr>
<td>2018-19</td>
<td>2277</td>
<td>561</td>
<td>24.64%</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
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<tr>
<td>2020-21</td>
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<tr>
<td>2021-22</td>
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</table>
Tied Rankings:

- Increase % of parents engaging with online student management system (Parent Portal)
- Increase # of volunteers
- Increase # of partnership pledge commitments from families and community relations
Efficient Systems & Equitable Resources

• 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.
Efficient Systems & Equitable Resources Rankings

1. Decrease relative risk ratio among student groups to 1
2. Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process
3. Increase number of *Let's Talk* communications and overall satisfaction rating

Increase leader participation of district department service delivery

Ranking of Measures

MAXIMIZE

EFFICIENCY
Stages of Implementation

1. Measure(s) defined and universally understood
2. Baseline(s) and target(s) established
3. Theory(ies) of Action developed
4. Resourcing of materials, people and budget
5. Plan-Do-Study-Act: Cycles of Improvement
6. Revision of Target(s)
7. Adopt, Adapt or Abandon
Decrease Relative Risk

**Relative Risk:**
The risk of a subgroup being suspended

*compared to*

The risk of all other students being suspended

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<tbody>
<tr>
<td>Hispanic</td>
<td>-</td>
<td>1.17</td>
<td>1.04</td>
<td></td>
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<tr>
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<td>0.30</td>
<td>0.23</td>
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<tr>
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<td>-</td>
<td>2.06</td>
<td>2.42</td>
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</tr>
<tr>
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<td>0.76</td>
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<tr>
<td>Two or more</td>
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<td>0.75</td>
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<tr>
<td>SWD</td>
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<td>1.65</td>
<td>1.79</td>
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**Other Potential Relative Risk Measures:**
- Absenteeism
- Behavior Referrals, Incidents, Superintendent Hearings
- Course Failures
- Enrollment in Advanced Courses
- Regents Proficiency
- Reading proficiency (STAR Reading)
- Math Proficiency (STAR Math)
- Perfect Attendance
- No Discipline Referrals
- No Course Failures
- GPA > 85
Identify 3 system-wide processes to improve

**Potential System-wide Processes:**
- New Employee Onboarding
- Creation of Computerized System User Accounts
- Progress monitoring and response to intervention
- Employee Recruitment and Hiring
- Improvement Science and Plan, Do, Study, Act Cycles
- Requisitions and Purchase Orders
- Professional Learning Community Protocols
- Operations & Maintenance Work Orders
- Vendor Remittance/Accounts Payable

Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process.
“Let’s Talk” Communication & Satisfaction

3. Increase number of *Let's Talk* communications and overall satisfaction rating.
Our Vision: Schenectady City Schools will be a continually improving school district dedicated to excellence in teaching and learning, equity, engagement and efficiency