



East Ramapo Central School District
Strategic Academic and Fiscal Plan: Quarterly Report and Continuation Plan

Quarter 1 & 2 (Oct.-Dec.)

X Quarter 3 (Jan. - Mar.)

Quarter 4 (Apr. - June)

District BEDS Code: 500402060000

Number of Students: 9,029

Grade Configuration: Kindergarten to Grade 12

Interim Superintendent: Dr. Ray Giamartino, Jr.

District Personnel Responsible for Program Oversight and Report Validation:

Ogechi Iwuoha, Assistant Superintendent for Curriculum and Instruction

Linda Macias, Chief Financial Officer

Tamar Walker, Assistant Superintendent for Student Support Services

Melissa Barrow, Assistant Superintendent for Special Programs, Evaluations, and Assessment

Dr. Augustina West, Executive Director of Secondary Education

Dr. James Maddison, Executive Director of Grants and Program Accountability

Dr. Daniel Shanahan, Interim Executive Director of External School Operations

Michael E. Smith, Director of Fine and Performing Arts

Joseph Toombs, Director of Physical Education, Health, and Athletics

Jessica Theodore, Assistant Director for Personnel

Bhavin Gandhi, Associate Director of Information Technology Services



Purpose

This document is intended to be completed by the District and serves as a self-assessment of the implementation and outcome of key strategies related to the *2020-2025 Strategic Academic Plan*. This document also serves as a quarterly reporting instrument. Responses must be directly aligned with the approved *2020-2025 Strategic Academic Plan*, and must include evidence or data used to make determinations. Such data is performance based and in direct forward planning alignment to the previously submitted fiscal plan – inclusive of the adopted and approved 2021-2022 Budget.

It is important to note that key aspects of the ‘Continuation’ strategy will be addressed in the Quarter 4 (Q4) Report Update. Such will ensure that aggregate data is used to compare Quarter-to-Quarter progress. By framing a Continuation Plan in tandem with Q4 Reporting, coupled with ensuring that such data is up-to-date and drawn from a consistent point-in-time, (as has been the case, per Quarterly Report), the Continuation Plan will be an additional resource in progress monitoring building-based SCEPS and overall DCIP goal attainment, all of which are directly aligned to the overall Strategic Plans.

Process

1. For each strategy, 2020-2021 Strategy Implementation Activities were provided to explicitly define the 2020-2021 tasks/action items/deliverables to ensure successful implementation of the strategy, along with the frequency and individual/group leading the effort.
2. Identified were leading indicator data that used to monitor progress toward achieving the associated district priority goal during the most recent quarter.
3. The District then indicated the current status of each indicator in terms of the likelihood of meeting the established targets for realizing demonstrable improvement and the impact on student learning at the end of the most recently completed quarter. Where applicable, a baseline is supplied. The status is indicated by shading the status with the most appropriate color or by entering (G) “GREEN”; (Y) “YELLOW”; or (R) “RED” into the status box.

Implementation Status Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .
Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

4. The District responded to the Analysis/Report Out sections of this document by both assessing the key strategies of the quarter in light of their realized level of implementation and their impact on student learning outcomes.
5. The Continuation Plan sections are an opportunity for the District to present their proposed actions and modifications for the upcoming quarter. The District, here, will describe any modifications that have been made to the strategy during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. This is intended to create the framework by which the district, using its own summary analysis, transitions in a manner that represents continuous and comprehensive planning.



Executive Summary

As an overview, the East Ramapo School District is scaffolding strategy development and attainment with the intention of ensuring that all areas are met and tracked. However, not all referenced strategy implementation areas will be completed at the same level or same time, as there are aspects that have not been put into place functionally. The district measured the extent to which each strategy has been attained from January 2021 to March 2021, comparing where the district was, at the baseline, versus current status. Information is organized in two parts: Part I-Academic Improvement Indicators and Part II-Fiscal

The district's educational strategies are organized under the 4 Four Pillars of our theory of action. Emphasis, this 2020-2021, was placed on ensuring that all students had access to technology-based devices to facilitate hybrid/virtual learning (Pillar 1) and the need to support the health and wellness of families, while assisting parents in navigating school and community resources (Pillar 2).

The district continues to monitor the physical education program and in keeping with the requirements of the IDEA Grant, has designated funds to address the disproportionately of white students in out-of-district placements. Emphasis has been placed on the continued growth of in-district programs and related services to foster and thus align the district's continuum of services across grade-levels, feeder schools and buildings.

Local indicators were selected from NYSED's data dictionary of demonstrable improvement indicators and sub-tenets from the Diagnostic Tool for School and District Effectiveness (DTSDE) framework.

To close, efforts towards meeting said implementation strategies are in line with the 2020-2021 District Comprehensive Improvement Plan.

Overall Status: Yellow



Academic Improvement Indicators

Pillar 1: High Expectations for Teaching and Learning

Educational Strategy 1.1: Strengthen the alignment of curriculum, assessment, instruction, instructional materials, responsive intervention, and technology across content areas, grade levels, and grade spans (T1, L1, O1). Strategic Plan Goal Alignment: 1, 4

2020-2021 Strategy Implementation Activity 1.1.1 Operationalize a viable curriculum in the area of ELA and Math (Curriculum)

Indicator:	Curriculum Coherence and Progression- <i>progress demonstrated by student academic achievement</i>
Status:	Yellow
Baseline:	N/A
Target:	Work towards Progress



Analysis/Report Out:

Table 1. Star Early Literacy Performance

	Grade	Fall	Winter	Spring
All	K	52.36%	54.26%	
	1	37.90%	38.06%	
	2	15.50%	11.25%	
Asian or Native Hawaiian/Other Pacific Islander	K	72.73%	90.00%	
	1	70.37%	76.00%	
	2	55.56%	30.00%	
Black or African American	K	69.33%	73.68%	
	1	54.72%	50.00%	
	2	29.63%	26.79%	
Economically Disadvantaged	K	52.43%	55.26%	
	1	37.35%	36.55%	
	2	13.96%	10.79%	
English Language Learners	K	38.53%	32.14%	
	1	24.18%	24.44%	
	2	4.00%	4.12%	
Hispanic or Latino	K	45.91%	43.29%	
	1	30.67%	31.62%	
	2	10.98%	7.69%	
Multiracial	K	--	--	
	1	--	--	
	2	--	--	
Students with Disabilities	K	35.90%	36.96%	
	1	20.00%	20.75%	
	2	13.46%	11.76%	
White	K	37.04%	53.57%	
	1	41.18%	54.29%	
	2	14.29%	15.38%	

Note: Data retrieved from Renaissance Star data extract. Benchmark results reflect the percent of students at or above the 25th Percentile



Table 2. Star Early Literacy Classification Benchmark Expectations

		Fall Target	Fall	Winter Target	Winter	Spring Target	Spring
All	K	488	56.36%	569	50.35%	642	
	1	642	32.03%	675	35.39%	743	
	2	765	15.20%	808	7.93%	832	
Asian or Native Hawaiian/Other Pacific Islander	K	488	72.73%	569	80%	642	
	1	642	61.54%	675	75.00%	743	
	2	765	50.00%	808	11.11%	832	
Black or African American	K	488	72.00%	569	67.11%	642	
	1	642	46.23%	675	46.23%	743	
	2	765	29.63%	808	21.43%	832	
Economically Disadvantaged	K	488	56.76%	569	51.05%	642	
	1	642	31.03%	675	33.77%	743	
	2	765	13.64%	808	7.58%	832	
English Language Learners	K	488	43.12%	569	30.36%	642	
	1	642	17.95%	675	21.54%	743	
	2	765	4.00%	808	2.88%	832	
Hispanic or Latino	K	488	49.06%	569	41.46%	642	
	1	642	25.52%	675	29.04%	743	
	2	765	10.61%	808	5.45%	832	
Multiracial	K	488	--	569	--	642	
	1	642	--	675	--	743	
	2	765	--	808	--	832	
Students with Disabilities	K	488	41.03%	569	32.61%	642	
	1	642	17.78%	675	18.87%	743	
	2	765	11.54%	808	7.84%	832	
White	K	488	51.85%	569	50.00%	642	
	1	642	38.24%	675	51.43%	743	
	2	765	14.29%	808	7.69%	832	

Note: Data retrieved from Renaissance Star extract. Benchmark reflects the percent of students at grade level benchmark expectation using the Star Enterprise Scale. Targets fall within the following literacy classification: Early Emergent Reader (SS300–487), Late Emergent Reader (SS488–674), Transitional Reader (SS675–774), Probable Reader (SS775–900)



Table 3. Star Reading Grade 3-8 Proficiency

		Fall	Winter	Spring
All	Grade 3	15.95%	15.30%	
	Grade 4	22.92%	24.27%	
	Grade 5	15.62%	17.20%	
	Grade 6	29.72%	28.77%	
	Grade 7	20.00%	20.45%	
	Grade 8	26.76%	25.47%	
Asian or Native Hawaiian/Other Pacific Islander	Grade 3	23.53%	44.44%	
	Grade 4	42.86%	46.67%	
	Grade 5	66.67%	50.00%	
	Grade 6	47.62%	50.00%	
	Grade 7	16.67%	41.67%	
	Grade 8	50.00%	61.54%	
Black or African American	Grade 3	23.13%	23.81%	
	Grade 4	35.42%	32.45%	
	Grade 5	26.58%	28.30%	
	Grade 6	43.37%	43.56%	
	Grade 7	24.84%	21.74%	
	Grade 8	34.84%	33.33%	
Economically Disadvantaged	Grade 3	13.49%	13.74%	
	Grade 4	20.04%	21.43%	
	Grade 5	14.13%	15.74%	
	Grade 6	25.93%	25.52%	
	Grade 7	18.84%	18.65%	
	Grade 8	24.40%	22.88%	
English Language Learners	Grade 3	5.19%	5.12%	
	Grade 4	4.21%	6.12%	
	Grade 5	1.15%	1.50%	
	Grade 6	3.95%	5.93%	
	Grade 7	4.94%	2.72%	
	Grade 8	2.60%	0.46%	



Hispanic or Latino	Grade 3	12.91%	11.02%	
	Grade 4	16.10%	19.26%	
	Grade 5	8.88%	11.48%	
	Grade 6	22.48%	20.76%	
	Grade 7	17.09%	18.53%	
	Grade 8	21.01%	19.06%	
Multiracial	Grade 3	--	--	
	Grade 4	--	--	
	Grade 5	--	--	
	Grade 6	--	--	
	Grade 7	--	--	
	Grade 8	--	--	
Students with Disabilities	Grade 3	8.47%	6.45%	
	Grade 4	10.71%	12.07%	
	Grade 5	2.35%	2.44%	
	Grade 6	3.53%	5.75%	
	Grade 7	2.88%	0.96%	
	Grade 8	5.51%	5.84%	
White	Grade 3	35.29%	38.89%	
	Grade 4	64.71%	62.50%	
	Grade 5	35.71%	33.33%	
	Grade 6	50.00%	54.17%	
	Grade 7	31.03%	29.63%	
	Grade 8	52.94%	43.48%	

Note: Data retrieved from Renaissance Star data extract. Benchmark reflects the percent of students scoring a Level 3 or 4 using the NYSTP for ELA



Table 4. Star Math Grade 3-8 Proficiency

		Fall	Winter	Spring
All	Grade 3	15.95%	15.30%	
	Grade 4	22.92%	24.27%	
	Grade 5	15.62%	17.20%	
	Grade 6	29.72%	28.77%	
	Grade 7	20.00%	20.45%	
	Grade 8	26.76%	25.47%	
Asian or Native Hawaiian/Other Pacific Islander	Grade 3	23.53%	44.44%	
	Grade 4	42.86%	46.67%	
	Grade 5	66.67%	50.00%	
	Grade 6	47.62%	50.00%	
	Grade 7	16.67%	41.67%	
	Grade 8	50.00%	61.54%	
Black or African American	Grade 3	23.13%	23.81%	
	Grade 4	35.42%	32.45%	
	Grade 5	26.58%	28.30%	
	Grade 6	43.37%	43.56%	
	Grade 7	24.84%	21.74%	
	Grade 8	34.84%	33.33%	
Economically Disadvantaged	Grade 3	13.49%	13.74%	
	Grade 4	20.04%	21.43%	
	Grade 5	14.13%	15.74%	
	Grade 6	25.93%	25.52%	
	Grade 7	18.84%	18.65%	
	Grade 8	24.40%	22.88%	
English Language Learners	Grade 3	5.19%	5.12%	
	Grade 4	4.21%	6.12%	
	Grade 5	1.15%	1.50%	
	Grade 6	3.95%	5.93%	
	Grade 7	4.94%	2.72%	
	Grade 8	2.60%	0.46%	



Hispanic or Latino	Grade 3	12.91%	11.02%	
	Grade 4	16.10%	19.26%	
	Grade 5	8.88%	11.48%	
	Grade 6	22.48%	20.76%	
	Grade 7	17.09%	18.53%	
	Grade 8	21.01%	19.06%	
Multiracial	Grade 3	--	--	
	Grade 4	--	--	
	Grade 5	--	--	
	Grade 6	--	--	
	Grade 7	--	--	
	Grade 8	--	--	
Students with Disabilities	Grade 3	8.47%	6.45%	
	Grade 4	10.71%	12.07%	
	Grade 5	2.35%	2.44%	
	Grade 6	3.53%	5.75%	
	Grade 7	2.88%	0.96%	
	Grade 8	5.51%	5.84%	
White	Grade 3	35.29%	38.89%	
	Grade 4	64.71%	62.50%	
	Grade 5	35.71%	33.33%	
	Grade 6	50.00%	54.17%	
	Grade 7	31.03%	29.63%	
	Grade 8	52.94%	43.48%	

Note: Data retrieved from Renaissance Star data extract. Benchmark reflects the percent of students scoring a Level 3 or 4 using the NYSTP for Math



Table 5. Star Reading Grades 9-12 Proficiency

		Fall	Winter	Spring
All	Grade 9	38.28%	33.53%	
	Grade 10	27.95%	24.23%	
	Grade 11	39.63%	36.64%	
	Grade 12	34.01%	25.52%	
Asian or Native Hawaiian/Other Pacific Islander	Grade 9	55.00%	65.00%	
	Grade 10	71.43%	55.56%	
	Grade 11	76.19%	60.00%	
	Grade 12	55.00%	37.50%	
Black or African American	Grade 9	43.28%	34.27%	
	Grade 10	39.68%	34.97%	
	Grade 11	43.70%	45.97%	
	Grade 12	34.11%	20.87%	
Economically Disadvantaged	Grade 9	37.62%	33.56%	
	Grade 10	25.94%	20.53%	
	Grade 11	36.88%	34.39%	
	Grade 12	28.33%	23.68%	
English Language Learners	Grade 9	3.15%	2.47%	
	Grade 10	2.19%	1.96%	
	Grade 11	2.47%	0.00%	
	Grade 12	1.75%	0.00%	
Hispanic or Latino	Grade 9	33.77%	29.74%	
	Grade 10	20.45%	16.29%	
	Grade 11	30.73%	27.55%	
	Grade 12	29.79%	26.53%	
Multiracial	Grade 9	--	--	
	Grade 10	--	--	
	Grade 11	--	--	
	Grade 12	--	--	
Students with Disabilities	Grade 9	9.68%	11.00%	
	Grade 10	11.49%	11.24%	
	Grade 11	16.39%	10.71%	



	Grade 12	3.77%	6.67%	
White	Grade 9	58.33%	72.73%	
	Grade 10	62.50%	77.78%	
	Grade 11	69.23%	44.44%	
	Grade 12	75.00%	60.00%	

Note: Data retrieved from Renaissance Star data extract. Benchmark reflects the percent of students scoring a Level 3 or 4.



Table 6. Star Math Grades 9-12 Proficiency

		Fall	Winter	Spring
All	Grade 9	38.28%	33.53%	
	Grade 10	27.95%	24.23%	
	Grade 11	39.63%	36.64%	
	Grade 12	34.01%	25.52%	
Asian or Native Hawaiian/Other Pacific Islander	Grade 9	55.00%	65.00%	
	Grade 10	71.43%	55.56%	
	Grade 11	76.19%	60.00%	
	Grade 12	55.00%	37.50%	
Black or African American	Grade 9	43.28%	34.27%	
	Grade 10	39.68%	34.97%	
	Grade 11	43.70%	45.97%	
	Grade 12	34.11%	20.87%	
Economically Disadvantaged	Grade 9	37.62%	33.56%	
	Grade 10	25.94%	20.53%	
	Grade 11	36.88%	34.39%	
	Grade 12	28.33%	23.68%	
English Language Learners	Grade 9	3.15%	2.47%	
	Grade 10	2.19%	1.96%	
	Grade 11	2.47%	0.00%	
	Grade 12	1.75%	0.00%	
Hispanic or Latino	Grade 9	33.77%	29.74%	
	Grade 10	20.45%	16.29%	
	Grade 11	30.73%	27.55%	
	Grade 12	29.79%	26.53%	
Multiracial	Grade 9	--	--	
	Grade 10	--	--	
	Grade 11	--	--	
	Grade 12	--	--	
Students with Disabilities	Grade 9	9.68%	11.00%	
	Grade 10	11.49%	11.24%	
	Grade 11	16.39%	10.71%	



	Grade 12	3.77%	6.67%	
White	Grade 9	58.33%	72.73%	
	Grade 10	62.50%	77.78%	
	Grade 11	69.23%	44.44%	
	Grade 12	75.00%	60.00%	

Note: Data retrieved from Renaissance Star data extract. Benchmark reflects the percent of students scoring a Level 3 or 4.



Table 7. Report Card Pass Rate in Fine and Performing Arts

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 8	Art	100.00%	95.89%	91.82%	
	Music	92.26%	90.89%	93.21%	
Grade 9	Art	69.44%	67.95%	60.00%	
	Music	78.17%	76.77%	67.89%	
Grade 10	Art	78.44%	76.47%	71.35%	
	Music	73.40%	78.66%	66.74%	
Grade 11	Art	73.03%	71.43%	82.18%	
	Music	76.74%	79.89%	76.83%	
Grade 12	Art	82.35%	80.77%	80.92%	
	Music	80.65%	84.00%	78.99%	

Note: Data retrieved from eSchoolData.

Table 8. Report Card Pass Rate in Physical Education and Health Education

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 8	PE	78.62%	85.30%	74.96%	
	HE	96.15%	91.28%	80.13%	
Grade 9	PE	73.26%	61.94%	65.48%	
	HE	78.95%	84.21%	100.00%	
Grade 10	PE	72.27%	57.84%	60.92%	
	HE	91.89%	90.67%	98.51%	
Grade 11	PE	78.13%	65.31%	68.38%	
	HE	94.32%	89.89%	93.94%	
Grade 12	PE	79.73%	72.41%	79.88%	
	HE	94.94%	96.10%	83.61%	

Note: Data retrieved from eSchoolData.

K-8 EL Education and Eureka Math curriculum were appropriately modified for the 2020-2021 school year to account for unfinished learning during the 2019-2020 school year and use of technology. The focus was on priority standards and requisite skills.

In addition to cohesive use of key elements of EL Education ELA and Eureka Math curriculum by K-8 teachers, meetings have commenced to lay out a timeline to operationalize a viable curriculum map across all grades in ELA and Math using a common format communicated to all. Next Generation



Learning Standards Readiness-use of language of NGLS in learning targets K-12 Curriculum Mapping and Unit Planning.

The team moved from the Star Longitudinal Report to include grade level and subgroup data. Performance and growth metrics for all students including subgroups were be pulled from Renaissance Star data extracts. Schoolzilla dashboards will be utilized during the 2021-2022 school year to provide deeper insights into how the district is performing.

Continuation Plan: None



2020-2021 Strategy Implementation Activity 1.1.2 Use of criteria- and norm-referenced assessments to progress monitor to inform multi-tiered student support and determine student growth towards proficiency (Assessment/Responsive Intervention)

Indicator:	Academic Progress-demonstrated by readiness in key transitional grades
Status:	Yellow
Baseline:	N/A
Target:	Work towards Progress

Analysis/Report Out:

Table 9. Report Card Pass Rate in Core Subject Areas

		Trimester 1	Trimester 2		Trimester 3
Kindergarten	ELA	18.36%	26.90%		
	Math	22.62%	28.00%		
Grade 3	ELA	15.46%	22.03%		
	Math	24.53%	29.02%		
Grade 6	ELA	24.6%	31.0%		
	Math	25.5%	27.3%		
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 8	ELA	92.31%	92.03%	88.01%	
	Math	96.09%	91.04%	89.43%	
Grade 9	ELA	81.54%	80.70%	80.18%	
	Math	82.26%	70.76%	72.46%	
	Sci	77.39%	72.65%	70.18%	
	SS	82.00%	74.03%	73.98%	
Grade 10	ELA	79.72%	76.02%	64.81%	
	Math	80.31%	68.75%	62.34%	
	Sci	76.60%	69.06%	62.17%	
	SS	82.53%	76.11%	69.88%	
Grade 11	ELA	82.03%	71.48%	69.60%	
	Math	79.67%	72.27%	69.23%	
	Sci	79.25%	71.59%	68.89%	
	SS	85.38%	78.50%	77.31%	
Grade 12	ELA	74.77%	70.62%	71.89%	



	Math	81.10%	71.97%	69.71%	
	Sci	80.13%	73.37%	70.55%	
	SS	75.21%	68.03%	68.38%	

Note: Data retrieved from eSchoolData.

Table 9a. Star SAT Readiness

	December		March		June	
Grade	Student/ Total	Percent	Student/ Total	Percent	Student/ Total	Percent
9	94/288	32.63%	174/509	34.18%		
10	107/355	62.78%	120/478	81.08%		
11	126/311	40.51%	132/359	36.77%		
12	79/192	41.15%	79/277	28.52%		

Academic progress of students now includes monitoring student progress toward graduation/promotion in key transitional grades (K, 3, 6, 8, 9-12) as measured by quarterly report card pass rates.

Star SAT Readiness, Table 9a, data were recalculated. The table depicts whether students are on track to reach college and career readiness benchmarks on the SAT assuming the SAT test is administered in April in grade 11 or later. On track estimates are determined by a comparison of students' scores from their most recent Star Reading test to month-specific benchmarks.

Continuation Plan: None



Indicator:	Ongoing Evaluation and Continuous Improvement- <i>progress demonstrated by student participation in interim assessment</i>
Status:	Green
Baseline:	N/A
Target:	80% participation

Analysis/Report Out:

Table 10. Star Interim Assessment Participation

	Star Assessment	Fall	Winter	Spring
Kindergarten	Early Literacy	78%	40%	
Grade 1	Early Literacy	75%	81%	
Grade 2	Early Literacy	47%	55%	
Grade 3	Reading	80%	86%	
	Math	85%	88%	
Grade 4	Reading	87%	88%	
	Math	88%	85%	
Grade 5	Reading	90%	92%	
	Math	86%	90%	
Grade 6	Reading	88%	91%	
	Math	86%	85%	
Grade 7	Reading	86%	88%	
	Math	80%	85%	
Grade 8	Reading	81%	83%	
	Math	78%	79%	
Grade 9	Reading	61%	67%	
	Math	46%	55%	
Grade 10	Reading	58%	62%	
	Math	49%	53%	
Grade 11	Reading	68%	65%	
	Math	59%	62%	
Grade 12	Reading	55%	53%	
	Math	42%	46%	

Note: Data retrieved from Renaissance Custom Reports.



For this 2020-2021 school year student participation reflects each grade level. Majority of grades showed an increase in participation. The significant decrease in Kindergarten participation for the Winter administration was due to students at that level testing outside of the reporting window.

Continuation Plan: None

2020-2021 Strategy Implementation Activity 1.1.3 Focused professional development that promotes teacher best practices to deliver curriculum that challenges students' skill sets and builds teacher capacity to monitor and adjust the curriculum for improved student learning (Instruction)

Indicator:	Staff Collaboration and Support- <i>progress demonstrated by professional development structures and systems</i>
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

District-level Professional Development

The data retrieved from professional development catalog.

Month	# Offerings	Time (Hours)
October	19	14.5
November	2	3
December	1	1.5
January	3	4.5
February	20	12.4
Total	45	65.9

School-level Professional Development

Year to date totals since 10.1.2020

of Offerings:

Accumulated Hours:

Year to date totals since 1.1.2021-3.30.2021

of Offerings: 489

Accumulated Hours: 573.48



Monthly Principal Meetings

October: 7
November: 4
December: 2
January: 6
February: 11
March: 3

Weekly Academic Standards Facilitator (ASF) Meetings

October: 1, 2, 8, 22, 28
November: 5, 19
December: 3
January: 21
February: 11, 18, 25
March: 4, 11, 25

School-level PLC

Professional Learning Community (PLC) meetings continue to play a central function as dedicated and structured time within the master schedule. School and teacher leaders work with staff to analyze and interpret relevant academic and emotional and social health data, and best practices in classroom instruction. Teachers meet across grade levels, content areas, and subgroups to review student work, assess the effectiveness of instructional activities, and identify specific ways in which lessons can be improved. The master schedule reflects common PLC time at least once per week

Continuation Plan: None



2020-2021 Strategy Implementation Activity 1.1.4 Access to digital instructional materials that align to standards-based common curriculum and provide tiered support, ensuring a defined level of consistency across the district (Instructional Materials)

Indicator:	Activities and Materials- <i>progress demonstrated by procurement and distribution of digital tools for hybrid and remote instruction</i>
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

The district secured instructional technologies, specifically Chromebooks and hotspots, required for teaching and learning.

As of December 31st:

- Total # of Chromebooks in District: 11,032
- Total # of Chromebooks Distributed: 7,422 (*includes device replacements*)
- Total # of Hotspots in District: 2,458 (*includes devices from T-Mobile Project 10M Grant*)
- Total # of Hotspots Distributed: 721
- Total # of webcams Distributed : 500

As of March 31st:

- Total # of Chromebooks in District: 11,032
- Total # of Chromebooks Distributed: 7,483 (*includes device replacements*)
- Total # of Hotspots in District: 2,458 (*includes devices from T-Mobile Project 10M Grant*)
- Total # of Hotspots Distributed: 1116
- Total # of webcams Distributed : 500

Implementation of instructional technology tools, namely utilized throughout the district-[link](#)

Technology adherence to Ed Law 2-D to address remote learning needs-[link](#)

Operating system upgrade of classroom desktops to MS windows 10 in order to be compliant and supported with the latest windows security patches.

Migrated from 20 year old on-premise email system to cloud based email system in March, 2021

Continuation Plan: None



2020-2021 Strategy Implementation Activity 1.1.5 Maximize use of the K-12 district-wide learning management system to provide a single place for teachers to access, present, and deliver instructional content in an organized manner to guide student learning (Technology)

Indicator: Targeted Strategies for Diverse Learners-*progress demonstrated by increase in Schoology teacher monthly usage*
Status: Yellow
Baseline: N/A
Target: Make Progress

Analysis/Report Out:

Table 11a. Schoology - Unique User Login-Ins

Yr 1 Implementation	Student	Teacher
October 2020	9,089	829
November 2020	8,124	730
December 2020	8,034	710
January 2021	8,102	711
February 2021	8,196	735
March 2021	8,527	741
April 2021	8,165	679
May 1 - 9th	7,709	626
Year to Date Combined	65,946	5,761

Note: Data retrieved from Schoology Analytics', Schoology User Activity Report that tracks when a unique user has at least one (1) active session during a time period.

Table 11b. Schoology - Session Activity Report

Yr 1 Implementation	Student	Teacher
October 2020	570,968	69,443
November 2020	502,976	54,624
December 2020	456,260	46,622
January 2021	572,356	55,610
February 2021	501,943	49,879
March 2021	552,680	53,642
April 2021	573,773	52,449
May 1 - 9th	139,073	12,310
Year to Date Combined	3,870,029	394,579

Note: Data retrieved from Schoology Analytics', Schoology User Activity Report that tracks when users logins in, out, or returns, after 30 minutes of inactivity.

Table 12a. Course Materials Created & Related Submissions

Location	Assignments	Assignment Submissions	Discussions	Discussion Submissions
High Schools	2,049	10,923	696	6,806
Middle Schools	993	3,865	220	1,634
Elementary Schools	2,394	13,325	127	743
Districtwide Combined	5,436	28,113	1,043	9,183

Note: Data retrieved from Schoology Analytics', Course Materials Report.



Table 12b. Course Material Submission Analysis

Location	Assignment Submissions	% of Activity	Discussion Submissions	% of Activity
High Schools	10,923	39%	6,806	74%
Middle Schools	3,865	14%	1,634	18%
Elementary Schools	13,325	47%	743	8%
Districtwide Combined	28,113	100%	9,183	100%

Note: Data retrieved from Schoology Analytics', Course Materials Report.

Of 5,436 districtwide assignments submitted, 39% were completed at the high school level, 14% at middle school level, and 47% at the elementary school level. Elementary and high schools show a higher percentage of assignment submissions than the middle schools.

Continuation Plan: None

Educational Strategy 1.2: Strengthen student engagement and ownership of learning, and implement an early-warning process and continuous monitoring of the progress of middle and high school students towards on-time high school graduation (T2, L1, L2). Strategic Plan Goal Alignment: 2, 3, 5

2020-2021 Strategy Implementation Activity 1.2.1 Operationalize structures and systems student engagement and ownership in remote and in-person settings

Indicator:	Chronic Absenteeism (% chronic, % at-risk)
Status:	Yellow
Baseline:	N/A
Target:	<24%



Analysis/Report Out:

<u>Chronic Absenteeism</u>	<u>At</u>	<u>Risk</u>
Through December 31, 2020: 4,117 Students 47.04% *	Through December 31, 2020: 13.74% *	
Through April 21, 2021: 4,528 Students 46.60% + <i>Difference: Reduction of 0.44%</i>	Through April 21, 2021: 13.00% + <i>Difference: Reduction of 0.74%</i>	

Note: Data sources - December data - *Student Information System
April data - +NYSED Student Information Repository System (SIRS-361 Report)

Monitoring attendance from a distance was prioritized this school year, leading with two questions: Which students are chronically absent and at-risk? And Can schools reach students and families?

During the 2020-2021 school year, actionable data required monitoring multiple metrics including chronic absence, contact, connectivity, relationships and participation. The district purposed to collect and report quantitative attendance and chronic absence data and qualitative analysis that can show reasons that students miss school that are accurate, accessible, timely, comprehensive and understandable. These data work to inform the development of prevention and intervention strategies and allocation of resources that support student attendance. The data collection is used to activate positive supports, not punitive action.

Ongoing monitoring of the percentage of students district-wide who have missed ten percent or more of their enrolled school days during the school year with a goal towards reducing this rate each year. An outgrowth of the revised and BOE approved [Attendance Policy 5100](#) is the Attendance Task Force, composed of leaders, teachers, specialists and community members. Weekly task force meetings along with monthly collegial meets were implemented to develop systemic initiatives addressing attendance issues and is ongoing. Over 300 home visits have been performed and will continue to help support and address chronic absenteeism.

Additional actions included district guidance for schools to activate supports at the building and classroom level through a multi-tiered system of support (see figures below)

Figure 1. Multi-Tiered System of Support

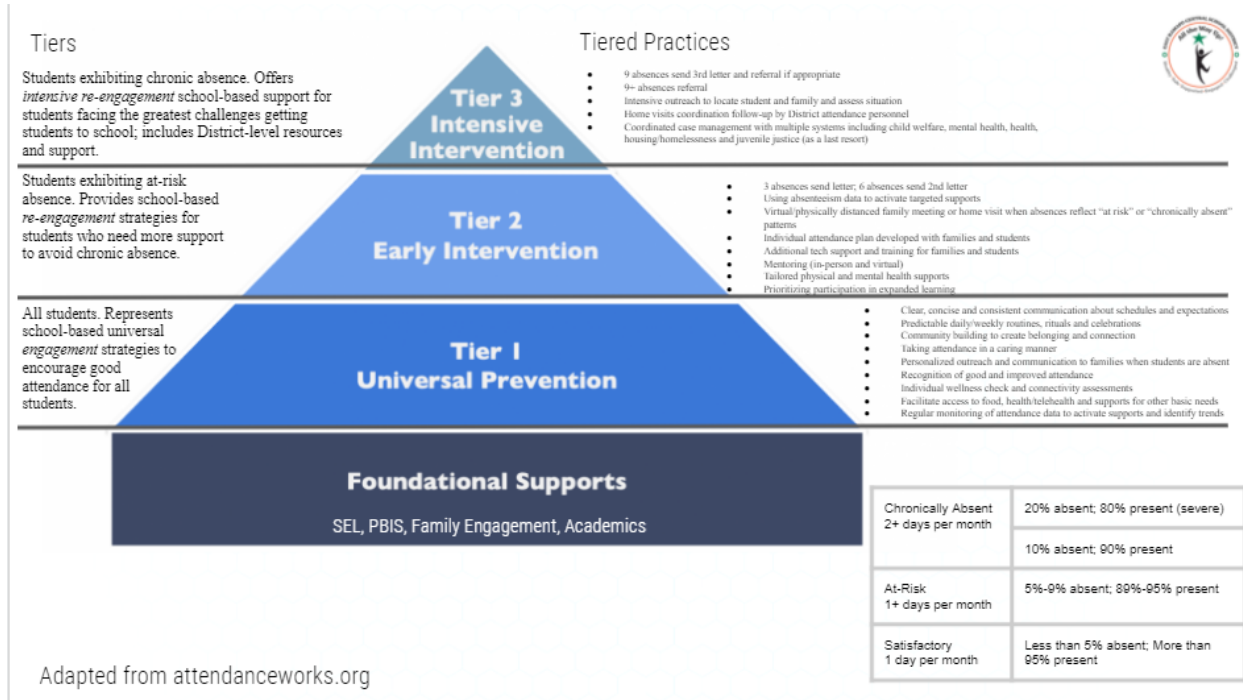
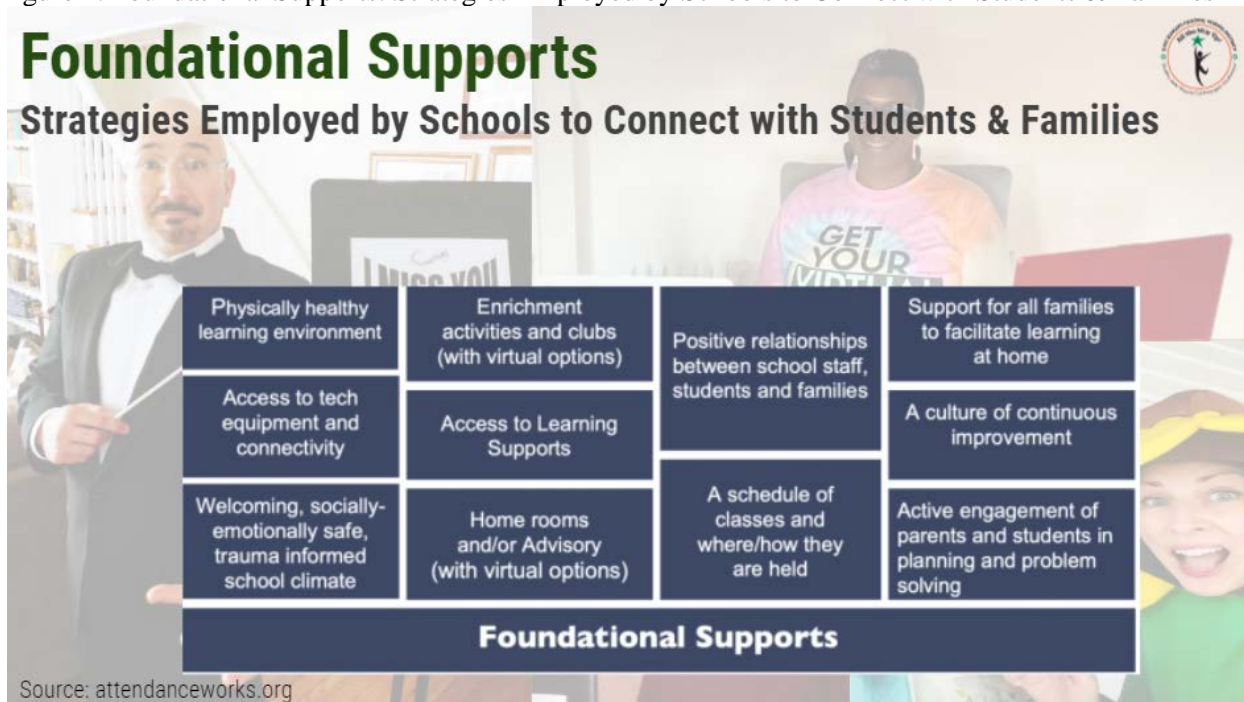


Figure 1. Foundational Supports: Strategies Employed by Schools to Connect with Students & Families



Continuation Plan: None

2020-2021 Strategy Implementation Activity 1.2.2 Operationalize structures and systems to continuously monitor progress of student readiness at key transitional grades

Indicator: Student Average Daily Attendance
Status: Green
Baseline: N/A
Target: >70%

Analysis/Report Out:

Table 13. Average Daily Attendance (ADA) 2020-2021 SY

Month	Target	ADA	%
September	>70%	6909	74.66
October	>70%	7122	77.43
November	>70%	7400	81.12
December	>70%	7456	82.00
January	>70%	7570	83.15
February	>70%	7543	82.80
March	>70%	7796	85.70

Note: Data retrieved from eSchoolData.

Continuation Plan: None



2020-2021 Strategy Implementation Activity 1.2.3 Operationalize structures and systems to continuously monitor progress of grade 7-12 students on track for on-time graduation

Indicator: Suspensions
Status: **Green**
Baseline: N/A
Target: <2%

Analysis/Report Out:

Table 14. Out of School Suspensions (OSS) 2020-2021 SY

Month	Target	% OSS
September	<2%	0%
October	<2%	0%
November	<2%	0%
December	<2%	0%
January	<2%	0%
February	<2%	0%
March	<2%	0%

Note: Data retrieved from eSchoolData.

Continuation Plan: None



Educational Strategy 1.3: Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning (O2). Strategic Plan Goal Alignment: 3

2020-2021 Strategy Implementation Activity 1.3.1 Ensure that all students have access to technology-based devices to facilitate hybrid/virtual learning

Indicator:	Activities and Materials- <i>progress demonstrated by procurement and distribution of digital tools for hybrid and remote instruction</i>
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

The district secured instructional technologies, specifically Chromebooks and hotspots, required for teaching and learning.

As of December 31st:

- Total # of Chromebooks in District: 11,032
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Implementation of instructional technology tools, namely utilized throughout the district-[link](#)

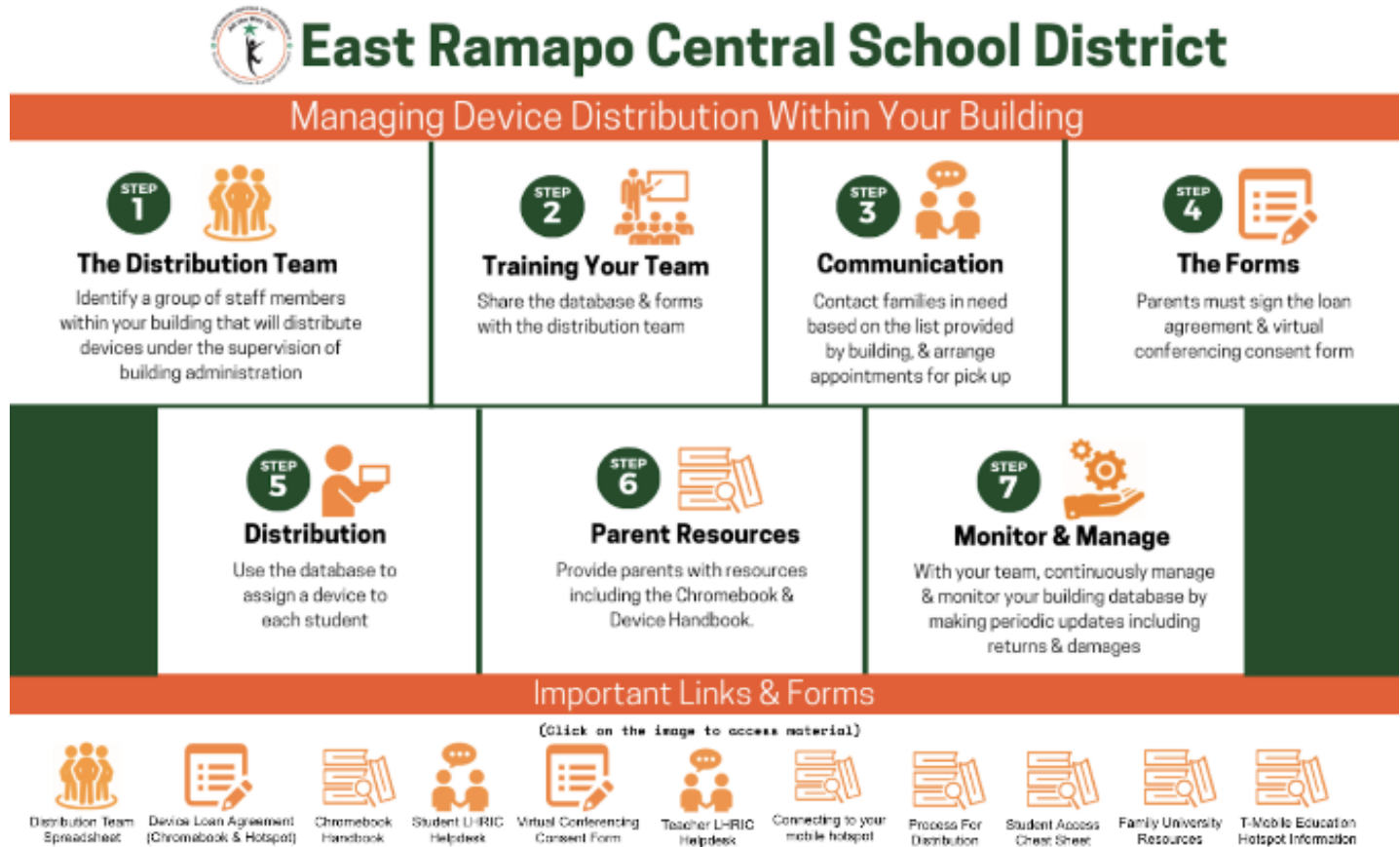
Technology adherence to Ed Law 2-D to address remote learning needs-[link](#)

Operating system upgrade of classroom desktops to MS windows 10 in order to be compliant and supported with the latest windows security patches.

Migrated from 20 year old on-premise email system to cloud based email system in March, 2021

Established building-level Distribution Team charged with managing device distribution following common protocols, seen in image below. Development of Device Database to collect data related to distribution, inventory and monitoring of individual devices for all students and staff

Figure 3: Managing Device Distribution



Continuation Plan: None

Pillar 2: Culture of Safety and Strong Relationships with Families & Community

Educational Strategy 2.1: Enhance parental engagement in student success through training, collaboration, and communication (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3

2020-2021 Strategy Implementation Activity 2.1.1 Enhance parental engagement in student success through training, collaboration, and communication

Indicator: Family and Community Engagement
Status: Green
Baseline: N/A
Target: Monthly



Analysis/Report Out:

Table 15. Family University Participation-[link](#)

Session Date	Total Participants
November 18, 2020	65
November 19, 2020	284
November 20, 2020	358
November 21, 2020	235
November 22, 2020	215
January 27, 2021	348
February 24, 2021	240

Note: Data retrieved from Zoom Analytics and actual session engagement reports.

The district continues to develop and host targeted Family University sessions and is garnering sustained engagement that has allowed parents and students to engage in English, Haitian Creole and Spanish. The District held four (4) additional Family University sessions in September 9, 16, 23, and 30 with 239, 128, 56, and 91 participants, respectively.

Continuation Plan: None

Educational Strategy 2.2: Educate parents about how to access school and community resources that support family health and wellness, and behavioral and life success for students (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3

2020-2021 Strategy Implementation Activity 2.2.1 Enhance parental engagement in student success through training, collaboration, and communication

Indicator:	Family and Community Engagement
Status:	Green
Baseline:	N/A
Target:	Make Progress



Analysis/Report Out:

Table 15. Family University Participation-[link](#)

Session Date	Total Participants
November 18, 2020	65
November 19, 2020	284
November 20, 2020	358
November 21, 2020	235
November 22, 2020	215
January 27, 2021	348
February 24, 2021	240

Note: Data retrieved from Zoom reports.

Superintendent Community Circle Dates

November: 4

December: 16

January: 6

February: 3

March: 3

Table 16. Family Resource Coordinators District-wide Family Events-[link](#)

Date	Event
September 11, 2020	Back to School Fair
September 21, 2020	Parental Involvement Engagement Virtual Information Session
October 23, 2020	Chromebook Distribution and Support
December 19, 2020	Annual Holiday Feast
April 15, 2021	Future Scholars/Crayons to College Virtual Event

Continuation Plan: None

Educational Strategy 2.3: Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence (T3, L3, O3). Strategic Plan Goal Alignment: 2, 3



2020-2021 Strategy Implementation Activity 2.3.1 Ensure that staff meet with students and families at least twice each year to engage in two-way dialog about the student's academic and social emotional progress, using district-wide developmentally appropriate protocols to ensure consistency and coherence.

Indicator: Family and Community Engagement
Status: **Green**
Baseline: N/A
Target: Twice a Year

Analysis/Report Out:

Parent Teacher Conference

December 18, 2020 and March 12, 2021 calendared Parent Teacher Conference days

Joint Student Circle Meeting

October: 14, 28

December: 9

January: 6, 20

February: 3

March: 11, 17

Table 17. Remind Analytics-Messages Sent

Month	Messages	Conversations	Announcements
October	1,533,634	453,952 (30%)	1,079,682 (70%)
November	1,816,362	281,883 (16%)	1,534,479 (84%)
December	1,447,801	235,216 (16%)	1,212,585 (84%)
January	1,440,239	244,607 (17%)	1,195,632 (83%)
February	1,350,951	214,894 (16%)	1,136,057 (84%)
March	1,272,928	206,871 (16%)	1,066,057 (84%)

Note: Retrieved from Remind Analytics.



Table 18. Remind Analytics-Messages Received by Students and Parents

Month	Students	Parents
October	10,840	8,688
November	11,427	8,912
December	11,361	8,722
January	11,207	8,539
February	11,137	8,519
March	10,396	8,478

Note: Retrieved from Remind Analytics.

District-wide Instructional Technology Platforms

Three instructional platforms were secured for district-wide use to support communication between home and school:

1. ClassLink is a single sign on tool that acts as a one-stop hub to connect and access web and Windows apps on any device
2. Remind has become a primary method for reciprocal communication between home and school with the ability to make secure voice calls between staff and parents
3. Schoology is the district's unified learning management tool to engage students using one common system for remote or in-person learning. It integrates 200+ educational tools and platforms and allows for written exchange amongst students and teachers

Continuation Plan: None

Pillar 3: Results-Focused Professional Learning & Collaboration

Educational Strategy 3.1: Provide ongoing professional development and instructional coaching focused on effective implementation of the Foundational 5 teaching practices by every teacher, in every classroom, every day (T3, L4, O4)

Strategic Plan Goal Alignment: 1, 4, 5

2020-2021 Strategy Implementation Activity 3.1.1 Provide ongoing professional development and instructional coaching to teachers

Indicator:	Staff Collaboration and Support-progress demonstrated by professional development structures and systems
Status:	Green
Baseline:	N/A
Target:	Make Progress



Analysis/Report Out:

District-level Professional Development

Month	# Offerings	Time (Hours)
October	19	14.5
November	2	3
December	1	1.5
January	3	4.5
February	20	12.4
Total	45	65.9

Note: Data retrieved from professional development catalog.

School-level PLC

Professional Learning Community (PLC) meetings continue to play a central function as dedicated and structured time within the master schedule. School and teacher leaders work with staff to analyze and interpret relevant academic and emotional and social health data, and best practices in classroom instruction. Teachers meet across grade levels, content areas, and subgroups to review student work, assess the effectiveness of instructional activities, and identify specific ways in which lessons can be improved. The master schedule reflects common PLC time at least once per week

Continuation Plan: None



Educational Strategy 3.2: Provide continuous professional learning, coaching, and support to principals and school instructional leadership teams to accelerate their proficiency relative to the five *Leverage Leadership Competencies* (L4, O4). *Strategic Plan Goal Alignment: 1, 4, 5*

2020-2021 Strategy Implementation Activity 3.2.1 Provide ongoing professional development and instructional coaching to leaders

Indicator:	Staff Collaboration and Support- <i>progress demonstrated by professional development structures and systems</i>
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

Monthly Principal Meetings

October: 7

November: 4

December: 2

January: 6

February: 11

March: 3

Weekly Academic Standards Facilitator (ASF) Meetings

October: 1, 2, 8, 22, 28

November: 5, 19

December: 3

January: 21

February: 11, 18, 25

March: 4, 11, 25

Continuation Plan: None



Educational Strategy 3.3: Implement high-functioning structures and processes to strengthen growth mindset; data-informed, rigorous planning; hybrid/virtual learning platforms; collegial collaboration; and culture of continuous improvement (T3, L4, O4). Strategic Plan Goal Alignment: 1, 4, 5

2020-2021 Strategy Implementation Activity 3.3.1 Implement high-functioning structures and processes to strengthen growth mindset

Indicator: Culture and Climate of Success
Status: **Green**
Baseline: N/A
Target: Make Progress
Analysis/Report Out:

Points of Pride-link

The Superintendent communicates an unwavering belief in the potential of all students through weekly Points of Pride. The Superintendent supports shared ownership and responsibility of district goals by elevating the voice of staff and students to speak to their accomplishments.

Continuation Plan: None

Pillar 4: Data-Informed Efficient and Effective Systems

Educational Strategy 4.1: Implement a balanced assessment system to provide timely and authentic feedback about student growth, instructional practices, interventions, and communication with parents (T5, L5, O5). Strategic Plan Goal Alignment: 4, 5

2020-2021 Strategy Implementation Activity 4.1.1 Establish system to collect and analyze student assessment data

Indicator: Ongoing Evaluation and Continuous Improvement
Status: **Green**
Baseline: N/A
Target: Make Progress

Analysis/Report Out:

Star CAT Interim Assessments administered 3 times during the 2020-2021 school year. Appropriate internet protocol (IP) restrictions were lifted and consistent processes across school sites were put in place to allow Star Assessments to be administered remotely and to ensure fidelity of testing in a remote setting. Remote testing protocols are reviewed with staff prior to each district-wide administration of Star for universal screening.

Report cards distributed 4 times a year in secondary and 3 times a year in elementary with periodic progress reports.

Continuation Plan: None



Educational Strategy 4.2: Organize central roles, resources, and processes to better support schools (O5). *Strategic Plan Goal Alignment: 4, 5*

2020-2021 Strategy Implementation Activity 4.2.1 Organize central roles, resources, and processes to better support schools

Indicator:	Effectively Manages Resources
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

Reorganization of district roles. [link](#)

Continuation Plan: None

Educational Strategy 4.3: Organize school and district-based ceremonies to celebrate the accomplishments of staff, students, and district stakeholders (L5, O5). *Strategic Plan Goal Alignment: 2, 4, 5*

2020-2021 Strategy Implementation Activity 4.3.1 Implement creative ways to intellectually engage our community at varying levels using multiple methods

Indicator:	Culture and Climate of Success
Status:	Green
Baseline:	N/A
Target:	Make Progress

Analysis/Report Out:

Points of Pride-[link](#)

The Superintendent communicates an unwavering belief in the potential of all students through weekly Points of Pride. The Superintendent supports shared ownership and responsibility of district goals by elevating the voice of staff and students to speak to their accomplishments.

Weekly communications from the Superintendent sent to all staff

Continuation Plan:

None



Part II – Fiscal

Budget Analysis/Narrative and Budget Documents – The district should describe the expenditures that are reasonable and necessary to support the identified activities and goals.

Status:

Design Element. Provide an analysis of the current implementation period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.

Analysis of the Quarter:

The district's 2021-2022 Budget was developed, evaluated for alignment to district academic needs and approved by the NYS Education Department Commissioner and East Ramapo Central School District Community by a majority vote. The adjusted long-term Fiscal Plan, as previously submitted and accepted – inclusive of the five-year expenditure trend plan, does not necessitate adaptations or amendments for Quarter 3.

Further, implementation strategies addressing the need for technology and educational and outreach practices and strategies using instructional technology tools were primarily funded through Grant and Title Funds. Contracts for these instructional tools (i.e., Star Renaissance, Schoology, Remind, ClassLink) and professional development services were pre-obligated prior to October 2021 to be carried out throughout the school year.

The District's 2020-2021 fiscal plan reflects the most up-to-date information on the District's current fiscal situation and projected future revenues and expenditures.

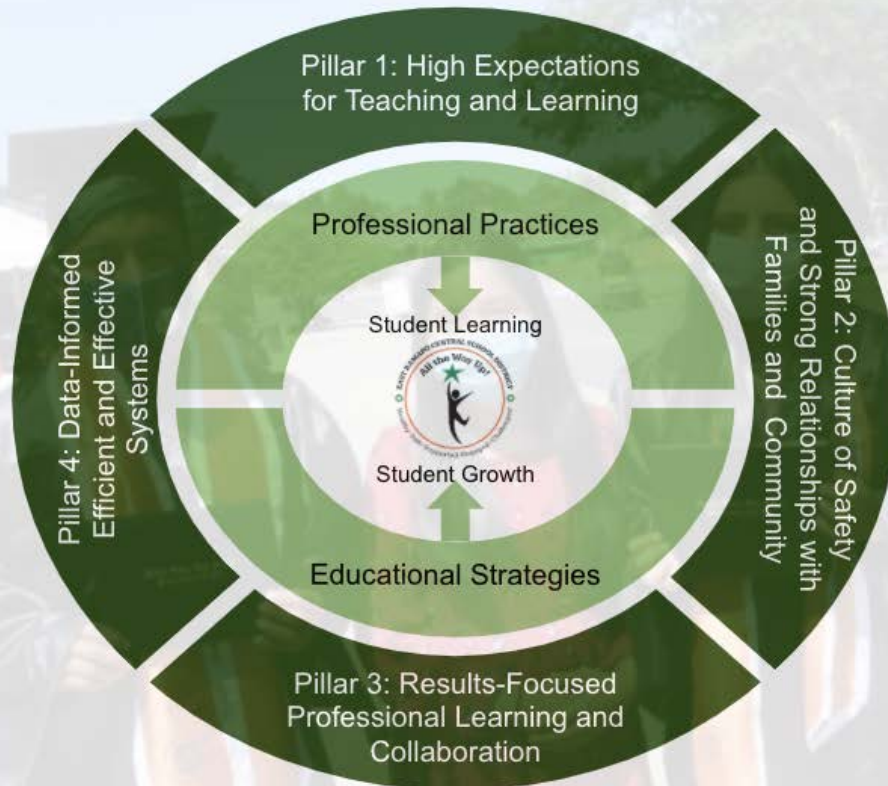
As such, the District has framed and thus aligned all programming and the budget with the Academic and Fiscal Strategic Plans. Progress measures will continue to be updated for each Quarter of the 2021-2022 academic year. The district remains committed to maintaining quarterly reports, consistently assessing measurable progress and determining the efficacy of action steps, per quarter, with Quarter 4 acting as the annual final report towards goal attainment. The District has further committed to addressing the long-standing fiscal control issues by reframing the budget development process, ensuring that all leadership personnel are part of the budget development process beginning with the annual Stage I review of the current budget each November. By maintaining a stringent budget calendar, reviewing expenditure trends by budget code, and assessing revenue alignment to each area, the district has framed a fiscal operating model that will allow for long-term academic and SEL-based progress monitoring and has applied standards of best practice that have been identified by the Fiscal Monitor and in prior year audits of the District.

Our THEORY OF ACTION

Methods to Achieve Our Vision



A theory of action is a set of underlying assumptions about how we will move our District from its current state to its desired future, our Vision.



Our theory of action is grounded in the efficacious belief that achievement, that is, student learning and growth, is reached by effective effort and confidence:

IF educators individually and collectively exercise key professional practices and educational strategies framed by our four pillars and geared towards building student competencies and confidence for success,

THEN students will

- (1) demonstrate success in the early years,
- (2) exhibit healthy, safe, supported, engaged, and challenged behaviors;
- (3) be motivated confident, and empowered critical thinkers;
- (4) show mastery of academic subjects and the arts;
- (5) graduate from high school and show readiness for college and careers,

AND we will realize our Vision of being proficient in all that we do.



2020-2021 Strategic Plan Target by District Priority

This report is intended to provide a single “running record” that documents progress toward achieving the SMART goals identified in the SCEP.

Goal 1: Success in the Early Years

Every student will demonstrate social, emotional, and academic readiness to meet or exceed grade-level standards by the end of second grade.

Priority Measure 1.1	By June 2021, increase early literacy proficiency in phonemic awareness by 2 Percentage Points.
Priority Measure 1.2	By June 2021, increase the Percentage of Students in the Least Restrictive Environment, resulting in a targeted reduced classification rate of 15.1% (Year 1) District-wide.
Priority Measure 1.3	By June 2021, increase the percentage of English Language Learners demonstrating growth in English language skills acquisition by 2 Percentage Points.

Goal 2: Healthy, Safe, Supported, Engaged, and Challenged

Every student will be challenged, in a safe learning environment, to be a productive and engaged citizen capable of meeting high expectations.

Priority Measure 2.1	By June 2021, increase percentage of all students who feel safe and valued in their school by 2 Percentage Points.
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Goal 3: Motivated, Confident, Empowered Critical Thinkers

Every student will demonstrate ownership of his/her education and be fully engaged in becoming critical, creative- thinking goal-setters.

Priority Measure 3.1	By June 2021, reduce K-12 out-of-school suspensions by 1 percentage point with a parallel focus on reducing rates of recidivism at the same level. By June 2021, reduce K-12 chronic absenteeism by 4 Percentage Points for all students.
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Goal 4: Mastery of Academic Subjects and the Arts

Every student will meet and/or exceed standards in all subjects, including the arts, at the end of key transition grades.

Priority Measure 4.1	By June 2021, increase all student's proficiency rates in NYS ELA and Math Assessments by 5 Percentage Points – inclusive of all subgroups.
Priority Measure 4.2	By June 2021, maintain student engagement and participation rates in standard-based arts and music programming with no less than 75% engagement of all students.
Priority Measure 4.3	By June 2021, maintain student participation rates in NYSSMA Solo Festival & NYSSMA Major Ensembles by a minimum of 450 participants.

Goal 5: High School Graduation and Readiness for College and Careers

Every student will graduate from high school prepared for college, career, and post-secondary experiences.

Priority Measure 5.1	By June 2021, increase student readiness at the end of key grade-level transitions by 2-3 percentage points for the overall average.
Priority Measure 5.2	By August 2021, increase the overall 5-Year graduation rate by 5 Percentage points – inclusive of all subgroups.