

**Fourth Quarter Report on 2021 22 Benchmarks
 and Final Goals/Disengagement Standards**

Updated August 8, 2022

Goal 1

The District will increase the percentage of SWD who demonstrate proficiency on ELA and Mathematics tests, during the years in which SED administers ELA and Math tests, up to and including the 2022 2023 school year, to percentages to be negotiated by the parties, ¹ as set forth in the table below.

| | Past Performance | Past Performance | Interim Benchmarks | | | Final Goal (Disengagement Standard) |
|--|------------------|------------------|---------------------------|---------------------------|------------------|-------------------------------------|
| School Year | 2017 2018 | 2018 2019 | 2019 2020 | 2020 2021 | 2021 2022 | 2022 2023 |
| Percentage of SWD with Proficient Level ELA Scores | 2% | 2% | Not reported – no testing | No Benchmark ² | To Be Negotiated | To Be Negotiated |
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and 80% of SWD took Math
2019 2020 No assessments due to the Pandemic

What steps or resources are needed to meet the next benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021 22 Annual Report.

Goal 2

The District will increase the June graduation rate of SWD by a minimum of 1 percentage point from the 2018-19 school year to 80% in the 2021-22 school year.

PowerSchool with respect to coding for suspensions as well as distinctions between the definition for LTS (long term suspensions) as reported on the consent decree versus OSS (out of school suspensions) as reported to the State. The approximate estimated percentage from the beginning of Q4 to the end of Q4 may be 0.12%.

LTS Rate Adjustments for 2021-22 Q2 and Q3: The Final Goal/Disengagement Standard for the SWD LTS Rate is 2%. As of Q3, the District's data could not generate with exactitude the number of LTS suspensions for students due to an issue in PowerSchool. As reported in Q3, "The approximate estimated percentage may be 1.6%". The previously reported rates for Q2 (2%) and Q3 (1.6%) were based on a snapshot from the beginning of the school year to the date in time that the data was captured. A recalculation of the same data from the beginning of each marking period (rather than the start of the school year) to the end of each marking period for Q2 yields an LTS suspension rate of 0.6% and for Q3 an LTS suspension rate of 0.55%.

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Goal 5

The District will decrease the percentage of current District SWD who are changed or transferred from the school they are attending because of lack of necessary classrooms or progra

Goal 6

The District will increase the percentage of SWDs with legally compliant transition plans by 8% per year, bringing the overall number of transition plans to 95.3% by the end of the 2021-2022 school year, as set forth in the table below.

Goal 7

The District will decrease the percentage of overdue initial, a

Goal 8

The District will decrease the number of variances by Commissioner approval by at least 50% each year, bringing the overall number of variances due to the District's lack of capacity to a maximum of two variances by the end of the 2021-2022 school year. The District will also increase the percentage of related services reported in Frontline IEP by 4% each year, ending in 87% of services provided by the 2021-2022 school year, as set forth in the table below.

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Goal 9

The District will increase the percentage of parent participation at AR meetings by 8% per year, bringing the parent participation rate to at least 51% by the end of the 2021-2022 school year, as set forth in the table below.

| | Past Performance | Past Performance | Interim Benchmarks | | 2021-22 Q4 Progress | Final Goal (Disengagement Standard) |
|---|------------------|------------------|-------------------------|-----------|---------------------|-------------------------------------|
| School Year | 2017-2018 | 2018-2019 | 2019-2020 ¹⁴ | 2020-2021 | | 2021-2022 |
| Percentage of AR Meetings with Parent Participation | 19% | 47% | 35% | 43% | 55% | 51% |

Goal 9 Benchmark Analysis

What actions has the District taken to achieve the benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021-22 Annual Report.

Did the District meet the benchmark?

2021-22 Q4: The current percentage of parents, guardians and other applicable parental family members in attendance at AR and AR/RE meetings is approximately 55% (780 parents/1426 meetings).

What steps or resources are needed to meet the next benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021-22 Annual Report.

¹⁴Due to the COVID-19 pandemic, the data used to calculate the 2019-2020 benchmark was measured from July 1, 2019 to March 1, 2020. The data used to calculate the 2020-2021 benchmark will be measured from September 8, 2020 to June 30, 2021. The past performance data and the data used to calculate the 2021-2022 benchmark were measured, and will be measured, from data from July 1 to June 30.

Goal 10

Conditioned on annual enrollment of Spanish speaking ELL SWDs, the District will increase bilingual programming offered in the special education continuum, increasing the total number of bilingual programs (not including Consultant Teacher Services and Resource Room) by the end of 2021-2022 school year to 51, conditioned on enrollment, as set forth in the table below.

| | Past Performance | Past Performance | Interim Benchmarks | | Final Goal (Disengagement Standard) |
|--------------------|------------------|------------------|--------------------|-----------|-------------------------------------|
| School Year | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| Bilingual Programs | 24 | 26 | 29 | 39 | 51 ¹⁵ |

Goal 10 Benchmark Analysis

What actions has the District taken to achieve the benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021-22 Annual Report.

Did the District meet the benchmark?

2021-22 Q4: There is no quarterly reporting on this Benchmark, however the number of programs for the 2021-22 school year is 60.

What steps or resources are needed to meet the next benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021-22 Annual Report.

¹⁵If enrollment of Spanish speaking ELL SWDs declines so that 51 programs are unnecessary, the parties will meet, determine what other number of programs is sufficient to meet the needs of Spanish speaking ELL SWDs, and the final goal disengagement standard will be changed accordingly. If the parties are unable to agree on the number of programs during renegotiation, the parties may proceed with the Alternative Dispute Resolution procedures set forth in the Stipulation of Settlement

Goal 12

The District will reduce any significant discrepancy between the number of African American and Hispanic students who are newly classified as SWD and white students who are newly classified as SWD, due to any inappropriate policies, practices, and procedures by the District, as set forth in the table below.

| | Past Performance | Past Performance | Interim Benchmarks | | Final Goal (Disengagement Standard) |
|---|------------------|------------------|--------------------|-----------|-------------------------------------|
| School Year | 2017 2018 | 2018 2019 | 2019 2020 | 2020 2021 | 2021 2022 |
| Racial Disparity Index of Newly Classified African American and Hispanic SWD Versus White SWD | 1.17 | 0.90 | 1.10 | 1.05 | 1.0 |

Goal 12 Benchmark Analysis

What actions has the District taken to achieve the benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021 22 Annual Report.

Did the District meet the benchmark?

2021 22 Q4: There is no quarterly reporting on this Benchmark.

What steps or resources are needed to meet the next benchmark?

Not applicable for Q4 report. If applicable, this information will be provided in the 2021 22 Annual Report.

Goal 13

Goal 14– Strategic Plan

The District will utilize a five year strategic plan, with an aspirational goal to fill all bilingual Special Education positions in the District with certified teachers or other Special Education related service providers who are both certified in New York State for Special Education and bilingual in Spanish by the beginning of the 2025 2026 school year. The Plan includes the following Key Performance Indicators/Measurable Benchmarks and Goals:

1. Percentage of bilingual special educators filled with a fully certified educator and educators working on certification

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