



**Ichabod Crane School District  
2020-2021 Marking Period 2  
Data Report**

# RIDERS' PATHWAY TO SUCCESS

## Riders' Pathway to Success

### Quarter 2, 2020-2021

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1. **Table 1:** This table is designed to track Target #1, Project 95. The 2018-19 target has been adjusted as a result of attaining last school year the goal of a *95% graduation rate by 2024*. The graduation rate for 2019-20 was 97.7%. The new target aims to maintain a minimum of 95% graduation rate each year moving forward.
2. **Table 2a, Table 2b & Table 2c:** These three tables are designed to track Target #2 which aims to reduce course failures in grade 6-12. Due to the unique nature of 2020-21, the goal is to maintain or reduce course failures utilizing the 18-19 school year as the baseline. This target is aggressive for this year. Table 2a tracks course failures by subject area in the High School while Table 2b tracks course failures by subject in the Middle School. Table 2c tracks course failures by grade level as opposed to subject area for grades 6-12. We are also closely tracking quarter by quarter through this school year in an effort to monitor the success of interventions put in place.
3. **Table 3a:** This table is designed to track Target #3 which aims to increase the mastery level on High School Regents exams. No specific percentage of increase is identified, as the goal is to maintain or increase the number of students at mastery level in light of the sudden change in the learning environment. Targets for all Regents exams are derived from baseline mastery level data on the 2018-2019 Regents exams because this is the last datapoint available. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase in mastery level.
4. **Table 3b:** This table is also designed to track Target #3 which aims to maintain or increase proficiency rates on NY State Assessments in Grades 3-8. Targets for ELA and Math are set based on data from the 2018-2019 NY State Assessment results in grade 3-8. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase in proficiency level.
5. **Table 4:** These tables are designed to track Target #4 which aims to hit 90% proficiency in ELA and Math for students in K-2<sup>nd</sup> grade. District common assessments are being utilized and data analyzed to track progress on this goal.

\* Note all new targets for 2020-2021 referenced above were developed collaboratively through the K-5 and 6-12 Riders' Pathway Teams.

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**Table 1:**

Riders' Pathway to Success Target #1: Project 95 95% or Above Graduation Rate							
Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020
Grade Level in 2020-21	Class of 2018	Class of 2019	Class of 2020	Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	137	121	146	124	142
Total Ichabod Crane High School Cohort Size	145	137	128	117	136	119	140
High School Graduates	124	130	125	0	0	0	0
*High School Drop Outs	12	5	0	2	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	2	1	1	0
High School Transferred to GED	2	0	0	0	0	0	0
2017-18 High School Grad Rate	85.5%						
2018-19 High School Grad Rate		94.9%					
2019-20 High School Grad Rate			97.7%				
2020-21 % On-Track to Graduate				96.6%			
2021-22 % On-Track to Graduate					99.2%		
2022-23 % On-Track to Graduate						99.16%	
2023-24 % On-Track to Graduate							100.00%

The graduating class of 2021 is currently projected to hit a 96.6% graduation rate. However there are a handful of seniors who are struggling to meet course requirements which could drop the graduation just below the 95% goal. High school administrators have prioritized work with seniors around graduation requirements. Strategies include one-to-one teacher mentors working after hours, phone calls from the superintendent's office, intensive home visits, and possible placement into credit recovery programs. It is important to note that reporting on graduation data lags one year behind. Therefore 19-20 graduation data will be reflected on our 2020-2021 NYS Report Card. We anticipate this data being released in late fall of 2022.

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Table 2a:

Riders' Pathway to Success Target #2a: Reduction in High School Course Failures 2nd Quarter						
Departments	BASELINE 2018-19 2nd Quarter Failures Number of Students	BASELINE 2018-19 2nd Quarter Failures Percent of Students	2020-21 1st Quarter Failures Number of Students	2020-21 1st Quarter Failures Percent of Students	2020-21 2nd Quarter Failures Number of Students	2020-21 2nd Quarter Failures Percent of Students
English	19	3.53%	41	7.55%	45	8.40%
Mathematics	30	6.09%	62	12.60%	65	13.35%
Science	28	5.75%	54	11.00%	55	11.46%
Social Studies	32	5.88%	70	12.52%	59	11.05%
Health	3	4.11%	8	16.00%	1	1.96%
Art	4	2.19%	10	5.92%	15	8.82%
Technology	4	2.50%	33	20.50%	24	15.19%
Music	1	0.89%	3	2.70%	6	5.61%
LOTE	8	3.92%	27	13.71%	23	11.86%
Physical Education	10	1.89%	80	15.69%	54	10.55%
Totals	139	3.76%	388	11.82%	347	10.75%

High School course failures for Quarter two have declined slightly (41 less failures from Q1 to Q2). A significant number of interventions were put in place after Quarter one however we are not yet seeing the anticipated reduction in course failures. Some of this may be due to the staggered start date of the interventions and the time required for interventions to impact student achievement. Extensive discussion administratively and on the Rider's Pathway teams regarding the mid-year data has led us to the point where we feel strongly about the need to bring failing students back in-person. The success of our health and safety protocols in preventing the spread of the virus within the school combined with increasing numbers of staff vaccinated puts us in a better position to open up school for more students

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(2a continued)

in-person. This is also further supported by the approaching warm weather and decreasing positivity rate in the county. We also feel we have exhausted all other intervention options. Because space at the high schools is at such a premium due to social distancing requirements and the construction project, our plans include a tiered structure whereby students at the very highest level of need will be on campus for five days, the next step down will be in person for four days and the lowest increase will involve students on campus on Wednesdays in addition to their regular days. Progress toward graduation is also a very high priority so we are looking at the possibility of paying teachers to work with seniors after hours toward work completion.

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**Table 2b:**

Riders' Pathway to Success Target #2b: Reduction in Middle School (Grades 6-8) Course Failures 2nd Quarter						
Departments	2018-19 2nd Quarter Failures Number of Students	2018-19 2nd Quarter Failures Percent of Students	2020-21 1st Quarter Failures Number of Students	2020-21 1st Quarter Failures Percent of Students	2020-21 2nd Quarter Failures Number of Students	2020-21 2nd Quarter Failures Percent of Students
English	9	2.17%	37	9.46%	31	7.93%
Mathematics	30	7.09%	67	16.83%	51	12.81%
Science	4	0.97%	43	10.59%	30	7.39%
Social Studies	12	2.86%	47	11.58%	26	6.40%
Health	1	0.81%	27	20.61%	11	8.40%
Art	0	0.00%	4	0.99%	2	0.49%
Technology	0	0.00%	3	2.19%	2	1.46%
Music	0	0.00%	14	7.69%	2	1.10%
LOTE	11	4.56%	57	14.32%	50	12.56%
Physical Education	2	0.47%	0	0.00%	5	1.23%
<b>Totals</b>	69	2.24%	299	9.17%	210	6.44%

Middle school course failure rates have dropped by approximately 30%. The administration and faculty are extremely pleased with the efficacy of their interventions and plan to continue their efforts to support struggling students and to adjust and individualize interventions. Particularly effective strategies from Quarter 2 include: relentless communication with parents and students, struggling students back in person for additional days, deeper relationships and knowledge of home on the part of the staff. This deliberate effort to connect with families has allowed teachers to communicate with families in the most effective ways. As noted above, we are also looking at ways to increase in-person instruction for our most at-risk students by also implementing a tiered structure similar to the high school plan.

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**Table 2c:**

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures 2nd Quarter						
Grade Level	2018-19 2nd Quarter Failures	2018-19 2nd Quarter Failures	2020-21 1st Quarter Failures	2020-21 1st Quarter Failures	2020-21 2nd Quarter Failures	2020-21 2nd Quarter Failures
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
6	5	3.11%	30	25.42%	17	14.53%
7	21	15.22%	39	30.00%	27	20.77%
8	17	13.28%	45	28.48%	45	28.30%
9	21	15.22%	61	43.57%	50	35.71%
10	19	15.83%	31	26.27%	28	23.33%
11	21	15.91%	24	17.91%	32	23.88%
12	24	17.65%	28	23.33%	19	15.83%
<b>Total</b>	128	13.43%	258	28.10%	218	23.70%

Course failures are down 15.5% overall from Quarter 1 of this school year with most of the improvement occurring at the middle school. Quarter 2 numbers still represent a significant increase over the 18-19 baseline. While the list of interventions is long for secondary students, the high school program is not seeing the success we had hoped for. Full implementation of some interventions took longer than others, and the list of strategies has continually evolved. Teachers and administrators shared that failing students are simply not present. We are deeply concerned that for those students and families who have been referred to Child Protective services, there seems to be little support available from County Services. The building-level Rider's teams are meeting next week to cull interventions that are not working, and strengthen/redirect efforts including how to increase the number of in-person days for more 9-12th grade students. We are taking a hard look at the spacing and social distancing in the middle and high schools to determine if we have capacity and what the most effective use of any additional capacity will be based on student need. (targeted) The majority of high school teachers are already utilizing synchronous instruction, however we are planning to mandate\* it in grades 6-12 beginning in early March.

\* Some courses may receive approval to deviate from synchronous instruction depending on subject matter and building/central administration approval

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**Table 3a:**

<b>Riders' Pathway to Success</b> <b>Target #3a: Increase % of Students Achieving Regents</b> <b>Mastery</b> <b>(85% and Above)</b> <b>Progress Tracking</b>				
Course	Common Assessment 1 Mastery	Common Assessment 2 Mastery	*BASELINE 2018-19 Building-Level Mastery	Target Reached Y or N
Algebra I	n/a	20%	38%	N
Algebra II Trig	n/a	33%	24%	Y
ELA	n/a	57%	48%	Y
Geometry	n/a	28%	29%	N
Global History	n/a	38%	49%	N
Living Environment	n/a	48%	55%	N
Chemistry	n/a	56%	21%	Y
Earth Science	n/a	30%	53%	N
Physics	n/a	26%	29%	N
US History	n/a	45%	59%	N

Baseline data is obtained from mastery levels on all Regents exams administered in 2018-19 because the NYS Testing Program was cancelled in the spring of 2020. District common assessments are being utilized as a predictor towards meeting the target increase in mastery level on all Regents exams. The first common assessments this year were administered partially to students at home and partially to students in person. Teachers have adjusted the tests to reflect the hybrid schedule and the pandemic where some pacing may have been affected. They are working to make these assessments as valid as possible, but continue to express concerns over cheating when students are at home. The substantial improvement in Chemistry is partially due to the cohort of students currently enrolled; there are more honors students in this group than in previous years.



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**Table 3b:**

<b>Riders' Pathway to Success</b> <b>Target #3b: Maintain or Increase the number of 3-8 Students</b> <b>Achieving Proficiency</b> <b>Progress Tracking</b>				
Grade Level	ELA 20-21 Common Assessment 1 % Proficient	ELA 20-21 Common Assessment 2 % Proficient	Target (Maintain or Increase Compared to *2018-19 Proficiency Rates)	Target Reached Y or N
3	75%	56%	65%	N
4	55%	59%	56%	Y
5	50%	27%	34%	N
6		34%	47%	N
7		72%	38%	Y
8		85%	54%	Y
Grade Levels	Math 20-21 Common Assessment 1 % Proficient	Math 20-21 Common Assessment 2 % Proficient	Target (Maintain or Increase Compared to *2018-19 Proficiency Rates)	Target Reached Y or N
3	66%	83%	62%	Y
4	83%	56%	55%	Y
5	88%	48%	35%	Y
6		38%	33%	Y
7		64%	42%	Y
8		33%	40%	N

Maintaining or increasing the proficiency level on the 3-8 ELA and Math assessments is the target for the 20-21 school year. NYS ELA and Math assessment results from 2018-19 are established as the baseline data. Note: 18-19 is the last year for which we have NYS assessment data. This is an aggressive goal due to the many adjustments made to the learning environment in 20-21 and gaps in curriculum from Spring. Data from the common assessments are being used in grade-level AAA meetings to drive conversation about instructional strategies, pacing, and filling student gaps. Teachers

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(3b continued)

and administrators have identified several changes as a result of the Q1 and Q2 administrations, and will be implementing them for Q3. These include: release of responsibility for independent reading, adjusting what is tested based on what is taught, length of assessments, and timing. As we have mentioned in previous Rider's Pathways reports, even absent the COVID backdrop, this process is still relatively new for teachers and requires coaching and on-going monitoring.

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**Table 4:**

Riders' Pathway to Success					
Target #4: Achieve 90% Proficiency Rate for K-2 Students <i>Approaching, At, or Above</i> Grade Level in Reading, Writing, and Math					
Grade Level	Reading Common Assessment 1 % Proficient	Reading Common Assessment 2 % Proficient	Reading Common Assessment 3 % Proficient	Reading Common Assessment 4 % Proficient	Target
K	76%	86%			90%
1	79%	87%			90%
2	55%	66%			90%
Grade Level	Math Common Assessment 1 % Proficient	Math Common Assessment 2 % Proficient	Math Common Assessment 3 % Proficient	Math Common Assessment 4 % Proficient	Target
K	93%	100%			90%
1	98%	98%			90%
2	68 %	81%			90%

A 90% proficiency rate for ELA and Math has been established as the target for all students in kindergarten through second grade for the 20-21 school year. District common assessments are being utilized to monitor this goal. Second grade appears to be off target as compared to K and 1. Overall student achievement at the younger grades is on-track to meet goals. As previously discussed, release of reading responsibility was examined and the results for second grade are trending upward. Teachers use this data at each grade level in Triple-A meetings to adjust grade-wide strategies.