



Ichabod Crane School District
2020-2021 Marking Period 3
Data Report

RIDERS' PATHWAY TO SUCCESS

Riders' Pathway to Success

Quarter 3, 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-2nd 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	145	125	140
Total Ichabod Crane High School Cohort Size	145	137	128	117	136	121	137
High School Graduates	124	130	125	0	0	0	0
*High School Drop Outs	12	5	0	1	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	1	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				98.3%			
2021-22 % On-Track to Graduate					99.3%		
2022-23 % On-Track to Graduate						99.17%	
2023-24 % On-Track to Graduate							100.00%

The graduating class of 2021 is currently projected to hit a 98.3% graduation rate. However there are a handful of seniors who are still struggling to meet course requirements at this time which could drop the graduation just below the 95% goal. High school administrators have prioritized work with seniors around graduation requirements. We have begun to offer credit recovery during the fourth quarter as appropriate. 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 3rd Quarter								
Departments	*BASELINE 2018-19 3rd Quarter Failures Number of Students	*BASELINE 2018-19 3rd 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	2020-21 3rd Quarter Failures Number of Students	2020-21 3rd Quarter Failures Percent of Students
English	27	5.08%	41	7.55%	45	8.40%	34	6.44%
Mathematics	21	3.99%	62	12.60%	65	13.35%	48	9.11%
Science	22	4.20%	54	11.00%	55	11.46%	42	8.90%
Social Studies	31	5.92%	70	12.52%	59	11.05%	58	11.03%
Health	0	0.00%	8	16.00%	1	1.96%	7	18.92%
Art	4	1.81%	10	5.92%	15	8.82%	9	4.43%
Technology	0	0.00%	33	20.50%	24	15.19%	16	10.67%
Music	1	0.90%	3	2.70%	6	5.61%	3	2.73%
LOTE	6	2.97%	27	13.71%	23	11.86%	36	17.39%
Physical Education	13	2.47%	80	15.69%	54	10.55%	38	7.29%
Totals	125	3.65%	388	11.82%	347	10.75%	291	8.87%

High School course failures for Quarter three are trending downward (41 less failures from Q1 to Q2 and 56 less failures from Q2 to Q3). A close examination of the data shows that there are an additional 49 failures within 4 points of passing, additionally in 69 of these failures the students' grades improved. A significant number of interventions were put in place after Quarter one and we believe that the results are now being reflected in these data. We continue to bring as many at-risk students back to 3-5 days in person instruction as space and safety will allow. As a result of the new CDC guidance and our revised reopening plan, the rate of return for these students has increased. Currently there are 75 students at the high school who have been brought back to this schedule. These students have seen improvements in their grades and reductions in their course failures. While the course failure rate remains above normal, we are encouraged by the downward trend and the ability to bring more students back to campus.

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Table 2b:

Riders' Pathway to Success Target #2b: Reduction in Middle School (Grades 6-8) Course Failures 3rd Quarter								
Departments	*BASELINE 2018-19 3rd Quarter Failures Number of Students	*BASELINE 2018-19 3rd 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	2020-21 3rd Quarter Failures Number of Students	2020-21 3rd Quarter Failures Percent of Students
English	11	2.66%	37	9.46%	31	7.93%	22	5.63%
Mathematics	19	4.60%	67	16.83%	51	12.81%	32	8.04%
Science	6	1.44%	43	10.59%	30	7.39%	21	5.17%
Social Studies	11	2.64%	47	11.58%	26	6.40%	18	4.43%
Health	7	5.65%	27	20.61%	11	8.40%	16	11.43%
Art	0	0.00%	4	0.99%	2	0.49%	12	10.91%
Technology	0	0.00%	3	2.19%	2	1.46%	1	0.75%
Music	0	0.00%	14	7.69%	2	1.10%	16	11.03%
LOTE	13	5.42%	57	14.32%	50	12.56%	21	5.28%
Physical Education	0	0.00%	0	0.00%	5	1.23%	0	0.00%
Totals	67	2.36%	299	9.17%	210	6.44%	159	5.42%

Middle school course failure rates continue to decline overall. 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. The return of 6th grade to 4 days per week and the requirement of simultaneous instruction for grades 7 and 8 have both played a part in the drop in course failures. We are very excited to welcome back 7th grade to 4 days per week starting on May 3 and believe that this will further reduce course failure rates. Approximately 20 students have come back to additional in-person instruction days with more scheduled to start in the next two weeks. We continue the efforts at relentless communication with families about student progress and attendance.

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Table 2c:

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures 3rd Quarter								
Grade Level	*BASELINE 2018-19 3rd Quarter Failures Number of Students	*BASELINE 2018-19 3rd 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	2020-21 3rd Quarter Failures Number of Students	2020-21 3rd Quarter Failures Percent of Students
6	5	3.14%	30	25.42%	17	14.53%	6	5.13%
7	27	19.57%	39	30.00%	27	20.77%	12	9.23%
8	6	4.80%	45	28.48%	45	28.30%	39	24.53%
9	15	10.64%	61	43.57%	50	35.71%	53	38.41%
10	16	13.45%	31	26.27%	28	23.33%	28	23.14%
11	29	21.97%	24	17.91%	32	23.88%	25	18.52%
12	13	9.70%	28	23.33%	19	15.83%	23	19.33%
Total	111	11.71%	258	28.10%	218	23.70%	186	20.24%

Course failures are down 27.9% overall from Quarter 1 of this school year with most of the improvement occurring at the middle school. While the high school's gains are more modest, failure rates are on a downward trajectory. Quarter 3 numbers do still represent a significant increase over the 18-19 baseline. All of 6th, all of 7th and approximately 100 students in grades 8 through 12 back to additional days of in-person instruction, and we believe strongly this is the single most effective intervention for students who are consistently failing courses. Additionally, the substantial list of interventions currently in place will continue and be supplemented and augmented. Rider Pathway team meetings occurred last week where the data was shared and interventions discussed.

Recommendations for additional strategies included the start of interventions for struggling students at the beginning of the 21-22 school year based on Quarter 4 data, strengthening the transition between 8th and 9th grade, strengthening reading instruction as a long-term goal, reworking freshman seminar to account for incoming 9th grade needs, carefully targeting the use of additional, temporary intervention staff at the middle and high schools, and starting credit recovery work before the end of the school year. The release of CDC guidance and adoption of changes to our Reopening Plan have allowed us more flexibility for things like field trips, the removal of barriers, and the start of in-person club meetings. These elements are vital pieces of the school experience for students and as more signs of a return to normalcy emerge, we are confident that course failure numbers will continue to drop. In order to help students make up lost ground, we are currently building a rigorous academic summer program and an enrichment program in partnership with Tom Lee.

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Table 3a:

Riders' Pathway to Success Target #3a: Increase % of Students Achieving Regents Mastery (85% and Above) Progress Tracking					
Course	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	*BASELINE 2018-19 Building-Level Mastery	Target Reached Y or N
Algebra I	n/a	20%	23%	38%	N
Algebra II Trig	n/a	33%	33%	24%	Y
ELA	n/a	57%	48%	48%	Y
Geometry	n/a	28%	30%	29%	Y
Global History	n/a	38%	18%	49%	N
Living Environment	n/a	48%	26%	55%	N
Chemistry	n/a	56%	66%	21%	Y
Earth Science	n/a	30%	18%	53%	N
Physics	n/a	26%	32%	29%	Y
US History	n/a	45%	33%	59%	N

We are encouraged by the fact that two more courses have met the goal in this target (Geometry, and Physics) on the third common assessment. 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:

Riders' Pathway to Success Target #3b: Maintain or Increase the number of 3-8 Students Achieving Proficiency Progress Tracking					
Grade Level	ELA 20-21 Common Assessment 1 % Proficient	ELA 20-21 Common Assessment 2 % Proficient	ELA 20-21 Common Assessment 3 % Proficient	Target (Maintain or Increase Compared to *2018-19 Proficiency Rates)	Target Reached Y or N
3	75%	56%	63%	65%	N
4	55%	59%	55%	56%	N
5	50%	27%	78%	34%	Y
6		34%	67%	47%	Y
7		72%	82%	38%	Y
8		85%	89%	54%	Y
Grade Levels	Math 20-21 Common Assessment 1 % Proficient	Math 20-21 Common Assessment 2 % Proficient	Math 20-21 Common Assessment 3 % Proficient	Target (Maintain or Increase Compared to *2018-19 Proficiency Rates)	Target Reached Y or N
3	66%	83%	60%	62%	N
4	83%	56%	67%	55%	Y
5	88%	48%	75%	35%	Y
6		38%	74%	33%	Y
7		64%	80%	42%	Y
8		33%	84%	40%	Y

Math and ELA proficiency as measured by common assessments is trending up--ten out of twelve common assessment administrations reflect increases in proficiency rates between CA2 and CA3. 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 were established as the baseline because that is the last year for which we have 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 identified and implemented several changes as a result of the Q1 and Q2 administrations. These include: release of responsibility for independent reading, adjusting what is tested based on what is taught, length of assessments, and timing. These data were examined at the Rider's Pathway meetings last week where discussion about the construction of the common assessments took place. Refinement of the tests are still needed where we see large discrepancies between the baseline targets (NYS Results) and quarterly scores. Teachers are now examining the rigor and reading levels of the test questions. Additional discussions regarding the use of normed and referenced tests as a part of the Common Assessment Program are ongoing. 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. Adjustments to the common assessments are now more regularly being made to reflect changes in pacing and content coverage.

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Table 4:

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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%	86%		90%
1	79%	87%	79%		90%
2	55%	66%	71%		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%	91%		90%
1	98%	98%	82%		90%
2	68 %	81%	85%		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. 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. The dip in first grade scores is tied to this--the first two common assessments were completely read, for the third only the texts and questions were read, not the answers. The schedule on which students assume reading autonomy is a regular topic of discussion and varies somewhat by cohort and by year. Teachers use this data at each grade level in Triple-A meetings to adjust grade-wide instructional strategies.