Ichabod Crane School District

2021-2022 Marking Period 1

Data Report

Riders' Pathway to Success
Quarter 1, 2021-2022
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* Note all new targets for 2021-2022 referenced above were developed collaboratively through the K-5 and 6-12 Riders' Pathway Teams.

RIDERS' PATHWAY TO SUCCESS

Table 1:

	2014 Baseline	2015	2016	2017	2018	2019	2020	2021
Riders' Pathway to Success Target #1: Project 95 95% or Above Graduation Rate								
Cohort								
Grade Level in 2020-21	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	137	121	144	123	143	167
Total Ichabod Crane High School Cohort Size	145	137	128	117	135	119	139	161
High School Graduates	124	130	125	112	2	0	0	0
*High School Drop Outs	12	5	0	1	0	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	4	3	5	5	0
High School Transferred to GED	2	0	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				95.7%				
2021-22 % On-Track to Graduate					97.8%			
2022-23 % On-Track to Graduate						95.80%		
2023-24 % On-Track to Graduate							96.40%	
2024-25 % On-Track to Graduate								100.00%

The graduating class of 2022 is currently on track to exceed our target of 95%. It is important to note that reporting on graduation data lags one year behind. Therefore 2020-2021 graduation data will be reflected on our 2021-2022 NYS Report Card.

Table 2a:

	Riders' Pathway to Success Target #2a: Maintain or Reduce High School Course Failures 1st Quarter						
Departments	2018-19 1st Quarter Failures Number of Students	2018-19 1st Quarter Failures Percent of Students	2020-21 1st Quarter Failures Number of Students	2020-21 1st Quarter Failures Percent of Students	2021-22 1st Quarter Failures Number of Students	2021-22 1st Quarter Failures Percent of Students	**Target Reached Y or N**
English	12	2.22%	41	7.55%	27	4.73%	N
Mathematics	19	3.85%	62	12.60%	38	7.32%	N
Science	28	5.31%	54	11.00%	30	6.02%	N
Social Studies	29	5.50%	70	12.52%	48	8.86%	N
Health	4	5.48%	8	16.00%	13	15.48%	N
Art	3	1.64%	10	5.92%	0	0.00%	Y
Technology	2	1.23%	33	20.50%	2	1.20%	Y
Music	0	0.00%	3	2.70%	1	0.80%	N
World Languages	9	4.37%	27	13.71%	10	5.10%	N
Physical Education	19	3.62%	80	15.69%	18	3.30%	Y
Totals	125	3.73%	388	11.82%	187	5.45%	N

High School course failures for Quarter 1 are lower when compared to 20-21, but are still above the 2018-19 baseline target. Data still points to our return to in-person instruction as the most effective strategy to combat course failures. We continue to apply intensive interventions at the high school for students who are behind and who were disproportionately affected by the pandemic and remote schooling. This year, we have new, shared AIS staff in both the high school and middle school. A close analysis of the data revealed that more students than normal are struggling in advanced classes. These courses like PreCalculus are not only rigorous, but paced quickly and as a result they have less time built in to review previously learned material. The struggle in these courses indicates gaps in learning from previous years due to remote learning. Teachers are making adjustments in order to address gaps.

In speaking with teachers, it seems that some students are still adjusting to full in-person learning and in some cases students have slowly realized that deadlines for assignments are being enforced. Since March 2020, all classes have maintained soft deadlines in order to help overcome inequities that were exacerbated and created by remote learning.

(2a continued)

With regard to interventions, students failing more than one course will be identified and targeted in a variety ways. Students in need of AIS services are being identified and added to AIS rosters for class or teacher monitor lists. Students are being identified for the After School Homework Center for help with organization, work completion, and setting up times for meetings with teachers. In addition to extra after school help, underserved groups of students will have access to tutoring through federal funding provided in the ARP and Title III grants. Parent meetings with administration continue to be utilized for more direct and intensive discussions about academic concerns. These meetings result in individualized plans for student success.

Table 2b:

	Riders' Pathway to Success Target #2b: Maintain or Reduce Middle School (Grades 6-8) Course Failures 1st Quarter				
Departments	2018-19 1st Quarter Failures Number of Students	2018-19 1st Quarter Failures Percent of Students	2021-22 1st Quarter Failures Number of Students	2021-22 1st Quarter Failures Percent of Students	**Target Reached Y or N**
English	9	2.33%	7	1.85%	Y
Mathematics	22	5.18%	9	2.37%	Y
Science	2	0.50%	1	0.26%	Y
Social Studies	7	1.65%	4	1.06%	Y
Health	2	1.60%	9	12.86%	N
Art	0	0.00%	0	0.00%	Y
Technology	0	0.00%	0	0.00%	Y
Music	1	0.23%	1	0.64%	N
LOTE	8	3.28%	5	1.35%	Y
Physical Education	0	0.00%	0	0.00%	Y
Totals	51	1.66%	36	1.32%	Y

Middle school course failure rates have stabilized and in most cases have met the target for Quarter I. As in the high school, interventions continue for struggling students in core area subjects. It should be noted that students represented in this chart experienced more in-person instruction during the 20-21 school year than students in the high school, with sixth graders returning in March of last year, and most 7th graders returning in April.

Table 2c:

Grade Level	2018-19 1st Quarter Failures Number of Students	2018-19 1st Quarter Failures Percent of Students	2021-22 1st Quarter Failures Number of Students	2021-22 1st Quarter Failures Percent of Students	Target Reached Y or N
			Riders' Pathway to Success **Target #2c: Maintain or Reduce Grade Level Failures** **1st Quarter**		
6	4	2.48%	8	6.84%	N
7	23	16.67%	13	10.57%	Y
8	7	5.47%	7	5.04%	Y
9	23	16.20%	25	15.15%	Y
10	16	13.56%	38	27.94%	N
11	20	15.27%	27	23.08%	N
12	21	15.33%	16	12.21%	Y
Total	114	11.94%	134	14.44%	N

Four grade levels met the target of maintaining or reducing the number of students failing a course for the first quarter. We continue to focus on skill gaps in the current 9th, 10th, and 11th grade cohorts where administration is working directly with team leaders to discuss and plan interventions. New Academic Intervention teachers are also focused intently on the needs of these groups of students. As we apply support and remediation strategies, we are confident that these students will continue to show academic growth, however it is still early in the process. AIS in the high school is a new program this year, and the identification process continues to be fluid based on student need. Part of the ARP Grant currently awaiting approval is funding for implementation of a tutoring program which we anticipate will begin after the holiday break.

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Table 3a:

Course	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	Common Assessment 4 Mastery	*BASELINE 2018-19 Building-Level Mastery	Target Reached Y or N
Algebra I	21.32%				38%	N
Algebra II Trig	47.62%				24%	Y
ELA	31.90%				48%	N
Geometry	26.53%				29%	N
Global History	47.06%				49%	N
Living Environment	40.65%				55%	N
Chemistry	28.33%				21%	Y
Earth Science	39.57%				53%	N
Physics	48.21%				29%	Y
US History	38.74%				59%	N

The data reflected in this chart is in line with other information collected at the high school level. These are the students who were most consistently impacted by the last two years of disruption to the amount of in-person schooling available to them. 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 and was limited to only 4 exams in the spring of 2021. District common assessments are being utilized as a predictor towards meeting the target increase in mastery level on all Regents exams.

RIDERS' PATHWAY TO SUCCESS

Table 3b:

Riders' Pathway to Success
Target #3b: Meet or Exceed the number of 3-8 Students Achieving Proficiency
Progress Tracking

Grade Level	ELA 21-22 Common Assessment 1 % Proficient	ELA 21-22 Common Assessment 2 % Proficient	ELA 21-22 Common Assessment 3 % Proficient	ELA 21-22 Common Assessment 4 % Proficient	Target (Meet or Exceed *2018-19 Proficiency Rates)	Target Reached Y or N
3	75%				65%	Y
4	76%				56%	Y
5	69%				34%	Y
6	66%				47%	Y
7	67%				38%	Y
8	87%				54%	Y

Grade Levels	Math 21-22 Common Assessment 1 % Proficient	Math 21-22 Common Assessment 2 % Proficient	Math 21-22 Common Assessment 3 % Proficient	Math 21-22 Common Assessment 4 % Proficient	Target (Meet or Exceed *2018-19 Proficiency Rates)	Target Reached Y or N
3	58%				62%	N
4	83%				55%	Y
5	77%				35%	Y
6	65%				33%	Y
7	75%				42%	Y
8	80%				40%	Y

All but one set of common assessments met the benchmark targets for Quarter I. As we have mentioned, the process of leveling these assessments so that they are aligned with the expectations of the State and reflected in the 3-8 testing program has been an ongoing challenge. Making the constant adjustments needed to account for shifts in pacing and content delivery is ongoing. We are beginning discussions with teachers about how iReady will fit into the district-wide assessment program and whether or not parts of the platform may be able to substitute for locally developed assessments. We are pleased to see these results in grades 3 through 8 and teachers are using the data to continually monitor student progress through AAA data meetings and adjustments to their instructional practices.

Table 4:

Riders' Pathway to Success Target #4: 85 % of students in grades K-8 will meet their Typical Growth expectation in the iReady platform				
Grade Level	Reading Common Assessment 1 % Proficient	Reading Common Assessment 2 % Proficient	Reading Common Assessment 3 % Proficient	Reading Common Assessment 4 % Proficient
K	85%			
1	67%			
2	65%			
Grade Level	Math Common Assessment 1 % Proficient	Math Common Assessment 2 % Proficient	Math Common Assessment 3 % Proficient	Math Common Assessment 4 % Proficient
K	92%			
1	95%			
2	83%			

New for this year, is a target tied to our first-year full implementation of the iReady platform. While this target is based on growth, and the interim measures are based on proficiency we believe that during this transition year it is important to maintain our practice of administering and using Common Assessments to drive instructional shifts at the classroom level. As we work our way through the school year, and as we have more interim measures of growth available in iReady, we will begin to examine how our common assessment practices align with the diagnostic and growth check data being used to drive personalized instruction in the platform.