



**Ichabod Crane School District
2021-2022 Marking Period 2
Data Report**

RIDERS' PATHWAY TO SUCCESS

Riders' Pathway to Success

Quarter 2, 2021-2022

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1. **Table 1:** This table is designed to track Target #1, Project 95. The target through 2024 is to maintain a minimum of 95% graduation rate. After the first year of the Pathway initiative, the graduation rate has held steady at or above the 95% threshold.
2. **Table 2a, Table 2b & Table 2c:** These three tables are designed to track Target #2 which aims to reduce course failures in grades 6-12. Due to two years of disrupted learning in 2019-20 and 2020-21, the target 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 in grades 6-12.
3. **Table 3a:** This table is designed to track Target #3 which aims to meet or exceed mastery rates on High School Regents exams using 2018-19 as the benchmark. No specific percentage of increase is identified. 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 meet or exceed 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 establish an iReady proficiency rate for the 2021-22 school year. During this first year of full implementation, the expectation is that each student will meet their Typical Growth Goal. District common assessments are being utilized and data analyzed to track progress toward this target.

* Note all new targets for 2021-2022 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	2021
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	143	125	141	167
Total Ichabod Crane High School Cohort Size	145	137	128	117	135	121	137	159
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	4	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						95.87%		
2023-24 % On-Track to Graduate							97.08%	
2024-25 % On-Track to Graduate								100.00%

The graduating class of 2022 is still 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.

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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	2021-22 1st Quarter Failures Number of Students	2021-22 1st Quarter Failures Percent of Students	2021-22 2nd Quarter Failures Number of Students	2021-22 2nd Quarter Failures Percent of Students	Target Reached Y or N
English	19	3.53%	27	4.73%	15	2.60%	Y
Mathematics	30	6.09%	38	7.32%	37	7.14%	N
Science	28	5.75%	30	6.02%	22	4.42%	Y
Social Studies	32	5.88%	48	8.86%	49	9.07%	N
Health	3	4.11%	13	15.48%	12	14.29%	N
Art	4	2.19%	0	0.00%	3	1.59%	Y
Technology	4	2.50%	2	1.20%	7	4.19%	N
Music	1	0.89%	1	0.80%	4	3.17%	N
LOTE	8	3.92%	10	5.10%	19	9.36%	N
Physical Education	10	1.89%	18	3.30%	16	2.92%	N
Totals	139	3.76%	187	5.45%	184	5.33%	N

High School course failures for Quarter 2 are lower overall when compared to Quarter 1 and in some cases have come down to below the 2018-19 baseline target. 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, and as we move through the third quarter plan to continually adjust to the needs of students.

Interventions in place to combat course failures include Academic Intervention Services in both push-in and pull out models where groupings and strategies are examined often and reconfigured to best meet the needs of students. For example, new for the third quarter is a combination Science and Social Studies intervention block which will serve students receiving services in both areas. Additionally starting in the third semester, our 9th grade students who are struggling will be assigned direct pullout support through the AIS structure. Tiered study halls are being reinstated for the third quarter, as is on-going tutoring efforts for groups of our underserved populations. Additionally, after school Homework Center is being used to provide additional support for some of our students who are struggling.

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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	2021-22 1st Quarter Failures Number of Students	2021-22 1st Quarter Failures Percent of Students	2021-22 2nd Quarter Failures Number of Students	2021-22 2nd Quarter Failures Percent of Students	Target Reached Y or N
English	9	2.17%	7	1.85%	5	1.33%	Y
Mathematics	30	7.09%	9	2.37%	15	3.98%	Y
Science	4	0.97%	1	0.26%	3	0.80%	Y
Social Studies	12	2.86%	4	1.06%	5	1.33%	Y
Health	1	0.81%	9	12.86%	0	0.00%	Y
Art	0	0.00%	0	0.00%	0	0.00%	Y
Technology	0	0.00%	0	0.00%	0	0.00%	Y
Music	0	0.00%	1	0.64%	0	0.00%	Y
LOTE	11	4.56%	5	1.35%	9	2.65%	Y
Physical Education	2	0.47%	0	0.00%	0	0.00%	Y
Totals	69	2.24%	36	1.32%	37	1.36%	Y

Middle school course failure rates have stabilized and in all cases have met the target for Quarter II. As in the high school, interventions continue for struggling students in core area subjects and are regularly adjusted to meet the needs of students as they move through the school year.

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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	2021-22 1st Quarter Failures	2021-22 1st Quarter Failures	2021-22 2nd Quarter Failures	2021-22 2nd Quarter Failures	Target Reached Y or N
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	
6	5	3.11%	8	6.84%	11	9.48%	N
7	21	15.22%	13	10.57%	5	4.10%	Y
8	17	13.28%	7	5.04%	8	5.76%	Y
9	21	15.22%	25	15.15%	36	22.22%	N
10	19	15.83%	38	27.94%	33	24.26%	N
11	21	15.91%	27	23.08%	26	21.85%	N
12	24	17.65%	16	12.21%	11	8.40%	Y
Total	128	13.43%	134	14.44%	130	14.05%	N

Three grade levels met the target of maintaining or reducing the number of students failing a course for the second quarter. We continue to focus on skill and content gaps in the current 9th, 10th, and 11th grade cohorts where administration is working directly with team leaders to plan and adjust interventions. As I mentioned above, tiered study halls, Homework Center, parent conferences, individual student meetings with administration are a priority to help get our students on track. While these numbers remain stubbornly high, it is important to note that intervention programs take time to show results and there have been reductions from Quarter 1 in four out of seven grades and in the overall number and and percentage of students.

In working with our staff, (teachers, teaching assistants, counseling) it is apparent that some of our students, especially in grades 9 and 10 are still adjusting to the expectations of high school. It is common to hear that some students think that they will be pushed on to the next grade even if they do not hit the passing mark in their courses. For some students, this seems to be a carryover feeling from the relaxed expectations in course grading since March 2020. This notion among some students will be part of our dialogue with students and parents who are in jeopardy of failing.

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Table 3a:

Riders' Pathway to Success Target #3a: Meet or Exceed % of Students Achieving Regents Mastery (85% and Above) Progress Tracking						
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%	24.63%			38%	N
Algebra II Trig	47.62%	63.49%			24%	Y
ELA	31.90%	55.90%			48%	Y
Geometry	26.53%	27.08%			29%	N
Global History	47.06%	31.16%			49%	N
Living Environment	40.65%	24.80%			55%	N
Chemistry	28.33%	33.87%			21%	Y
Earth Science	39.57%	41.94%			53%	N
Physics	48.21%	47.37%			29%	Y
US History	38.74%	36.28%			59%	N

Data in this chart are reflective of other information collected and analyzed at the high school level. Regents proficiency rates at ICC have historically been excellent and this is a stretch goal for the highly capable learners at the high school. District common assessments are being utilized as a predictor towards meeting the target increase in mastery level on all Regents exams. It is noteworthy that there has been a historically high correlation between the Common Assessment 4 mastery rates and mastery rates on Regents exams.

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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%	75%			65%	Y
4	76%	89%			56%	Y
5	69%	83%			34%	Y
6	66%	65%			47%	Y
7	67%	72%			38%	Y
8	87%	90%			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%	83%			62%	Y
4	83%	87%			55%	Y
5	77%	71%			35%	Y
6	65%	68%			33%	Y
7	75%	88%			42%	Y
8	80%	85%			40%	Y

All common assessments met the benchmark targets for Quarter II. 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 an ongoing process. Discussions with teachers about the most effective use of data in the context of our overall assessment program are ongoing. There is a growing consensus that norm-referenced data collected in the iReady platform may be a more appropriate interim measure of progress toward proficiency. We are pleased to see these results in grades 3 through 8 and teachers continue to use the

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(3b Continued)

data gathered from common assessments to monitor student progress through AAA data meetings and to make adjustments to their instructional practices. This research-based practice will continue to be a valuable classroom tool even as we transition to the use of iReady proficiency measures as norm-referenced benchmarks.

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Table 4:

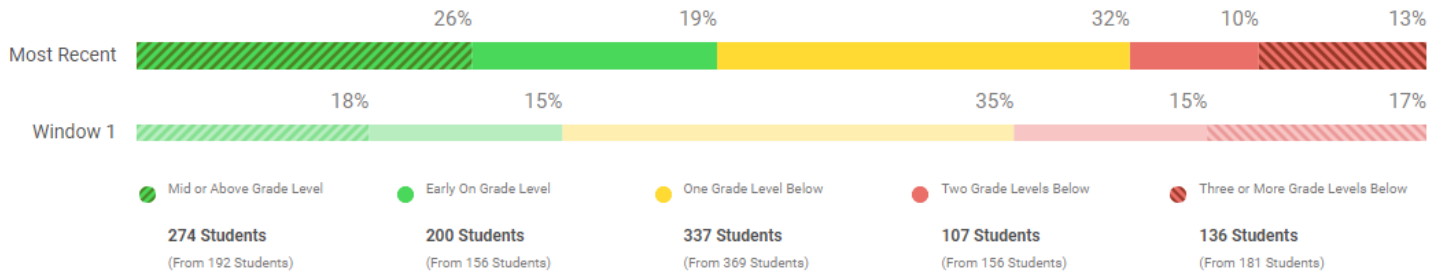
Riders' Pathway to Success Target #4: 85 % of students in grades K-8 will meet their Typical Growth expectation in the iReady platform				
Grade Level	Reading Common Assessment 1 % Proficient	Reading Common Assessment 2 % Proficient	Reading Common Assessment 3 % Proficient	Reading Common Assessment 4 % Proficient
K	85%	85%		
1	67%	71%		
2	65%	73%		
Grade Level	Math Common Assessment 1 % Proficient	Math Common Assessment 2 % Proficient	Math Common Assessment 3 % Proficient	Math Common Assessment 4 % Proficient
K	92%	97%		
1	95%	87%		
2	83%	82%		

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. Our target for this year is for 85% of our students to meet their Typical Growth measure in the platform. As of the completion of the second diagnostic in January, 41% of students have already met their Typical Growth Target for the year in reading, and 27% of students have met their Typical Growth Target for the year in math.

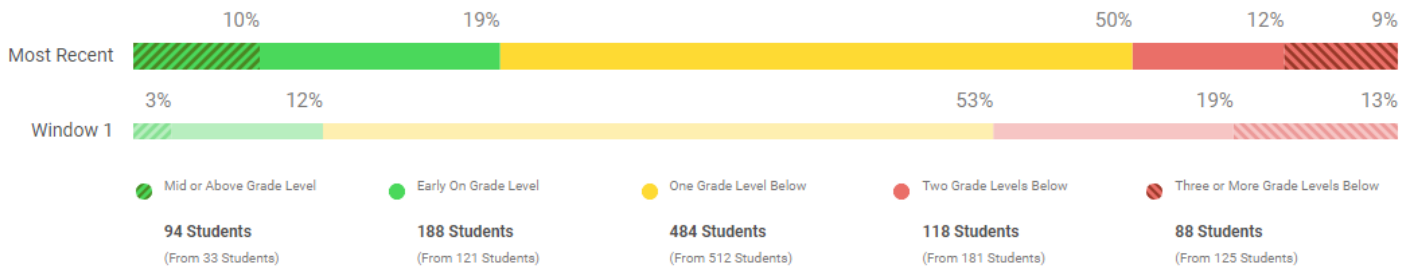
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iReady Diagnostic Results

English Language Arts



Math



iReady diagnostics in ELA and Math were given in September and January of this school year. This is a measure of proficiency based on end of year learning standards. This diagnostic is given three times annually and the information collected is used to target interventions for struggling students, to analyze trends across grade levels, and by teachers to make instructional shifts in the classroom.