



Ichabod Crane School District
2021-2022 Marking Period 3
Data Report

RIDERS' PATHWAY TO SUCCESS

Riders' Pathway to Success

Quarter 2, 2021-2022

Table of Contents

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.

RIDERS' PATHWAY TO SUCCESS

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%, although at this point in the school year there are a few seniors who will probably not officially graduate until after the August Regents exams. We are monitoring their progress closely and providing support as needed. It is important to note that reporting on graduation data lags one year behind. Therefore, 2021-2022 graduation data will be reflected on our 2022-2023 NYS Report Card.

RIDERS' PATHWAY TO SUCCESS

Table 2a:

Riders' Pathway to Success Target #2a: Reduction in High School Course Failures 3rd Quarter					
Departments	*BASELINE 2018-19 3rd Quarter Failures Percent of Students	2021-22 1st Quarter Failures Percent of Students	2021-22 2nd Quarter Failures Percent of Students	2021-22 3rd Quarter Failures Percent of Students	Target Reached Y or N
English	5.08%	4.73%	2.60%	6.46%	N
Mathematics	3.99%	7.32%	7.14%	7.71%	N
Science	4.20%	6.02%	4.42%	3.52%	Y
Social Studies	5.92%	8.86%	9.07%	8.15%	N
Health	0.00%	15.48%	14.29%	8.96%	N
Art	1.81%	0.00%	1.59%	3.51%	N
Technology	0.00%	1.20%	4.19%	1.92%	N
Music	0.90%	0.80%	3.17%	0.87%	Y
LOTE	2.97%	5.10%	9.36%	4.95%	N
Physical Education	2.47%	3.30%	2.92%	2.75%	N
Totals	3.65%	5.45%	5.33%	5.29%	N

High School course failures for Quarter 3 have ticked up in three content areas when compared to Quarter 2 and we are using this information to actively target both content areas and groups and individual students for additional support. Seven out of ten areas have made some progress in reducing failures, however the overall rate is largely unchanged. As we approach the end of the school year, teachers are increasing efforts to prepare students for Regents exams. This increased rigor in both course work and common assessments is reflected here and in charts 2c and 3a. 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 fourth quarter and into summer school, will adjust as student needs change.

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

RIDERS' PATHWAY TO SUCCESS

(2a continued)

students. New for the third quarter and continuing through the end of the year was a combination Science and Social Studies intervention block, direct pullout support through the AIS structure for 9th grade students who are struggling, tiered study halls and on-going tutoring efforts for groups of our underserved populations. Additionally, after school Homework Center is being used to provide support for some of our students who are struggling. For the fourth quarter and into next year, we are planning for the use of an outside tutoring service to further assist struggling students.

RIDERS' PATHWAY TO SUCCESS

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 Percent of Students	2021-22 1st Quarter Failures Percent of Students	2021-22 2nd Quarter Failures Percent of Students	2021-22 3rd Quarter Failures Percent of Students	Target Reached Y or N
English	2.66%	1.85%	1.33%	0.79%	Y
Mathematics	4.60%	2.37%	3.98%	1.05%	Y
Science	1.44%	0.26%	0.80%	0.53%	Y
Social Studies	2.64%	1.06%	1.33%	3.42%	N
Health	5.65%	12.86%	0.00%	6.78%	N
Art	0.00%	0.00%	0.00%	0.00%	Y
Technology	0.00%	0.00%	0.00%	0.00%	Y
Music	0.00%	0.64%	0.00%	0.62%	N
LOTE	5.42%	1.35%	2.65%	1.32%	Y
Physical Education	0.00%	0.00%	0.00%	0.00%	Y
Totals	2.36%	1.32%	1.36%	1.30%	Y

Middle school course failure rates have stabilized and in most cases have met the target for Quarter 3. 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.

RIDERS' PATHWAY TO SUCCESS

Table 2c:

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures 3rd Quarter					
Grade Level	*BASELINE 2018-19 3rd Quarter Failures Percent of Students	2021-22 1st Quarter Failures Percent of Students	2021-22 2nd Quarter Failures Percent of Students	2021-22 3rd Quarter Failures Percent of Students	Target Reached Y or N
6	3.14%	6.84%	9.48%	6.03%	N
7	19.57%	10.57%	4.10%	9.76%	Y
8	4.80%	5.04%	5.76%	4.96%	N
9	10.64%	15.15%	22.22%	20.50%	N
10	13.45%	27.94%	24.26%	24.64%	N
11	21.97%	23.08%	21.85%	16.24%	Y
12	9.70%	12.21%	8.40%	10.53%	N
Total	11.71%	14.44%	14.05%	13.56%	N

As in 2a, the data in this chart is extremely valuable as it helps us to allocate resources where they are most needed. It is exactly for this reason it is collected on a quarterly basis. As you can see the 9th and 10th graders are still struggling, and as we head into the fourth quarter and into summer school planning we are working to target funding and interventions toward these students. Teachers and administrators report that there is a consistent belief among students that they will be socially promoted because of the relaxed expectations during the pandemic. Tiered study halls, Homework Center, parent conferences, individual student meetings with administration targeted work with academic intervention specialists are in place to combat course failures and the district is exploring an external tutoring platform which will be available to all students through the end of the school year and over the summer.

RIDERS' PATHWAY TO SUCCESS

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%	19.85%		38%	N
Algebra II Trig	47.62%	63.49%	58.70%		24%	Y
ELA	31.90%	55.90%	30.19%		48%	N
Geometry	26.53%	27.08%	24.21%		29%	N
Global History	47.06%	31.16%	38.00%		49%	N
Living Environment	40.65%	24.80%	22.95%		55%	N
Chemistry	28.33%	33.87%	22.95%		21%	Y
Earth Science	39.57%	41.94%	32.95%		53%	N
Physics	48.21%	47.37%	14.29%		29%	N
US History	38.74%	36.28%	61.00%		59%	Y

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 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. Overall the rigor of the Quarter 3 common assessments was increased—in some areas significantly so. For example in Physics, the questions asked on the last assessment were all at the level of the Advanced Placement exam. In other areas, end of the year regents questions were woven into the assessments to prepare students who have never taken a high-stakes regents exam for the June administration. These results continue to be reflective of students struggling with content and skill gaps, particularly in the freshman and sophomore classes. It is noteworthy that there has been a historically high correlation between the Common Assessment 4 mastery rates and mastery rates on 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%	75%	66%		65%	Y
4	76%	89%	88%		56%	Y
5	69%	83%	85%		34%	Y
6	66%	65%	69%		47%	Y
7	67%	72%	37%		38%	N
8	87%	90%	65%		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%	78%		62%	Y
4	83%	87%	86%		55%	Y
5	77%	71%	68%		35%	Y
6	65%	68%	60%		33%	Y
7	75%	88%	84%		42%	Y
8	80%	85%	95%		40%	Y

The original goal of the common assessment program was to determine whether or not there is correlation and predictive value between these locally developed tests and the NYS tests in math and English language arts. We have learned over the last four years that even with consistent adjustments the link is not strong, but that the program does have value as a teaching tool. As we transition to norm referenced assessments in the iReady

RIDERS' PATHWAY TO SUCCESS

(3b continued)

platform, this program will continue but will remain as a classroom and building effort and will no longer be collected and reported at the district level.

In this administration of the common assessments, almost all areas met the benchmark targets for Quarter 3 in grades 3-8. In 7th grade ELA, this quarter's assessment had a significantly higher level of rigor and teachers at that grade level are using the information to adjust instruction especially in the areas of vocabulary and main idea.

RIDERS' PATHWAY TO SUCCESS

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%	87%	
1	67%	71%	57%	
2	65%	73%	82%	
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%	86%	
1	95%	87%	85%	
2	83%	82%	84%	

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. Quarter 3 common assessments are on track to meet the 85% proficiency goal with the exception of the first grade reading test. At that grade level, this was the first common assessment that required students to read independently without teacher support. 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. Updated iReady information will be available after the third diagnostic in June.