



Ichabod Crane School District
2021-2022 Marking Period 4
Data Report

RIDERS' PATHWAY TO SUCCESS

Riders' Pathway to Success

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 exceeded our target of 95%. By the end of Summer School, nearly 98% of our students graduated. 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.

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Table 2a:

Riders' Pathway to Success Target #2a: Reduction in High School Course Failures Final Average					
Departments	*BASELINE 2018-19 Course Failures Number of Students	*BASELINE 2018-19 Course Failures Percent of Students	2021-22 Course Failures Number of Students	2021-22 Course Failures Percent of Students	Target Reached Y or N
English	17	2.41%	14	2.43%	Y
Mathematics	22	3.59%	31	5.34%	N
Science	21	4.09%	16	3.19%	Y
Social Studies	31	5.56%	22	4.04%	Y
Health	2	1.56%	4	5.97%	N
Art	3	0.89%	8	3.43%	N
Technology	1	0.28%	3	1.75%	N
Music	1	0.90%	1	0.81%	Y
LOTE	8	3.90%	8	3.85%	Y
Physical Education	17	1.60%	8	1.46%	Y
Totals	123	2.68%	115	3.24%	Y

The number of course failures in the high school for the 21-22 school year was reduced when compared to the baseline year 18-19, and we see improvement in five out of ten academic areas. Planning and efforts to combat course failures for next year have been in process throughout the spring and summer. During Rider's Pathway meetings, highschool teachers and administrators expressed a clear need for organizational, engagement, and attendance support. For 22-23, we have hired an additional school counselor position whose job will be to follow struggling students closely and to intervene early and often in order to provide in the moment assistance. We are also continuing the partnership with Columbia County Mental health to provide embedded social work support alongside our full time social worker, and are adding an additional school psychologist to the counseling team for the 22-23 school year. These positions will work closely with students and families to remove barriers to school attendance, to support organizational needs, to provide academic counseling services and to assist with connections to outside social services. Lastly, we are hiring Academic Intervention staff who will work directly with the core area teachers and school counselors to support students and to close content-specific learning gaps and are retooling Freshman and Senior seminars to provide additional support to students

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Table 2b:

Riders' Pathway to Success Target #2b: Reduction in Middle School (Grades 6-8) Course Failures Final Averages					
Department	*BASELINE 2018-19 Course Failures Number of Students	*BASELINE 2018-19 Course Failures Percent of Students	2021-22 Course Failures Number of Students	2021-22 Course Failures Percent of Students	Target Reached Y or N
English	4	0.98%	2	0.53%	Y
Mathematics	21	5.01%	7	1.85%	Y
Science	2	0.48%	1	0.26%	Y
Social Studies	12	2.88%	5	1.32%	Y
Health	3	2.42%	1	0.61%	Y
Art	1	0.94%	0	0.00%	Y
Technology	0	0.00%	0	0.00%	Y
Music	1	0.26%	2	0.53%	N
LOTE	9	3.80%	7	1.85%	N
Physical Education	0	0.00%	0	0.00%	Y
Totals	53	1.74%	25	0.74%	Y

In almost all academic areas, the Middle school course failure rates have been reduced from the 18-19 baseline and have met the target for the year. As in the high school, interventions will continue for struggling students in core area subjects and are regularly adjusted to meet the needs of students as they move through the 22-23 school year. Work continues to retool and expand the Academic Intervention program, particularly in the area of overall literacy. Additional counseling and school psychology staff will assist in meeting the mental health needs of students.

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Table 2c:

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures Final Averages							
Grade Level	*BASELINE 2018-19 Course Failures <small>Number of Students</small>	*BASELINE 2018-19 Course Failures <small>Percent of Students</small>	2020-21 Course Failures <small>Number of Students</small>	2020-21 Course Failures <small>Percent of Students</small>	2021-22 Course Failures <small>Number of Students</small>	2021-22 Course Failures <small>Percent of Students</small>	Target Reached Y or N
6	9	5.70%	16	13.33%	5	4.31%	Y
7	21	15.11%	27	20.61%	5	4.07%	Y
8	5	4.00%	35	21.74%	3	2.14%	Y
9	15	10.64%	40	28.37%	21	13.04%	N
10	8	6.72%	24	19.83%	16	11.85%	N
11	13	10.08%	24	17.78%	18	15.38%	N
12	8	5.93%	20	16.39%	2	1.50%	Y
Total	79	8.35%	186	19.98%	70	7.57%	Y

Course failure rates for the year met goals in grades six through eight, and we have made good progress in overall numbers at the high school as evidenced by the results seen at the end of 20-21, even though by grade level we still have work to do. After long discussions with the high school staff through the Rider's Pathway committees, providing support to students in the areas of executive functioning and organization, and mental health have been identified as being of co equal importance to content-specific reteaching in discrete academic areas. New staff positions, training in deliberate relationship building and mental health support for teachers of secondary school students, and retooling of organizational support for struggling students are the foundations of the 22-23 course failure reduction strategies.

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Table 3a:

Riders' Pathway to Success Target #3a: Meet or Exceed % of Students Achieving Regents Mastery (85% and Above)			
Regents Exam (June)	*BASELINE 2018-19 Building-Level Mastery	2021-22 Building-Level Mastery	Target Reached Y or N
Algebra I	38%	13%	N
Algebra II Trig	24%	41%	Y
ELA	48%	42%	N
Geometry	29%	15%	N
Global History	49%	27%	N
Living Environment	55%	31%	N
Chemistry	21%	11%	N
Earth Science	53%	36%	N
Physics	29%	24%	N
US History	59%	**42%	N

As we have seen in other areas of data collection at the high school level, students are not yet back to pre-pandemic levels of academic achievement. 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. These results continue to be reflective of even highly capable 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.

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Table 3b:

Riders' Pathway to Success Target #3b: Meet or Exceed Number of 3-8 Students at the Proficiency Level in <i>ELA and Math</i>				
NYS 3-8 ELA	*BASELINE 2018-19 % Proficient	Target: Meet or Exceed proficiency levels	2021-22 % Proficient	Target Reached Y or N
3	65%	65%	58%	N
4	56%	56%	58%	Y
5	34%	34%	40%	Y
6	47%	47%	62%	Y
7	38%	38%	54%	Y
8	54%	54%	47%	N
NYS 3-8 Math	*BASELINE 2018-19 % Proficient	Target: Meet or Exceed proficiency levels	2021-22 % Proficient	Target Reached Y or N
3	62%	62%	48%	N
4	55%	55%	47%	N
5	35%	35%	23%	N
6	33%	33%	23%	N
7	42%	42%	41%	N
8	40%	40%	41%	Y

This data is not yet available from the New York State Education Department. Generally we receive the information by mid-September and will update this document at that time.

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Table 4:

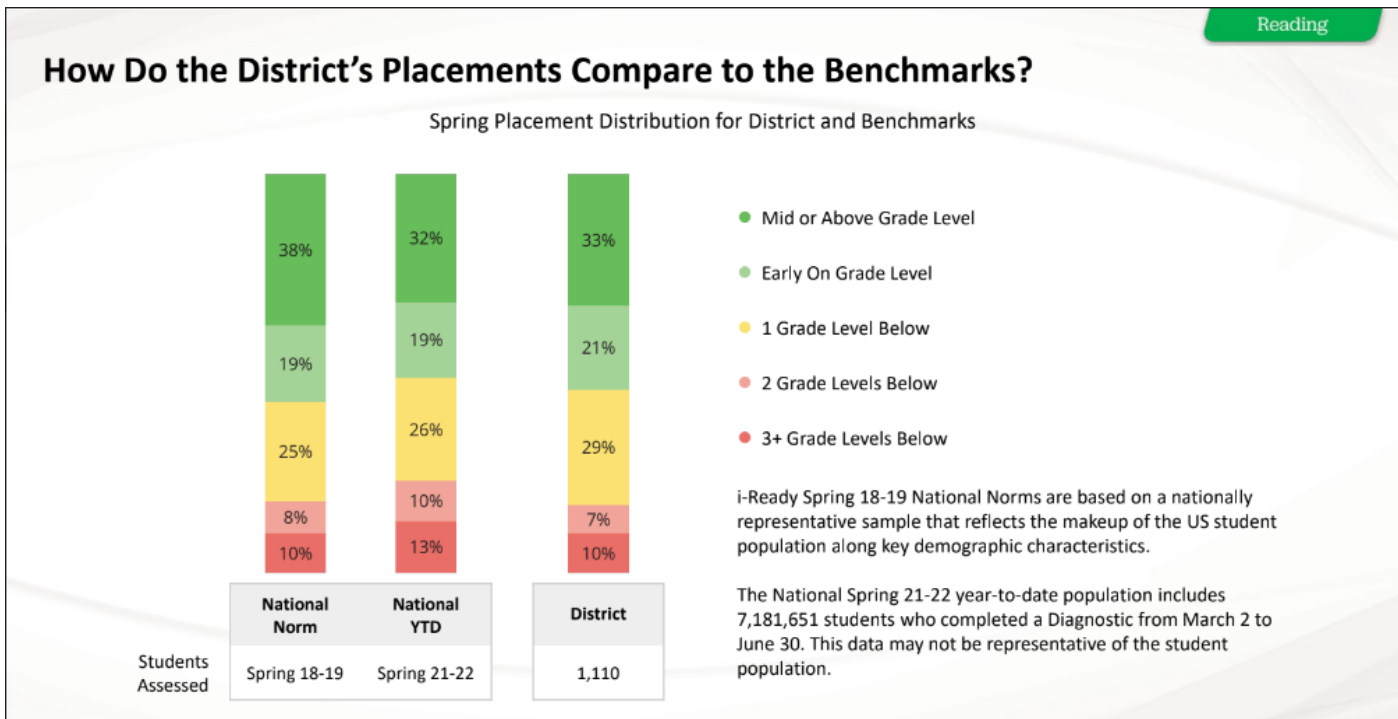
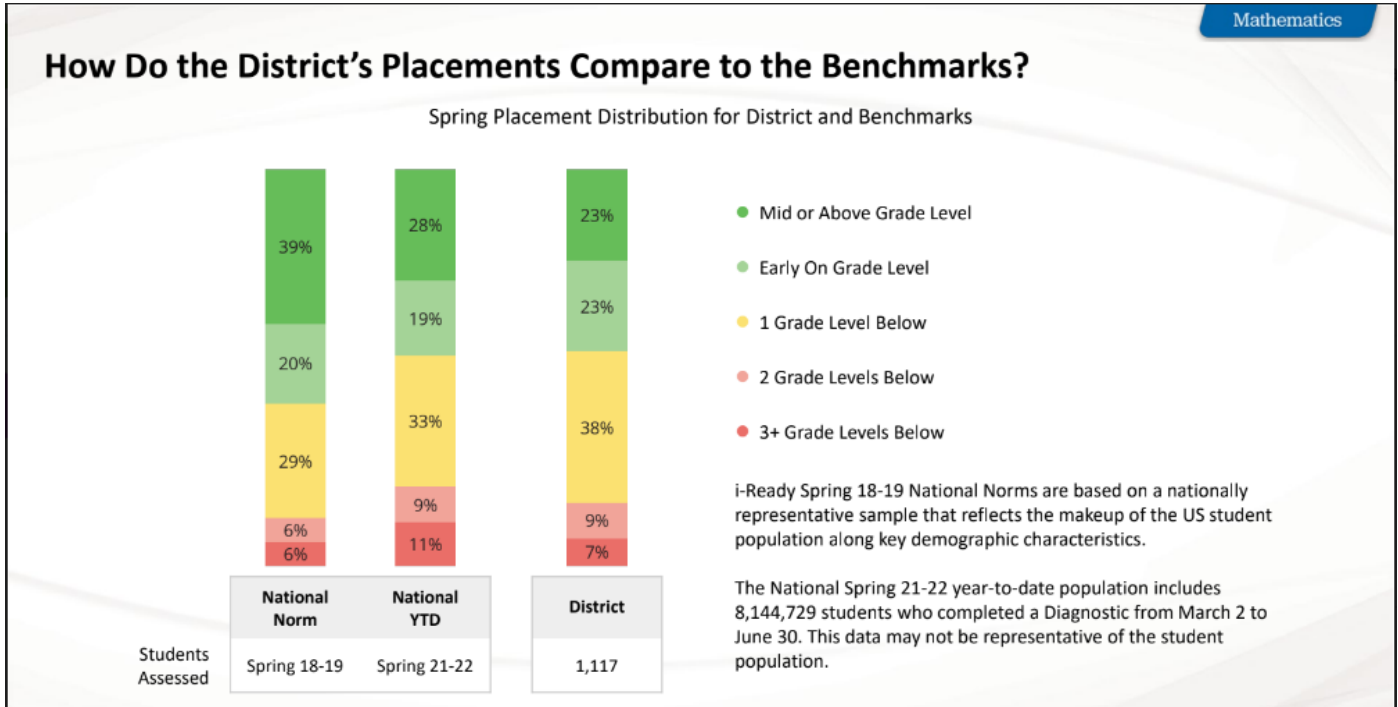


Table 4 (cont'd):

This was the first year of full implementation of the iReady platform for Kindergarten through 8th grade. The charts above show national results both pre and post pandemic, and our results here at Ichabod Crane. In both reading and mathematics, the District's results are very similar to proficiency rates seen nationally as measured by the spring administration of the iReady Diagnostic tests. We are currently analyzing the multitude of reports generated in the platform to determine those most useful to inform classroom instruction, initiate curriculum shifts, or provide district wide and national comparisons. As we move into the second year of full implementation, we anticipate setting targets directly correlated with proficiency levels on a national and statewide level. Support for use of the data to drive individualized instruction by teachers will be ongoing through the 22-23 school year.