Ichabod Crane School District

2022-2023 Marking Period 3

Data Report

Riders' Pathway to Success
Quarter 3, 2022-2023
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1. **Table 1:** This table tracks 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 track Target #2 which aims to reduce course failures in grades 6-12. The baseline year has been set as the 21-22 school 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 3:** This table tracks proficiency rates and progress toward the iReady improvement goal for Kindergarten through second grade as identified in Target #3. This is the second year of our implementation of the iReady platform and as such the baselines have been identified as the spring diagnostic cycle from the 21-22 school year.

4. **Table 4:** This table tracks Target #4 which aims to increase proficiency rates on NY State Assessments in Grades 3-8. Targets for ELA and Math are set based on data from the 2020-2021 NY State Assessment results in grade 3-8 and have been set based on regional comparisons. District common assessments are being utilized as a predictor for meeting the target increase in proficiency level in grades 7 and 8. In place of common assessments, a combination of iReady metrics is being used to track progress for grades 3 through 6.

5. **Table 5:** This table tracks progress toward Target #5 which aims to increase mastery rates on High School Regents exams using 2021-2022 as the benchmark. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase.

* Note all new targets for 2022-2023 referenced above were developed collaboratively through the Riders' Pathway Teams.

Table 1:

Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020	2021	2022
Grade Level in 2020-21	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	137	121	**144**	125	141	167	143
Total Ichabod Crane High School Cohort Size	145	137	128	117	**136**	121	137	159	140
High School Graduates	124	130	125	112	**135**	0	0	0	0
*High School Drop Outs	12	5	0	1	**0**	0	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	4	**1**	5	4	0	0
High School Transferred to GED	2	0	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					99.3%				
2022-23 % On-Track to Graduate						95.87%			
2023-24 % On-Track to Graduate							97.08%		
2024-25 % On-Track to Graduate								100.00%	
2025-26 % On-Track to Graduate									100.00%

The graduating class of 2023 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 2021-2022 graduation data is reflected on our 2022-2023 NYS Report Card. Also of note is the difference between the official NYS graduation number of 96% and our local number of 99.3%. The NYS number includes all students in the 2018 cohort, regardless of whether or not they are enrolled at Ichabod Crane High School. Our local number includes only those students enrolled locally in our building.

Table 2a:

Departments	BASELINE 2021-22 3rd Quarter Failures Number of Students	BASELINE 2021-22 3rd Quarter Failures Percent of Students	2022-23 1st Quarter Failures Percent of Students	2022-23 2nd Quarter Failures Percent of Students	2022-23 3rd Quarter Failures Number of Students	2022-23 3rd Quarter Failures Percent of Students	Target Reached Y or N
Riders' Pathway to Success **Target #2a: Reduction in High School Course Failures** **3rd Quarter**							
English	37	6.46%	3.69%	4.12%	27	5.00%	Y
Mathematics	44	7.71%	4.24%	5.71%	38	5.88%	Y
Science	19	3.52%	2.29%	3.59%	17	3.10%	Y
Social Studies	44	8.15%	7.03%	10.39%	44	8.18%	N
Health	6	8.96%	6.25%	3.80%	3	4.17%	Y
Art	8	3.51%	1.22%	2.02%	6	2.45%	Y
Technology	3	1.92%	8.99%	7.14%	6	2.11%	N
Music	1	0.87%	0.81%	0.00%	2	1.68%	N
LOTE	10	4.95%	5.61%	1.97%	6	2.40%	Y
Physical Education	15	2.75%	2.55%	3.31%	14	2.27%	Y
Totals	187	5.29%	4.05%	4.89%	163	4.22%	Y

Quarter 3 failures at the high school level are down overall and in most cases met third quarter targets set by subject. In all three areas where the target was missed, it was by a very small number of students. We are seeing good results in our efforts to assist struggling students specifically through the use of an additional counseling/support position, and the AIS Humanities position where students are learning content-specific skills as well as a focus on general organizational habits and work completion. Looking forward into next year, we plan to identify students who may be at higher risk of course failures early in the first quarter and to increase support staffing in order to begin Tiered Studyhall sooner in the school year. This intervention is one of the most effective and we believe that an earlier start will help more students avoid failures.

Table 2b:

Departments	2021-22 3rd Quarter Failures Number of Students	BASELINE 2021-22 3rd Quarter Failures Percent of	2022-23 1st Quarter Failures Percent of Students	2022-23 2nd Quarter Failures Percent of Students	2022-23 3rd Quarter Failures Number of Students	2022-23 3rd Quarter Failures Percent of Students	Target Reached Y or N
Riders' Pathway to Success Target #2b: Maintain or Reduce Middle School (Grades 6-8) Course Failures 3rd Quarter							
English	3	0.79%	2.96%	4.03%	4	1.07%	N
Mathematics	4	1.05%	0.81%	3.49%	3	0.80%	Y
Science	2	0.53%	0.81%	2.42%	2	0.54%	Y
Social Studies	13	3.42%	1.34%	2.15%	5	1.34%	Y
Health	8	6.78%	11.02%	0.00%	2	1.61%	Y
Art	0	0.00%	1.05%	0.00%	0	0.00%	Y
Technology	0	0.00%	0.00%	0.00%	0	0.00%	Y
Music	1	0.62%	0.00%	0.00%	8	4.23%	N
LOTE	5	1.32%	2.42%	1.34%	0	0.00%	Y
Physical Education	0	0.00%	0.00%	0.00%	0	0.00%	Y
Totals	36	1.30%	1.65%	1.85%	24	0.88%	Y

Middle school course failure rates for Quarter 3 are down in most cases from both the baseline and from the second quarter. We are pleased with these results and will continue strategies such as after school homework centers, use of one on one tutoring both in person and online for at-risk students, formal tiered academic interventions for students who continue to struggle, academic probation, and ongoing child study team meetings where individualized interventions are devised and applied. It was noted in the Rider Pathway meeting that academic probation for student athletes was particularly effective during the third quarter.

Table 2c:

Grade Level	BASELINE 2021-22 3rd Quarter Failures Number of Students	BASELINE 2021-22 3rd Quarter Failures Percent of Students	2022-23 1st Quarter Failures Percent of Students	2022-23 2nd Quarter Failures Percent of Students	2022-23 3rd Quarter Failures Number of Students	2022-23 3rd Quarter Failures Percent of Students	Target Reached Y or N
6	7	6.03%	6.45%	1.61%	1	0.80%	Y
7	12	9.76%	12.20%	12.20%	15	12.10%	N
8	7	4.96%	5.60%	9.60%	2	1.60%	Y
9	33	20.50%	16.22%	13.61%	19	12.84%	Y
10	34	24.64%	18.42%	21.19%	25	16.56%	Y
11	19	16.24%	21.17%	26.95%	38	27.34%	N
12	14	10.53%	7.56%	10.08%	13	11.50%	Y
Total	126	13.56%	12.93%	14.09%	113	12.22%	Y

Table title: Riders' Pathway to Success — Target #2c: Reduction in Grade Level Failures — 3rd Quarter

While five out of seven grade levels met the targets set for reduction in course failures, and overall failure rates are lower, we are focused on grade levels that are persistently high as we proceed into the fourth quarter. At the middle school, students are regularly pulled into working lunch periods to facilitate work completion as it is not an option to 'take the zero', and teachers continue to apply intensive tiered interventions with a focus on skill gaps and on organizational strategies. In both the high school and middle school, counseling and school psychology staff continue to focus on supporting organizational, mental health, and executive functioning needs. There is an intense focus on these students who are failing from an academic and mental health standpoint.

Child Study Teams continue to provide additional resources such as formal Academic Intervention Services, Extended Day or Targeted Home Room for any students who have failed multiple subjects or show a need to start their day in a more structured manner. The Rider Pathway team identified a universal need to reinforce procedures for work completion and study habits with students in grades 6 through 12. Buildings and teams will work to implement a coherent implementation strategy on the opening days in the fall.

Table 3:

	Riders' Pathway to Success Target #3: 10% increase in proficiency rates on iReady spring diagnostic						
Grade Level	**Reading 2021-22 iReady Reading Diagnostic Proficiency Rate**	**% of iReady lessons passed with a score of 90% or higher (Q1)**	**Diagnostic #2 (January administration) % of students achieving half of the typical growth goal**	**% of iReady lessons passed with a score of 90% or higher (Q3)**	**Diagnostic #3 (June administration) % of students on Grade Level**	**Target**	**On track to meet target?**
K	42%	51%	43%*	53%		52%	Y
1	44%	61%	65%	56%		54%	Y
2	39%	68%	57%	55%		49%	Y

Grade Level	**2021-22 iReady Math Diagnostic Proficiency Rate**	**% of iReady lessons passed with a score of 90% or higher (Q1)**	**Diagnostic #2 (January administration) % of students achieving half of the typical growth goal**	**% of iReady lessons passed with a score of 90% or higher (Q3)**	**Diagnostic #3 (June administration) % of students on Grade Level**	**Target**	**On track to meet target?**
K	34%	39%	52%*	54%		44%	Y
1	29%	69%	71%	61%		39%	Y
2	14%	71%	57%	63%		24%	Y

* % of typical growth requires one more measure than we have for Kindergarten at the half way mark. This number is % of lessons passed with a 90% or higher

Third quarter for Kindergarten through second grade saw steady progress toward iReady proficiency targets in both Reading and Math. We are optimistic that redesigns in the Primary School reading instruction coupled with new, aligned materials and the consistent use of iReady as a differentiation tool will yield growth on the end of the year diagnostic. As we have mentioned previously, there is a strong correlation seen nationally between percentages of lessons passed with high scores and overall proficiency rates as measured on the summative diagnostic.

Table 4:

Riders' Pathway to Success Target #4: Increase proficiency rates on the 3-8 NYS ELA and Math tests by 5% for grade levels scoring at or above regional median and by 10% for grade levels scoring below the regional median							
ELA							
Grade Level	2021-22 % Proficient NYS ELA	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) Early or Mid on Grade Level	2022-23 Target % Proficient	On Track to Reach Target Y or N
3	58%	52%	60%	30%		63%	N
4	58%	51%	68%	35%		63%	N
5	40%	36%	56%	36%		45%	N
6	62%	39%	61%	33%		67%	N
		Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	Common Assessment 3 Proficiency	Common Assessment 4 Proficiency		
7	54%	52%	47%	85%		59%	Y
8	47%	90%	94%	66%		52%	Y

Math							
Grade Levels	2021-22 % Proficient NYS Math	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) Early or Mid on Grade Level	2022-23 Target % Proficient	On Track to Reach Target Y or N
3	48%	59%	53%	53%		53%	Y
4	47%	57%	55%	52%		52%	Y
5	23%	54%	66%	51%		33%	Y
6	23%	48%	64%	39%		33%	Y
		Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	Common Assessment 3 Proficiency	Common Assessment 4 Proficiency		
7	41%	75%	85%	83%		46%	
8	41%	92%	79%	85%		46%	

To track this goal of increased proficiency on the 3-8 ELA and Math exams in Quarter 3, we are using percentages of lessons completed at a rate of 90% or higher as a predictor in grades K-6, and common assessments grades 7 and 8. National correlation between this measure and proficiency on state exams is based on a score of 75%. If we bring the bar closer to that national number (80%) for our ELA scores, each grade level meets the improvement goal (55% in third, 61% in fourth, 60% in fifth, and 59% in sixth). We are seeing growth in almost all areas and are pleased with these results in Quarter 3. We will continue to adjust our use of the iReady platform, and anticipate that the data will become more predictive over time.

Table 5:

Riders' Pathway to Success Target #5: Increase Students Achieving Regents Mastery by 5% (85% and Above) Progress Tracking							
Course	BASELINE 2021-22 Building-Level Mastery	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	Common Assessment 4 Mastery	22-23 Targets	On Track to Reach Target? Y or N
Algebra I	13%	25%	18%	35%		18%	Y
Algebra II Trig	41%	42%	35%	41%		46%	N
ELA	42%	24%	60%	29%		47%	N
Geometry	15%	27%	21%	25%		20%	Y
Global History	27%	56%	43%	46%		32%	Y
Living Environment	31%	46%	25%	33%		36%	N
Chemistry	11%	24%	13%	14%		16%	N
Earth Science	36%	32%	32%	44%		41%	Y
Physics	24%	41%	51%	46%		29%	Y
US History	**42%	31%	34%	35%		47%	N

2022-2023 Regents mastery rates: Use of common assessments at the high school level has proven to be predictive of outcomes on the Regents exams. The third quarter saw modest increases in mastery rates, and in all but two subjects, we are above the baseline numbers.   Teachers continue to use data such as these common assessment scores to adjust instruction and to differentiate for students at the high and low ends.

**The US History Regents exam was canceled in the late spring of 2022. We substituted a local measure of mastery rates on the final exam for that course and are using that result as the baseline for the 2022-2023 school year.