RIDERS' PATHWAY TO SUCCESS

Ichabod Crane Central School District

2023-2024 Marking Period 2
Data Report

#riderpride

Riders' Pathway to Success
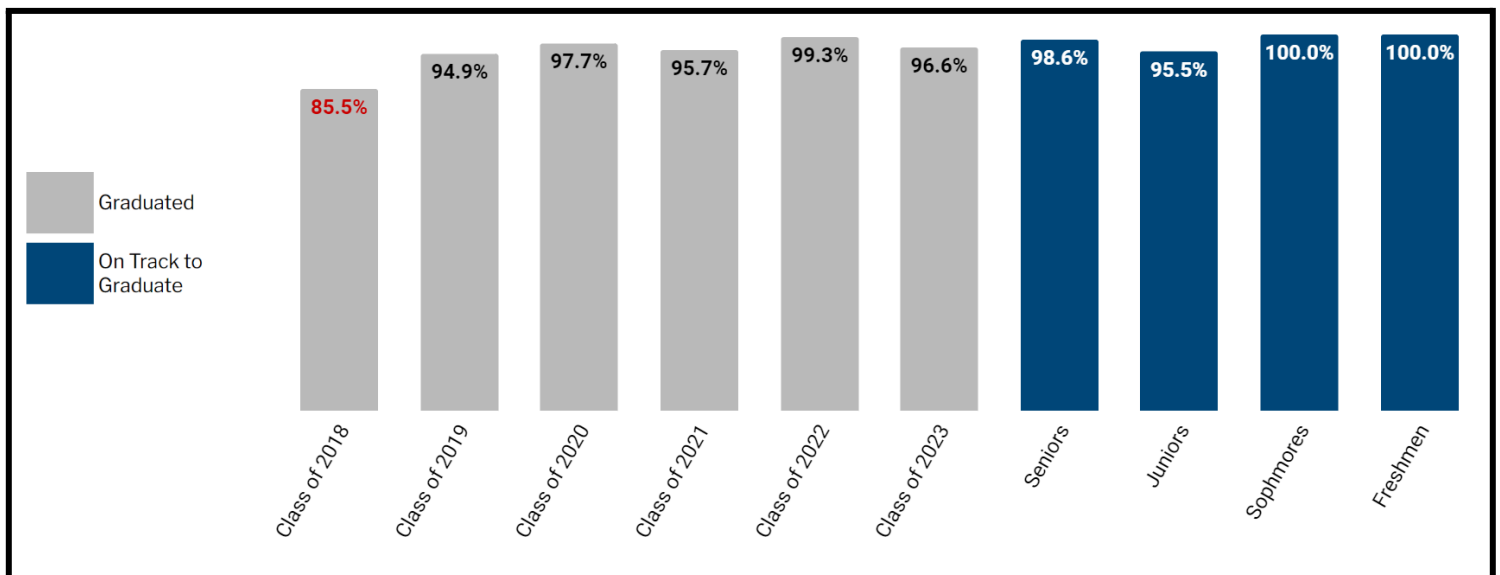## Quarter 2 2023-2024
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* Note all new targets for 2023-2024 referenced above were developed collaboratively through the Riders' Pathway Teams.

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**	**2022**	**2023**
Grade Level in 2023-24	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	**Seniors**	**Juniors**	**Sophomores**	**Freshmen**
Total District Cohort Size	153	147	137	121	144	121	**141**	**163**	**149**	**126**
Total Ichabod Crane High School Cohort Size	145	137	128	117	136	117	**138**	**154**	**145**	**123**
High School Graduates	124	130	125	112	135	113	**1**	**0**	**0**	**0**
High School Dropouts	12	5	0	1	0	2	**1**	**1**	**0**	**0**
High School Behind Grade Level/Still Enrolled	4	2	3	4	1	2	**1**	**6**	**0**	**0**
High School Transferred to GED	2	0	0	0	0	0	**0**	**0**	**0**	**0**

The class of 2024 is currently on track to meet our target of a 95% graduation rate. As we get closer to the end of the school year, we focus resources to assist struggling seniors, and as always will offer opportunities for credit recovery and summer school. Graduation rates listed in this chart reflect students enrolled at Ichabod Crane HS.

Table 2a:

	Riders' Pathway to Success Target #2a: Reduction in High School Course Failures 2nd Quarter					
Departments	BASELINE 2022-23 2nd Quarter Failures Percent of Students	2023-24 1st Quarter Failures Percent of Students	2023-24 2nd Quarter Failures Number of Students	Total Number of Students	**2023-24 2nd Quarter Failures** Percent of Students	**Target Reached Y or N**
English	4.12%	4.86%	27	601	**4.49%**	**N**
Mathematics	5.71%	8.72%	38	515	**7.38%**	**N**
Science	3.59%	1.95%	11	520	**2.12%**	**Y**
Social Studies	10.39%	8.48%	49	558	**8.78%**	**Y**
Health	3.80%	5.56%	3	71	**4.23%**	**N**
Art	2.02%	0.80%	6	246	**2.44%**	**N**
Technology	7.14%	0.91%	11	220	**5.00%**	**Y**
Music	0.00%	0.00%	1	125	**0.80%**	**N**
World Languages	1.97%	3.43%	5	172	**2.91%**	**N**
Physical Education	3.31%	2.89%	20	553	**3.62%**	**N**
Totals	4.89%	4.50%	171	3,581	**4.78%**	**Y**

Second quarter course failures at the high school met reduction targets in 3 out of 10 academic areas and decreased slightly overall. In an additional 4 out of 10 academic areas, there were reductions in failure rates from the first quarter that just missed the target. 76 of the 171 course failures seen in the second quarter were within 5 points of passing. Interventions based on this data include enhanced support through an additional counseling/support position, new AIS Humanities teacher, and through structures such as Tiered Studyhall and Homework Center. Grant funded tutoring started in Quarter 3 in response to this data.

Table 2b:

	Riders' Pathway to Success Target #2b: Reduce or Maintain Middle School (6-8) Course Failures 2nd Quarter					
Departments	BASELINE 2022-23 2nd Quarter Failures Percent of Students	2023-24 1st Quarter Failures Percent of Students	2023-24 2nd Quarter Failures Number of Students	Total Number of Students	**2023-24 2nd Quarter Failures** Percent of Students	**Target Reached Y or N**
English	4.03%	1.55%	4	378	**1.06%**	**Y**
Mathematics	3.49%	1.53%	7	383	**1.83%**	**Y**
Science	2.42%	1.57%	2	382	**0.52%**	**Y**
Social Studies	2.15%	1.00%	4	400	**1.00%**	**Y**
Health	0.00%	1.12%	0	88	**0.00%**	**Y**
Art	0.00%	0.88%	0	144	**0.00%**	**Y**
Technology	0.00%	0.00%	0	114	**0.00%**	**Y**
Music	0.00%	0.17%	1	584	**0.17%**	**N**
World Languages	1.34%	2.73%	3	256	**1.17%**	**Y**
Physical Education	0.00%	0.00%	0	405	**0.00%**	**Y**
Totals	1.85%	1.00%	21	3,134	**0.67%**	**Y**

Second quarter course failure rates at the Middle School are within normal ranges, and reflect a very robust set of strategies and student supports such as after school homework center, extended day, tutoring, and formal tiered academic interventions. Each of these strategies are important levers used to support academic success and to remediate gaps in learning.

Table 2c:

					Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures 2nd Quarter	
Grade Level	BASELINE 2022-23 2nd Quarter Failures Percent of Students	2023-24 1st Quarter Failures Percent of Students	2023-24 2nd Quarter Failures Number of Students	Total Number of Students	**2023-24 2nd Quarter Failures** **Percent of Students**	**Target Reached Y or N**
6	1.61%	4.35%	4	159	**2.52%**	**N**
7	12.20%	6.40%	6	125	**4.80%**	**Y**
8	9.60%	8.94%	13	122	**10.66%**	**N**
9	13.61%	12.00%	18	128	**14.06%**	**N**
10	21.19%	23.84%	39	150	**26.00%**	**N**
11	26.95%	20.27%	29	148	**19.59%**	**Y**
12	10.08%	16.55%	22	139	**15.83%**	**N**
Total	14.09%	13.37%	131	971	**13.49%**	**Y**

Two out of seven grade levels met targets for reductions in course failures in grades six through twelve. We continue to focus on cohorts of students in the high school where we see lingering gaps due to the pandemic's disruption and higher than normal failure rates. Interventions are stacked on a foundation of ongoing face-to-face meetings with students and families which are designed to support and maintain accountability. Specific interventions are tailored to individual students and include, formal work with AIS staff, targeted counseling, homework center, coaching around organizational strategies, mental health supports, and content specific work and homework coordination with teachers after school hours. It is important to note that 10 of the 22 course failures in the senior class were in electives, not coursework required for graduation. Additionally, 67 of the students represented here in grades 9-12 failed only one course, and of those failures, 39 of them were by five points or less. Teachers at the high school routinely negotiate with students to complete back work and to improve grades reflected on the report card, this is especially true as we begin Quarter 3.

Table 3:

Riders' Pathway to Success					
Target #3: 5% increase in proficiency rates on iReady spring diagnostic					
Reading					
Grade Level	BASELINE 2022-23 iReady Reading Diagnostic Proficiency Rate	% of iReady lessons passed with a score of 80% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	Target	**On track to meet target?**
K	73%	64%	65% *	78%	**N**
1	66%	76%	72%	71%	**Y**
2	62%	77%	65%	67%	**N**
Math					
Grade Level	BASELINE 2022-23 iReady Math Diagnostic Proficiency Rate	% of iReady lessons passed with a score of 80% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	Target	**On track to meet target?**
K	54%	65%	79% *	59%	**Y**
1	50%	88%	66%	55%	**Y**
2	41%	90%	64%	46%	**Y**

We continue to see excellent results at the Primary School and progress toward aggressive targets for increases in Reading and Math proficiency rates. Continued emphasis on rigorous Tier I instruction in reading and literacy have significantly raised the bar. Please note that Percent of Typical Growth requires one more measure than we have for Kindergarten at the midpoint of the school year. The numbers shown for these students are percentages of lessons passed with an 80% or higher, as we reported in Quarter 1 for all students.

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 _OR_ score in the top 5 districts in the Questar III BOCES.

ELA

Grade Level	2022-23 % Proficient NYS ELA	2022-23 Above Regional Median of Questar III BOCES	2022-23 Questar III BOCES Ranking	% of iReady lessons passed with a score of 80% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	2023-24 Target % Proficient	On Track to Reach Target Y or N
3	57%	✓	#4	77%	66.0%	62%	Y
4	59%	✓	#4	66%	54.4%	69%	N
5	54%	✓	#4	68%	72.8%	64%	Y
6	58%	✓	#3	61%	50.0%	68%	N
Grade Level	2022-23 % Proficient NYS ELA	2022-23 Above Regional Median of Questar III BOCES	2022-23 Questar III BOCES Ranking	Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	2023-24 Target % Proficient	On Track to Reach Target Y or N
7	46%	✓	#7	59%	64%	51%	Y
8	69%	✓	#2	87%	91%	74%	Y

Math

Grade Level	2022-23 % Proficient NYS Math	2022-23 Above Regional Median of Questar III BOCES	2022-23 Questar III BOCES Ranking	% of iReady lessons passed with a score of 80% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	2023-24 Target % Proficient	On Track to Reach Target Y or N
3	45%		#10	85%	58.0%	55%	Y
4	54%	✓	#10	84%	45.0%	59%	N
5	55%	✓	#5	83%	60.0%	60%	Y
6	49%	✓	#7	76%	61.0%	54%	Y
Grade Level	2022-23 % Proficient NYS Math	2022-23 Above Regional Median of Questar III BOCES	2022-23 Questar III BOCES Ranking	Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	2023-24 Target % Proficient	On Track to Reach Target Y or N
7	62%	✓	#6	82%	87%	67%	Y
8	69%	✓	#2	85%	78%	74%	Y

Progress toward improvement targets is on track in most areas for grades 3-8 in both ELA and Math. We expect to see some implementation dip in grades 4-6 due to the first year of the new reading program, Benchmark Advance. At grade levels where targets are not met, teachers and administrators examine the needs of students not meeting proficiency on these interim assessments and apply interventions as needed. As mentioned earlier in this report, the middle school has a rigorous set of student supports that is leveraged at all levels.

Table 5:

Riders' Pathway to Success					
Target #5: Increase the number of English Language Learners and Students With Disabilities in grades K-8 who meet their growth goals in the iReady platform in both reading and math by 5% over the 2022-2023 school year.					
ELA					
Grade Level	BASELINE 2022-23 % Met Growth K-8	% of students meeting recommended minutes	Diagnostic #2 % of students meeting half the Typical Growth Goal	2023-24 Target %	On Track to Reach Target Y or N
ELL	51%	57%	57.5%	**56%**	Y
SWD	48%	54%	53.8%	**53%**	Y
Math					
Grade Levels	BASELINE 2022-23 % Met Growth K-8	% of students meeting recommended minutes	Diagnostic #2 % of students meeting half the Typical Growth Goal	2023-24 Target %	On Track to Reach Target Y or N
ELL	48%	52%	65.7%	**53%**	Y
SWD	49%	47%	54.6%	**54%**	Y

Coaching cycles and staff development for our teachers of Students with Disabilities and English Language learners have been provided this year along with a focus on support for these subgroups. We plan to continue to measure progress using the iReady universal screeners, and are pleased with progress seen so far this year.

Table 6:

Riders' Pathway to Success					
Target #6: Increase Students Achieving Regents Mastery by 5% (85% and Above) **Progress Tracking**					
Course	BASELINE 3 Year Building-Level Mastery Average	Common Assessment 1 Mastery	Common Assessment 2 Mastery	**2023-24 Targets**	**On Track to Reach Target? Y or N**
Algebra I	26%	25%	20%	**31%**	**N**
Algebra II Trig	29%	41%	36%	**34%**	**Y**
ELA	46%	16%	58%	**51%**	**Y**
Geometry	20%	30%	19%	**25%**	**N**
Global History	38%	42%	34%	**43%**	**N**
Living Environment	43%	45%	38%	**48%**	**N**
Chemistry	13%	31%	21%	**18%**	**Y**
Earth Science	40%	25%	27%	**45%**	**N**
Physics	28%	43%	49%	**33%**	**Y**
US History	37%	49%	39%	**42%**	**N**

This stretch goal is designed to measure progress toward increasing the number of students reaching mastery on Regents exams at the end of the school year. Second quarter results are mixed, as we continue to grapple with unfinished learning challenges in grades 10, 11, and 12. We met the target increase in 4 out of 10 common assessments at the end of the second quarter. In one additional exam, we saw an increase in the mastery rate, but it fell just short of the target. It is important to note that the second quarter assessments are the mid-term exams. We continue to adjust common assessments to reflect pacing during each quarter, and the data gleaned from each test are used to adjust instruction on an ongoing basis.