RIDERS' PATHWAY TO SUCCESS

Ichabod Crane Central School District

2023-2024 Marking Period 4
Data Report

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Riders' Pathway to Success

## Quarter 4 2023-2024
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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 9-12, and maintain or reduce failures in grades 6-8. The baseline year has been set as the 22-23 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 third year of our implementation of the iReady platform and as such the baseline has been identified as the Spring 2023 diagnostic.

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 2022-2023 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 Target #5 which aims to increase the number of English Language Learners and Students With Disabilities in grades K-8 who meet their growth goals in the iReady platform. There is a strong statistical correlation between time on task and growth, so the interim measures are based on usage in the platform.

6. **Table 6:** This table tracks progress toward Target #6 which aims to increase mastery rates on High School Regents exams using a running three year average 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 2023-2024 referenced above were developed collaboratively through the Riders' Pathway Teams.

Table 1:

Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020	2021	2022	2023
Riders' Pathway to Success Target #1: Project 95 95% or Above Graduation Rate										
Grade Level in 2023-24	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	**Class of 2024**	**Juniors**	**Sophomores**	**Freshmen**
Total District Cohort Size	153	147	137	121	144	121	**140**	**161**	**150**	**128**
Total Ichabod Crane High School Cohort Size	145	137	128	117	136	117	**138**	**152**	**146**	**126**
High School Graduates	124	130	125	112	135	113	**128**	**0**	**0**	**0**
High School Dropouts	12	5	0	1	0	2	**2**	**1**	**0**	**0**
High School Behind Grade Level/Still Enrolled	4	2	3	4	1	2	**5**	**4**	**0**	**0**
High School Transferred to GED	2	0	0	0	0	0	**0**	**0**	**0**	**0**
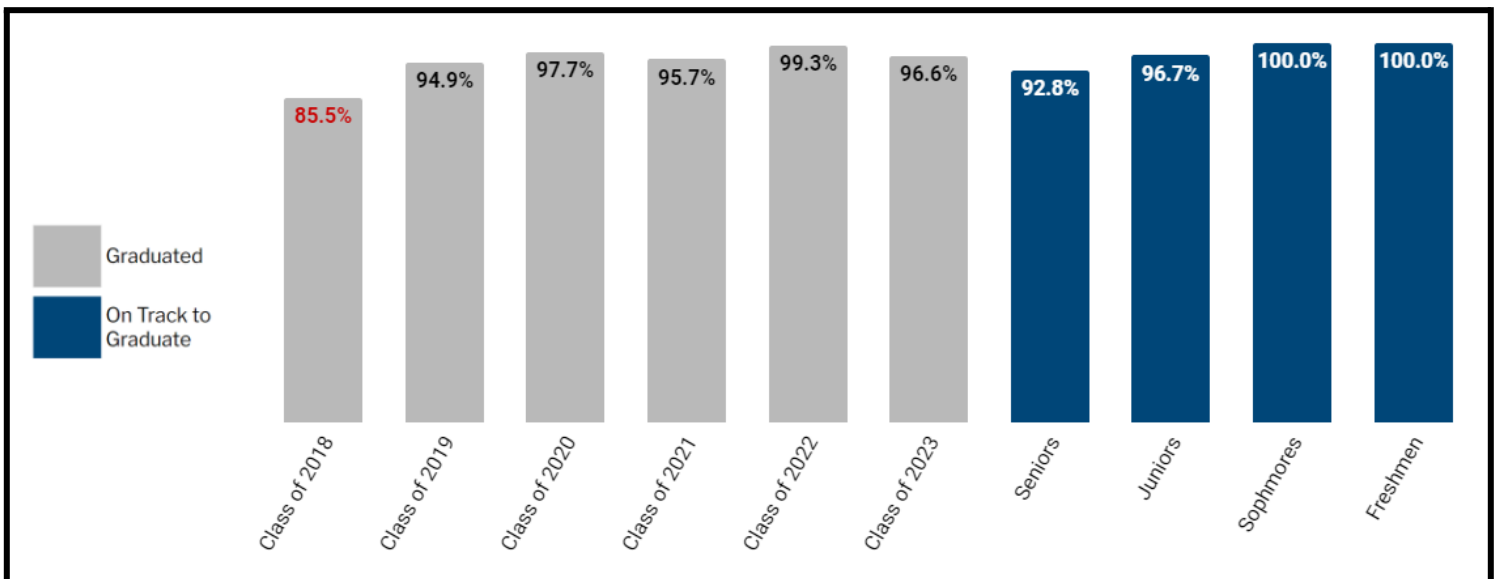
The class of 2024 achieved a 4-year 92.8% graduation rate. While this is short of our annual goal, it is important to note that there are still five students working toward a Regents diploma or other graduation credential. As we bring high-needs students back into the district, as the NYS Education Department reexamines graduation requirements through their Blue Ribbon Commission, and as we develop and adopt a new three-year set of Board Goals, we are giving careful consideration to what it means to be an ICC

Table 1 continued:

graduate. Currently, NYS Education Department does not recognize the CDOS credential as formally graduating. Including the four ICC seniors who earned this credential as the most appropriate pathway for them given their skills, knowledge and post-secondary goals brings our graduation rate to 95.6%.

Table 2a:

	Riders' Pathway to Success Target #2a: Reduction in High School Course Failures Final Average				
Departments	BASELINE 2022-23 Course Failures Percent of Students	2023-24 Course Failures Number of Students	Total Number of Students	**2023-24 Course Failures** Percent of Students	**Target Reached Y or N**
English	1.48%	18	589	**3.06%**	**N**
Mathematics	3.87%	36	535	**6.73%**	**N**
Science	2.55%	16	532	**3.01%**	**N**
Social Studies	5.39%	28	594	**4.71%**	**Y**
Health	0.00%	2	77	**2.60%**	**N**
Art	1.63%	3	248	**1.21%**	**Y**
Technology	1.41%	11	198	**5.56%**	**N**
Music	0.00%	1	126	**0.79%**	**N**
World Languages	1.60%	3	176	**1.70%**	**N**
Physical Education	1.29%	15	553	**2.71%**	**N**
Totals	2.45%	133	3,628	**3.67%**	**N**

Final course failure rates at the high school met reduction targets in 2 out of 10 academic areas. In an additional 3 out of 10 areas, we were under one percentage point short of our goal. 34 of the 133 course failures seen in final course grades 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. It is important to note that we saw a reduction in the area of Social Studies, where we have a content specialist as an intervention teacher. This is one piece of evidence that this support structure is working for students at the high school.

Table 2b:

Riders' Pathway to Success					
Target #2b: Reduce or Maintain Middle School (6-8) Course Failures **Final Average**					
Departments	BASELINE 2022-23 Course Failures Percent of Students	2023-24 Course Failures Number of Students	Total Number of Students	**2023-24 Course Failures** Percent of Students	**Target Reached Y or N**
English	0.81%	3	370	**0.81%**	**N**
Mathematics	1.35%	7	389	**1.80%**	**N**
Science	0.27%	3	379	**0.79%**	**N**
Social Studies	1.08%	4	405	**0.99%**	**Y**
Health	1.08%	0	149	**0.00%**	**Y**
Art	0.27%	0	102	**0.00%**	**Y**
Technology	0.00%	0	111	**0.00%**	**Y**
Music	1.35%	1	507	**0.20%**	**Y**
World Languages	0.27%	3	257	**1.17%**	**N**
Physical Education	0.00%	0	406	**0.00%**	**Y**
Totals	0.65%	21	3,075	**0.68%**	**N**

Final course failure rates at the Middle School are within normal ranges, and reflect the robust set of strategies and student supports implemented in the building. We continue to support struggling students both academically and from a mental health perspective.

Table 2c:

Riders' Pathway to Success Target #2c: Reduction in Grade Level Failures 4th Quarter								
Grade Level	BASELINE 2022-23 4th Quarter Failures Percent of Students	2023-24 1st Quarter Failures Percent of Students	2023-24 2nd Quarter Failures Percent of Students	2023-24 3rd Quarter Failures Percent of Students	2023-24 4th Quarter Failures Number of Students	Total Number of Students	**2023-24 4th Quarter Failures Percent of Students**	**Target Reached Y or N**
6	4.80%	4.35%	1.89%	0.64%	1	157	**0.64%**	Y
7	9.68%	6.30%	4.72%	0.79%	7	127	**5.51%**	Y
8	4.10%	8.87%	9.76%	5.69%	20	123	**16.26%**	N
9	14.86%	11.36%	16.67%	19.08%	25	131	**19.08%**	N
10	22.52%	25.66%	26.49%	21.85%	40	151	**26.49%**	N
11	26.62%	19.33%	18.24%	14.38%	27	145	**18.62%**	Y
12	7.08%	18.71%	16.67%	15.04%	16	132	**12.12%**	N
Total	13.45%	13.71%	13.60%	11.16%	136	966	**14.08%**	N

Three out of seven grade levels met targets for reductions in course failures in grades six through twelve, and the overall rate was less than .6% short of the target. As we continue to focus on cohorts of students where we see lingering gaps due to the pandemic's disruption and higher than normal failure rates, we are applying both academic and social/emotional interventions. In the fall we will bring explicit programming to middle and high school students designed to build resilience, promote mental health awareness, and to reduce stigma by fostering open conversations about mental health. This is in response to teacher and counselor feedback about student disconnectedness and apathy. It is important to note that this is not an Ichabod Crane specific issue as we districts and schools are seeing these issues across the state. It is also important to note that 2 of the 16 course failures in the senior class were in electives, not coursework required for graduation. Additionally, 50 of the students represented here in grades 9-12 failed only one course, and of those failures, 19 of them were by five points or less.

Table 3:

Riders' Pathway to Success Target #3: 10% increase in proficiency rates on iReady spring diagnostic				
Reading				
Grade Level	Spring '23 iReady Reading Diagnostic Proficiency Rate	Target	**Spring '24 iReady Reading Diagnostic Proficiency Rate**	**Target Reached Y or N**
K	73%	83%	**87%**	Y
1	66%	76%	**63%**	N
2	62%	72%	**62%**	N
Math				
Grade Level	Spring '23 iReady Math Diagnostic Proficiency Rate	Target	**Spring '24 iReady Reading Diagnostic Proficiency Rate**	**Target Reached Y or N**
K	54%	64%	**60%**	N
1	50%	60%	**44%**	N
2	41%	51%	**41%**	N

We saw a sharp increase in proficiency rates at the Primary School between the 21-22 and 22-23 school years as we implemented new reading programs aligned to the science of reading. That initial bump has been followed by a flattening of the improvement curve, however we saw significant gains in phonics and high-frequency words which were targeted by teachers at the primary through the Triple-A goal setting process. We purchased a rigorous core math program and training for 24-25 which we believe will lead to a similar series of improvements. As we focus on students from underserved groups like English Language Learners and Students with Disabilities, we will move the

Table 3 continued:

overall needle more slowly through targeted intervention and through building and district-wide professional learning.

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.

NYS 3-8 ELA	BASELINE 2022-23 % Proficient	Target %	2023-24 % Proficient	2023-24 Questar III BOCES Ranking	Target Reached Y or N
3	57%	62%	50%	4	Y
4	59%	69%	53%	5	Y
5	54%	64%	49%	4	Y
6	58%	68%	45%	9	N
7	46%	51%	64%	3	Y
8	69%	74%	54%	7	N

NYS 3-8 Math	BASELINE 2022-23 % Proficient	Target %	2023-24 % Proficient	2023-24 Questar III BOCES Ranking	Target Reached Y or N
3	45%	55%	46%	13	N
4	54%	59%	56%	10	N
5	55%	60%	53%	6	N
6	49%	54%	58%	6	Y
7	62%	67%	67%	3	Y
8	69%	74%	56%	6	N

While we fell short of the aggressive improvement targets set for the 23-24 school year, we are pleased with the year one rollout of Benchmark in grades four through six, and with the modest improvements seen in math. Implementation of the iReady Core Mathematics program in grades K-4, will be coupled with embedded content-specific support through Questar III and through our local teacher coach.

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.									
Reading					Reading				
ELL	BASELINE 2022-23 % Met Growth	Target %	2023-24 % Met Growth	Target Reached Y or N	SWD	BASELINE 2022-23 % Met Growth	Target %	2023-24 % Met Growth	Target Reached Y or N
K	0%	5%	0%	N	K	8%	13%	30%	Y
1	56%	61%	69%	Y	1	53%	58%	23%	N
2	43%	48%	55%	Y	2	43%	48%	68%	Y
3	83%	88%	57%	N	3	28%	33%	42%	Y
4	63%	68%	60%	N	4	5%	10%	57%	Y
5	93%	98%	83%	N	5	69%	74%	63%	N
6	40%	45%	62%	Y	6	60%	65%	60%	N
7	40%	45%	57%	Y	7	47%	52%	27%	N
8	25%	30%	0%	N	8	52%	57%	38%	N

Table 5 continued:

Math					Math				
ELL	BASELINE 2022-23 % Met Growth K-8	Target %	**2023-24 % Met Growth**	**Target Reached Y or N**	**SWD**	BASELINE 2022-23 % Met Growth K-8	Target %	**2023-24 % Met Growth**	**Target Reached Y or N**
K	0%	5%	**0%**	**N**	**K**	23%	28%	**10%**	**N**
1	78%	83%	**63%**	**N**	**1**	41%	46%	**38%**	**N**
2	31%	36%	**36%**	**Y**	**2**	48%	53%	**37%**	**N**
3	33%	38%	**64%**	**Y**	**3**	39%	44%	**46%**	**Y**
4	63%	68%	**80%**	**Y**	**4**	48%	53%	**43%**	**N**
5	86%	91%	**50%**	**N**	**5**	65%	70%	**44%**	**N**
6	50%	55%	**31%**	**N**	**6**	52%	57%	**43%**	**N**
7	67%	72%	**86%**	**Y**	**7**	44%	49%	**64%**	**Y**
8	25%	30%	**25%**	**N**	**8**	52%	57%	**46%**	**N**

We have engaged with Dr. Sara Cioffi, retired ENL and World Language administrator to assist the district in a set of professional learning and coaching initiatives around the needs of our English Language Learners. Throughout the 2024-2025 school year, we have dedicated ourselves to coaching cycles and professional development for our teachers of Students with Disabilities and English Language Learners, reinforcing our commitment to supporting these key student groups. As we continue these efforts, we're pleased to see tangible results emerging, confirming the value of our approach. Moving forward, we will persist in measuring progress through the iReady universal screeners, encouraged by the positive outcomes achieved through our ongoing coaching and professional development initiatives.

Table 6:

Riders' Pathway to Success Target #6: Increase by 5% Students Achieving Regents Mastery (85% and Above)							
Regents Exam (June)	2018-19 Building-Level Mastery	2021-22 Building-Level Mastery	2022-23 Building-Level Mastery	BASELINE 3 Year Building-Level Mastery Average	2023-24 Targets	**2023-24 Mastery Rates**	**Target Reached Y or N**
Algebra I	38%	13%	28%	26%	31%	**17% ****	**N**
Algebra II Trig	24%	41%	23%	29%	34%	**23%**	**N**
ELA	48%	42%	48%	46%	51%	**49%**	**N**
Geometry	29%	15%	17%	20%	25%	**20%**	**N**
Global History	49%	27%	38%	38%	43%	**33%**	**N**
Living Environment	55%	31%	43%	43%	48%	**42%**	**N**
Chemistry	21%	11%	7%	13%	18%	**8%**	**N**
Earth Science	53%	36%	30%	40%	45%	**27%**	**N**
Physics	29%	24%	32%	28%	33%	**17%**	**N**
US History	59%	42%*	15%	37%	42%	**29%**	**N**

* Final Exams used in place of Regents

** First year of new Algebra Exam

This ambitious goal aims to track our progress in boosting the number of students achieving mastery on Regents exams. We fell short of our goals this year, and in light of pending changes from the state education department are evaluating future goal setting around regents exams. Next steps include coaching for teachers and principals to assist in analysis of this assessment data to help inform instruction.