Eleventh Equity Report Card

Holding Ourselves Accountable

GOAL: TO ELIMINATE RACE, CLASS, DISABILITY AND GENDER AS PREDICTORS OF ACADEMIC PERFORMANCE, CO-CURRICULAR PARTICIPATION AND DISCIPLINE, IN THE ITHACA CITY SCHOOL DISTRICT.

Published April 2018
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* Additional metrics including staff demographics will be added to the online version of the ICSD Equity Report Card in the coming months.*
The Ithaca City School District (ICSD) is committed to equity. In the ICSD, equity is a measure of results, not of inputs. We will have achieved equity when all measures indicate an absence of disproportionality in participation and achievement in terms of race, class, disability, and gender. The Equity Strategic Plan, collaboratively developed by district and community leaders in 2005, guides our efforts as we work towards this goal. This strategic plan outlines manageable action steps in sixteen areas of operations which, when taken together and pursued concurrently, form the basis of our comprehensive strategy for achieving equity in the ICSD. These elements include:

- Data analysis
- Assess causes of inequity
- Research and implement “best practices” regarding equity and diversity management utilized by other districts and organizations
- Leadership development
- Staff development
- Recruitment and retention of diverse staff
- Teacher preparation
- Targeted academic support
- Supplemental programs (academic and non-academic)
- Clinical support for students
- Curriculum
- Co-curricular and extra-curricular programs
- Communication
- Community involvement
- Family and community advocacy and involvement
- Cultural and educational events

This Equity Report Card is a tool that emerged from the Equity Strategic Plan to help us monitor and report on our progress towards achieving equity in key measures of student achievement and engagement. It is also a tool to help us think about the impact of our work and document the many efforts underway to continue to move us closer to our equity goal. The Equity Report Card not only provides wealth of quantitative data, but also information about instructional and programmatic changes the District has made, and plans for the future, as we seek to eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the ICSD.

We share this tool with you (our students, their families, and our community) as an invitation to join us in thinking about equity. We hope that as you explore the Equity Report Card that you will be inspired to reflect on your own experiences in the ICSD, to ask questions, and to consider how you can contribute to the goal of equity in your own role(s) in our schools and our community. And we invite you to join the conversation through our Let’s Talk portal found under the Contact tab on the ICSD website or by attending one of our community conversations to be scheduled in the coming months.
ICSD 4 Year Graduation Outcomes (as of August)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Multiracial</th>
<th>White</th>
<th>FRPL</th>
<th>non-FRPL</th>
<th>SWD</th>
<th>Gen Ed</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 Cohort (as of August 2012)</td>
<td>338/425</td>
<td>79.5%</td>
<td>47/62</td>
<td>75.8%</td>
<td>29/41</td>
<td>70.7%</td>
<td>*/4</td>
<td>47.8%</td>
<td>11/23</td>
<td>47.8%</td>
<td>11/23</td>
<td>74.8%</td>
</tr>
<tr>
<td>2009 Cohort (as of August 2013)</td>
<td>358/427</td>
<td>83.4%</td>
<td>46/50</td>
<td>92.0%</td>
<td>37/50</td>
<td>74.0%</td>
<td>*/4</td>
<td>86.2%</td>
<td>21/31</td>
<td>67.7%</td>
<td>21/31</td>
<td>77.3%</td>
</tr>
<tr>
<td>2010 Cohort (as of August 2014)</td>
<td>367/426</td>
<td>84.8%</td>
<td>47/51</td>
<td>92.2%</td>
<td>30/45</td>
<td>66.7%</td>
<td>*/10</td>
<td>88.6%</td>
<td>17/26</td>
<td>65.4%</td>
<td>17/26</td>
<td>77.1%</td>
</tr>
<tr>
<td>2011 Cohort (as of August 2015)</td>
<td>373/420</td>
<td>88.8%</td>
<td>49/51</td>
<td>96.1%</td>
<td>35/44</td>
<td>79.5%</td>
<td>*/15</td>
<td>90.4%</td>
<td>18/25</td>
<td>72.0%</td>
<td>18/25</td>
<td>81.7%</td>
</tr>
<tr>
<td>2012 Cohort (as of August 2016)</td>
<td>365/392</td>
<td>90.8%</td>
<td>35/37</td>
<td>94.6%</td>
<td>30/37</td>
<td>81.3%</td>
<td>*/12</td>
<td>92.5%</td>
<td>19/23</td>
<td>82.6%</td>
<td>19/23</td>
<td>85.2%</td>
</tr>
<tr>
<td>2013 Cohort (as of August 2017)</td>
<td>345/401</td>
<td>86.0%</td>
<td>44/49</td>
<td>89.8%</td>
<td>21/35</td>
<td>60.0%</td>
<td>*/16</td>
<td>73.0%</td>
<td>17/21</td>
<td>81.0%</td>
<td>17/21</td>
<td>85.2%</td>
</tr>
</tbody>
</table>

ICSD 5 Year Graduation Outcomes (as of August)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Multiracial</th>
<th>White</th>
<th>FRPL</th>
<th>non-FRPL</th>
<th>SWD</th>
<th>Gen Ed</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Cohort (as of August 2012)</td>
<td>345/426</td>
<td>81.0%</td>
<td>27/27</td>
<td>100.0%</td>
<td>33/52</td>
<td>63.5%</td>
<td>*/2</td>
<td>84.3%</td>
<td>20/28</td>
<td>71.4%</td>
<td>20/28</td>
<td>75.8%</td>
</tr>
<tr>
<td>2008 Cohort (as of August 2013)</td>
<td>349/424</td>
<td>82.3%</td>
<td>50/61</td>
<td>82.0%</td>
<td>31/40</td>
<td>77.5%</td>
<td>*/4</td>
<td>85.5%</td>
<td>11/23</td>
<td>47.8%</td>
<td>11/23</td>
<td>74.8%</td>
</tr>
<tr>
<td>2009 Cohort (as of August 2014)</td>
<td>369/426</td>
<td>86.6%</td>
<td>47/51</td>
<td>92.2%</td>
<td>40/51</td>
<td>78.4%</td>
<td>*/4</td>
<td>89.2%</td>
<td>24/31</td>
<td>77.4%</td>
<td>24/31</td>
<td>81.3%</td>
</tr>
<tr>
<td>2010 Cohort (as of August 2015)</td>
<td>317/364</td>
<td>87.1%</td>
<td>48/52</td>
<td>92.3%</td>
<td>30/44</td>
<td>68.2%</td>
<td>*/11</td>
<td>91.3%</td>
<td>18/25</td>
<td>72.0%</td>
<td>18/25</td>
<td>77.4%</td>
</tr>
<tr>
<td>2011 Cohort (as of August 2016)</td>
<td>395/423</td>
<td>91.0%</td>
<td>51/53</td>
<td>96.2%</td>
<td>37/44</td>
<td>84.1%</td>
<td>*/15</td>
<td>91.9%</td>
<td>21/25</td>
<td>84.0%</td>
<td>21/25</td>
<td>86.3%</td>
</tr>
<tr>
<td>2012 Cohort (as of August 2017)</td>
<td>361/391</td>
<td>92.3%</td>
<td>35/37</td>
<td>94.6%</td>
<td>30/35</td>
<td>85.7%</td>
<td>*/16</td>
<td>93.7%</td>
<td>20/23</td>
<td>87.0%</td>
<td>20/23</td>
<td>87.8%</td>
</tr>
</tbody>
</table>

What is graduation rate?
The graduation rate is the percentage of students who receive a Regents or local diploma within four years or five years of entering ninth grade. This number is adjusted for students who transfer to other school districts. Students who receive an IEP diploma or commencement credential, transfer to a GED program, leave school, or are still enrolled are considered non-graduates. Graduation rates are based on cohorts of students. A student’s cohort is determined by the year the student first enters ninth grade. Graduation rates as shown here include students in the graduation cohort enrolled at Ithaca High School (IHS), Lehman Alternative Community School (LACS), TST BOCES, and other placements (e.g. George Junior).

ICSD Board of Education Vision of Success: 100% of students will graduate within 4 years of entering 9th grade.

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ https://sites.google.com/icsd.k12.ny.us/erc/home
## What’s contributed to these graduation rate data trends?

<table>
<thead>
<tr>
<th>Positive Impacts</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Graduation Coaches introduced at IHS in 2012-13</td>
<td>● Students who transfer into the district in grades 9-12 with interrupted schooling and/or insufficient credits for their age/grade -- in the 2013 cohort, 29% (16/56) of the non-graduates transferred into the district in 9th grade or after</td>
</tr>
<tr>
<td>● Creation of content area support labs to support struggling students</td>
<td>● Disproportionality large impact that a single student’s graduation status has on the overall graduation rate of subgroups with small cohort sizes (e.g. Black or African American, Hispanic, Multiracial, SWD) when compared to subgroups with larger cohorts (e.g. White, FRPL, Gen Ed)</td>
</tr>
<tr>
<td>● Multiple structures in place to support students needing credit recovery or to retake Regents exams including IHS Summer Academy, TST BOCES Regional Summer School, PLATO</td>
<td>● Volume of students needing academic intervention support in multiple subject areas</td>
</tr>
<tr>
<td>● Data-informed decision making structures in place:</td>
<td></td>
</tr>
<tr>
<td>o five-week reviews of grades and attendance data at IHS to identify and place students in need of additional support</td>
<td></td>
</tr>
<tr>
<td>o collaboration between Counselors, Grad Coaches, and district data team to develop and utilize reports that monitor student progress towards graduation requirements and identify available graduation pathways and diploma options based on requirements (Regents/credits) students have already successfully completed</td>
<td></td>
</tr>
</tbody>
</table>

## What are we doing to continue to increase graduation rates?

- Building awareness and knowledge around new and expanded graduation pathways with staff, students, and families to better engage students in graduation planning informed by their personal interests and post-high school goals; examining course sequences to ensure students have access to all available graduation pathways
- Examining Academic Intervention Support (AIS) and Response to Intervention (RTI) processes and structures to identify if and how we might be able to better support struggling students
- Working to create a graduation report that can be shared with students and families at each reporting period to keep them informed about progress towards meeting graduation requirements
- New York State My Brother’s Keeper grant funds are being used to plan and facilitate coordinated supports and professional development to improve outcomes for young men of color

## What else do we plan to do within the next year to continue to increase graduation rates?

- Partner with TST BOCES to explore existing models of successful, intensive literacy interventions at the secondary level; many students who are at risk of not graduating have lagging skills in the areas of reading and writing
- Establish a Counseling PLC to provide frequent opportunities for Guidance Counselors from across the district to come together to share, grow, and innovate best practices for engaging students in planning their path to graduation and supporting students at risk of not graduating

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Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ [https://sites.google.com/icsd.k12.ny.us/erc/home](https://sites.google.com/icsd.k12.ny.us/erc/home)
What are we doing to continue to increase at grade-level reading?

- In summer 2017 we established a yearlong teacher-led study group focused on using the Lucy Calkins Units of Study in Reading and Writing to provide a strong model for explicit instruction in critical reading and writing strategies while simultaneously strengthening teachers’ skill in incorporating intentional reading/writing instruction into their interdisciplinary case studies.
- In January 2018 we established the first cohort of the ICSD Lead Case Study Designer program. Teachers participating in this program are in the process of creating model case studies so that teachers have high-quality examples of content-rich units of study that incorporate extensive reading and writing.
- Beginning in October 2017, we established quarterly meetings for staff leading Response to Intervention (RtI) processes in their buildings to come together to share and discuss building-level RtI procedures, problem-solve, and collectively grow our capacity to support all students through a highly-effective multi-tiered system of supports.
- We are piloting and evaluating several phonics programs in grades K-1 to identify a program that can be implemented universally to ensure that all students have a strong grasp of foundational reading skills by the end of first grade.

What else do we plan to do within the next year to continue to increase at grade-level reading?

- Increase F&P training for all Elementary teachers to insure reliability of scores and to support teachers in better using data from the F&P to inform instructional decisions
- Establish a Reading PLC to provide frequent opportunities for Reading teachers from across the district to share best practices and deepen their knowledge of, and skill in using, evidence-based reading interventions
- Provide ongoing, cyclical professional development related to high-quality literacy instruction to create opportunities for all teachers to continually deepen their understanding of high-quality literacy instruction and reflect on and refine their own practice
- Work to develop a more comprehensive measure of reading proficiency which combines multiple measures of a student’s reading and literacy skills to better reflect the complexity of all that is involved in “reading at grade level”
## What is proficiency on NYS 3-8 ELA and math exams?

Proficiency on the grades 3-8 NYS ELA and Math exams is the percentage of grade 3-8 students who took the exam(s) and earned a scaled score falling within performance level 3 or 4. Students performing at level 3 are proficient in standards for their grade and students performing at level 4 excel in standards for their grade. All students who were enrolled and tested in one of our eight elementary schools, our three middle schools, TST BOCES, and other placements (e.g. George Junior) are included in the calculation of this metric.

### What’s contributed to these NYS 3-8 ELA and Math data trends?

<table>
<thead>
<tr>
<th>Positive Impacts</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Increasing teacher comfort and knowledge of Common Core Standards (these standards were introduced in 2012-13)</td>
<td>● Transition to computer-based testing for ELA and Math in all grades in 2016-17</td>
</tr>
<tr>
<td>● Sustained professional development over the past four years focused on standards-aligned curriculum development at grades K-5 (case study work)</td>
<td>● Inconsistent implementation of the district’s core math program across our eight elementary schools</td>
</tr>
<tr>
<td></td>
<td>● Wide range of interventions used to support struggling students without systematic monitoring and evaluation of the effectiveness of these interventions or the fidelity of implementation</td>
</tr>
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</table>

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ [https://sites.google.com/icsd.k12.ny.us/erc/home](https://sites.google.com/icsd.k12.ny.us/erc/home)
What are we doing to continue to increase proficiency on the grades 3-8 NYS ELA and Math exams?

- In summer 2017 we established an Elementary Math Community of Practice to examine the various approaches to math instruction currently used in our eight elementary schools, to evaluate the alignment of these approaches to the NYS Common Core Learning Standards, and to make recommendations about how we can improve math instruction at the elementary level.
- Beginning in the 2017-18 school year, we implemented a K-5 scope and sequence of standards to be taught/assessed in ELA, Science, and Social Studies to ensure curricular coherence and consistency across schools.
- In the 2017-18 school year we increased the number of Technology Integration Specialists we have on staff to further support teachers in integrating technology into their lesson design to enhance student learning and provide students with meaningful opportunities to use technology tools to develop critical digital literacy skills while exploring content, communicating their thinking, and/or creating content that can be shared with audiences outside of the classroom.

What else do we plan to do within the next year to continue to increase proficiency on the grades 3-8 NYS ELA and Math exams?

- Plan a district data summit during summer 2018 for building level teams to come together for facilitated strand/item analysis of the 2017-18 NYS 3-8 ELA/Math exam results to identify standards where additional or different instruction is needed
- Provide targeted math professional development based on district level strand analysis of results from the last several years of the NYS 3-8 math exam (e.g. fractions and ratios)
- Design and implement an ongoing professional development program for elementary math teaching assistants (TAs) to build knowledge around research-based math interventions and highly effective instructional practices (these TAs provide interventions to many of the elementary students who struggle in math)
- Provide targeted professional development for middle school math teachers focused on strategies for effectively differentiating instruction to support a shift to heterogeneously grouped math classes at the middle school level
- Provide ongoing, cyclical professional development related to high-quality literacy instruction to create opportunities for all teachers to continually deepen their understanding of high-quality literacy instruction and reflect on and refine their own practice

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ https://sites.google.com/icsd.k12.ny.us/erc/home
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What are we doing to continue to increase enrollment in AP and Dual Enrollment courses at IHS?

- In 2017-18 IHS added several Dual Enrollment courses in Fine Arts, Technology & Engineering, Math, and Science bringing the number of Dual Enrollment courses offered at IHS to 25. And beginning in 2018-19, IHS will offer an additional AP course in Physics which will bring the total number of AP courses offered to 24.
- We are developing an internal data dashboard to enable us to better analyze longitudinal enrollment patterns in various course sequences across student subgroups.

What else do we plan to do within the next year to continue to increase enrollment in AP and Dual Enrollment courses at IHS?

- Continue to explore opportunities to add dual enrollment opportunities for all types of learners
Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ https://sites.google.com/icsd.k12.ny.us/erc/home

What is enrollment in Advanced World Language courses?
This metric represents the percentage of students at Ithaca High School (IHS) who were enrolled in at least one World Language course beyond the introductory level. World languages include all languages other than English. Advanced courses in world languages include level II, III, IV, and Advanced Placement (AP) courses.

What’s contributed to these Advanced World Language enrollment data trends?

<table>
<thead>
<tr>
<th>Positive Impacts</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>● IHS offers a large catalog of Advanced World Language courses with a five-year language sequence offered in French, German, and Spanish and multiple levels of Latin instruction.</td>
<td>● Some students are forced to choose between pursuing the advanced study of a world language and advanced courses in other subject areas due to scheduling conflicts. As more AP, Dual Enrollment and elective courses are introduced, they all compete for enrollment with Advanced World Language courses.</td>
</tr>
<tr>
<td>● The German Exchange program has been active for about 20 years. IHS students host German students here in the fall and the following summer, those same German students are hosts to IHS students.</td>
<td>● Upper level Advanced World Language courses (Level IV and AP) require a longer trajectory of study to be eligible to participate than do similar level courses in other subject areas</td>
</tr>
<tr>
<td>● Students in French, German and Latin compete in the National Language Exams.</td>
<td>● Most students take their Introductory World Language course as a two-year sequence during 7th and 8th grade. This means that students are selecting their language of study at the end of 6th grade with little or no exposure to the available languages to help inform their decision. With only Spanish and Latin offered at the introductory level at IHS, it is very difficult for students to transition to studying a different language after middle school if they are dissatisfied with their initial decision.</td>
</tr>
</tbody>
</table>
What are we doing to continue to increase enrollment in Advanced World Language courses at IHS?

- We added enrollment in Advanced World Language courses as an Equity Report Card metric beginning in 2015-16 to establish a consistent system for monitoring and analyzing enrollment patterns in these courses to inform future development of our World Language program.
- French and Spanish teachers have enrolled courses at levels 3, 4, and 5 to receive concurrent credit from TC3. These include both Regents and Honors courses.
- We are experimenting with ways to introduce elementary students to the joy and importance of studying world languages while providing authentic opportunities for secondary world language students to use their language of study. For example, during the 2017-18 school year all South Hill students are participating in an IPEI grant-funded Spanish Language Learning program which creates the opportunity for South Hill students to receive weekly conversational Spanish lessons through songs, books, games and other activities facilitated in part by students studying Spanish at LACS and IHS.

What else do we plan to do within the next year to continue to increase enrollment in Advanced World Language courses at IHS?

- The district is in the process of applying for the NYS Seal of Biliteracy program to encourage the advanced study of languages other than English. If approved, the Seal of Biliteracy will be available to graduating ICSD students beginning in the 2018-19 school year as a way to formally acknowledge and celebrate students who develop fluency and literacy in multiple languages.

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What are we doing to continue to decrease the out of school suspension rate?

● Ongoing district wide focus on inclusion and culturally responsive practice:
  ○ Summer 2017 Inclusion Conference
  ○ District wide PLC day in October 2017 where all ICSD employees participated in building-based learning experiences focused on the theme, Engaging All Students. During this day ICSD staff from transportation, health & wellness, facilities, administration, and teaching rolled up their sleeves to read and discuss anchor texts, share personal stories, and consider how collaboration and empathy can transform lives and inspire change for all children.
  ○ Throughout the 2017-18 school year ICSD school staff are enriching their thinking about implicit bias, issues of race and identity, and strategies for inclusion through the use of anchor texts that are being read and discussed collaboratively in teacher run study groups and school wide professional development experiences. Titles include: Culturally Responsive Teaching and the Brain, Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race, Lost at School, Culturally and Linguistically Responsive Teaching and Learning, Everyday Antiracism: Getting Real About Race in School

● New York State My Brother’s Keeper grant funds are being used to plan and facilitate coordinated supports and professional development to improve outcomes for young men of color.

What else do we plan to do within the next year to continue to decrease the out of school suspension rate?

● Host the Diversity & Inclusivity Conference in July 2018 in partnership with the New York State Council of School Superintendents to provide two days of workshops and work sessions for teachers, principals, district leaders, and boards of education

● Implement the ICSD Professional Development Framework which provides for ongoing, cyclical professional development related to inclusion and culturally responsive practice for all ICSD staff including a focus on the following topics:
  ○ Co-teaching
  ○ Unpacking Bias
  ○ Stereotype Threat
  ○ Growth Mindset
  ○ Developing Relationships with our Students
  ○ Teaching Essentials for Special Populations
  ○ Strategies for Knowing and Engaging Families

● Implement a consistent social emotional learning curriculum in all elementary, middle, and high schools

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What is chronic absenteeism?

Students who are chronically absent are those students who are absent 10% or more of enrolled school days. This definition was developed by the New York State Education Department (NYSED) based on research that shows that students missing more than 10% of instruction are at risk for achieving at lower levels than their peers. Here, chronic absenteeism is shown as the percentage of students who were chronically absent during the academic year based on the number of days each student was absent divided by the number of days they were enrolled. This metric includes only students enrolled in one of our twelve buildings.

ICSD Board of Education Vision of Success: Fewer than 10% of students will be chronically absent during the academic year.

What’s contributed to these chronic absenteeism data trends?

<table>
<thead>
<tr>
<th>Positive Impacts</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic absenteeism is a new measure made available to us by the NYSED data system for the first time in 2015-16. Previously we did not have the ability to efficiently combine absence and enrollment data to determine the percentage of instructional days missed by each student. This data is now updated weekly through the NYSED data warehouse system and readily available to building leaders which improves our ability to identify students who may be in need of support or intervention.</td>
<td>There are often complex and overlapping factors that contribute to chronic absenteeism, many of which are outside of the influence of the school system. In these instances, extensive collaboration between home, school, and other parties is needed.</td>
</tr>
</tbody>
</table>

What are we doing to continue to decrease chronic absenteeism?

- Providing professional development to building leaders and support service providers (Counselors, Social Workers) on how to access this data and use it at the building level to identify students who are chronically absent (or at risk of becoming chronically absent) and develop individualized support/intervention plans to improve attendance for these students.
● Continuing our efforts to further develop teacher capacity to design and implement meaningful curriculum that makes the standards come alive by focusing on real world issues and topics that really matter to ALL students and provides authentic experiences that promote engagement and deep learning of content

**What else do we plan to do within the next year to continue to decrease chronic absenteeism?**

● Implement the ICSD Professional Development Framework which provides for ongoing, cyclical professional development related to inclusion and culturally responsive practice for all ICSD staff including a focus on the following topics:
  ○ Developing Relationships with our Students
  ○ Strategies for Knowing and Engaging Families

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ [https://sites.google.com/icsd.k12.ny.us/erc/home](https://sites.google.com/icsd.k12.ny.us/erc/home)
## ICSD EQUITY REPORT CARD

### STUDENT ENGAGEMENT METRICS

| % Secondary Students Participating in ICSD Sponsored Co-Curricular Activities |
|---------------------------------|--------------------------------|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students                    | Asian                          | Black or African American       | Hispanic or Latino              | Multiracial     | White           | FRPL            | non-FRPL        | SWD             | Gen Ed          | Female          | Male            |
| 2013-14                         | 1907/2796                      | 68.2%                          | 270/358                       | 75.4%           | 178/277         | 64.3%           | 80/153          | 52.3%           | 110/164         | 67.1%           | 1267/1838       | 68.9%           | 497/879         | 56.5%           | 1410/1917       | 73.6%           | 150/338         | 44.4%           | 1757/2458       | 71.5%           | 913/1335        | 68.4%           | 994/1461        | 68.0%           |
| 2014-15                         | 1757/2285                      | 65.7%                          | 280/364                       | 76.9%           | 156/260         | 60.0%           | 76/153          | 49.7%           | 115/173         | 66.5%           | 1256/1915       | 65.6%           | 516/975         | 52.0%           | 1372/1900       | 72.2%           | 145/315         | 46.0%           | 1743/2540       | 68.1%           | 892/1538        | 65.7%           | 996/1517        | 65.7%           |
| 2015-16                         | 553/993                        | 89.2%                          | 253/323                       | 72.0%           | 1372/1900       | 74.7%           | 113/304         | 37.2%           | 717/2502        | 70.2%           | 934/1339        | 69.8%           | 936/1467        | 63.8%           | 178/277         | 64.3%           | 72.2%           | 279/339         | 72.2%           | 280/338         | 84.3%           | 150/318         | 44.3%           | 145/318         | 44.4%           | 110/164         | 67.1%           |
| 2016-17                         | 92/174                         | 78.3%                          | 253/323                       | 78.3%           | 137/225         | 60.9%           | 92/174          | 52.9%           | 143/237         | 60.3%           | 1298/1855       | 70.0%           | 353/993         | 55.7%           | 1373/1829       | 75.1%           | 141/318         | 44.3%           | 1785/2504       | 71.3%           | 896/1384        | 72.0%           | 930/1458        | 64.7%           |
| % increase/decrease over 4 years ago | 68.2%                          | 68.2%                          | 68.2%                          | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           | 68.2%           |

### What is secondary co-curricular participation?
This metric represents the percentage of grade 6-12 students attending Boynton, DeWitt, LACS, or IHS who participate in one or more co-curricular activity sponsored by the ICSD. In this case, co-curricular activities are defined as performing arts, athletics, and clubs that require time and commitment outside of the school day. Only activities for which rosters are entered and maintained in our student information system (Schooltool) are included in this calculation. Co-curricular participation is calculated based on a non-duplicated count (e.g. a student participating in multiple clubs and/or athletic teams is only counted once).

### ICSD Board of Education Vision of Success:
100% of students will be involved in co-curricular activities.

### What’s contributed to these secondary co-curricular participation data trends?

#### Positive Impacts
- Ongoing district commitment to funding several full-time positions (Director of Athletics & Wellness, Director of Fine Arts, IHS Activities Director) dedicated to the development and oversight of our co-curricular programs and working with students, families, and staff to identify and work through barriers to participation
- Bi-annual survey of IHS students to identify barriers to participation in co-curricular activities and solicit ideas for new programming
- Beginning in 2016-17, we increased the number of sports teams offered, with a focus on Winter sports in particular, by adding Alpine Skiing, Indoor Track, and JV Hockey.

#### Obstacles
- Students who are heavily involved in community-based co-curricular opportunities (e.g. dance, crew), and/or students who are employed, have limited time to participate in ICSD sponsored co-curricular activities.
- Inconsistent recording of co-curricular participation beyond arts and athletics at Boynton, DeWitt, and LACS.
- There is no systematic feedback process in place to encourage students who are participating in co-curricular activities to share their experiences in these opportunities and suggest ways our co-curricular offerings could be improved.

### What are we doing to continue to increase secondary co-curricular participation?
- Beginning in the 2017-18 school year, a Captains Council and Coaches Council were established to provide frequent opportunities for key members of the ICSD Athletics program to come together to share best practices, further develop their leadership skills, and inform program development.
- Beginning in the 2017-18 school year, we started offering a Sports Study Hall at Boynton to align with district practices being held at DeWitt and IHS.

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- The IHS Activities Director is conducting individual interviews with students who are not currently participating in any co-curricular activities offered at IHS to learn why each student is not participating and to gather input about what types of co-curricular activities would be of interest to these students.

**What else do we plan to do within the next year to continue to increase secondary co-curricular participation?**

- Develop internal data dashboards for arts, athletics, and club participation to increase our ability to analyze participation data and identify and respond to gaps in opportunity and participation between subgroups of students on a more granular level
- Examine options for establishing an intramural sports program open to students in grades 6-12
- Create a Unified Sports Club to provide additional opportunities for students with disabilities to participate in a sport
- Design and implement a training session for all club advisors to build a common understanding of the responsibilities of this position, to highlight the role of club advisors as critical levers for increasing student participation in co-curricular activities, and to provide explicit training in procedures and record keeping for roster maintenance and management of club finances
- Increase the number of opportunities for students to participate in the performing arts at IHS by adding additional theater productions
What is elementary band and orchestra participation?
This metric represents the percentage of grade 3-5 students who attend one of our eight elementary schools and participate in the ICSD band and/or orchestra program. Elementary band and orchestra participation is calculated based on a non-duplicated count (e.g. a student participating in both band and orchestra is only counted once).

What’s contributed to these elementary band and orchestra participation data trends?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>● The creation of the Director of Fine Arts position in 2012 led us to start looking at and analyzing elementary band/orchestra participation data on an annual basis.</td>
<td>● During the 2015-16 and 2016-17 school years, the Director of Fine Arts position was filled by a part-time interim director; this hindered program development.</td>
</tr>
<tr>
<td>● We began treating elementary band and orchestra as courses in our student information system (Schooltool) beginning in 2014-2015. This enabled ongoing roster maintenance and improved our ability to monitor and analyze enrollment patterns in these programs.</td>
<td>● There are varying levels of focus and energy around increasing participation in band/orchestra across buildings.</td>
</tr>
</tbody>
</table>

What are we doing to continue to increase elementary band and orchestra participation?

● David Brown transitioned from Chief Administration Officer back into the Director of Fine Arts position to rekindle the growth in arts programming that we experienced during his previous tenure as Director of Fine Arts (2012-2015).

What else do we plan to do within the next year to continue to increase elementary band and orchestra participation?

● As several of our veteran band/orchestra teachers plan to retire in the next year or two, we will focus energy on recruiting a diverse pool of candidates to fill these openings.

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Classification:

**SPED (special education)** -- special education students are students who have been identified as students with disabilities by the Committee on Special Education (CSE) and have an Individualized Education Program (IEP). These students receive services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

**Gen Ed (general education)** -- general education students are those students who have not been identified as students with disabilities by the Committee on Special Education and who do not have an Individualized Education Program (IEP).

Diploma Type:

**IEP diploma/Commencement Credential** -- students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten, exit with this credential which must be accompanied by documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

**Local diploma** -- students receive a local diploma if they earn 22 units of credit, pass 3 required Regents exams (or approved alternatives) with a score of 65 or better, and earn a score of 60-64 on 2 additional required Regents exams (or approved alternatives).

**Regents diploma** -- students receive a Regents diploma if they earn 22 units of credit and pass 5 required Regents exams (or approved alternatives) with a score of 65 or better.

**Regents diploma with Advanced Designation** -- students receive a Regents diploma with Advanced Designation if they earn 22 units of credits, earn additional credits in the Arts, Career and Technical subjects, or Languages Other than English beyond the credit requirement for a Regents diploma, and pass 8 Regents exams (or approved alternatives) with a score of 65 or better. Earning a Regents diploma with Advanced Designation is an indicator of success with advanced level course work.

**Economic status:**

**FRPL (Free or reduced priced lunch)** -- students who qualify for the free or reduced-price lunch program. This is the state’s, and our district’s measure of economic disadvantage. Unless a student’s family participates in an economic assistance program such as Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF), students and their families must apply for free or reduced-priced lunch. For this reason, there may be more incidents of students who qualify for the free or reduced-price lunch program than this measure reports.

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Not FRPL (Not free or reduced priced lunch) -- students who do not apply and/or qualify for the free or reduced-price lunch program. This is the state’s, and our district’s measure of economic advantage.

Equity:
In the ICSD, equity is a measure of results, not of inputs. We will have achieved equity when all measures indicate an absence of disproportionality in participation and achievement in terms of race, class, disability, and gender.

Grade Level:
A student’s grade level is the instructional level for the student, as determined by the school district.

At the preschool/pre-K level, there are 4 distinct grade-levels which are assigned to students based on their placement and age.

- **P5** -- pre-school students with disabilities who are enrolled in a preschool program outside of the district’s elementary schools or are receiving special education services at home.
- **P2** -- two-year-olds who are enrolled in the pre-Kindergarten program at one the district’s elementary schools.
- **P3** -- three-year-olds who are enrolled in the pre-Kindergarten program at one of the district’s elementary schools.
- **P4** -- four-year-olds who are enrolled in the pre-Kindergarten program at one of the district’s elementary schools or in one of our community-based Universal Pre-K partners.

Non-Complete Reason:
- **Dropped out** -- students are considered to have dropped out if they leave school prior to graduation for any reason except death or leaving the country and have not been documented as having entered another school or program leading to a high school diploma or a program leading to a high school equivalency diploma. Students who have 20 consecutive unexcused days of absence are automatically unenrolled and considered to have dropped out unless the student re-enrolls in the district or the district receives documentation that the student enrolled in another district or an approved high school equivalency program.

- **Still enrolled** -- students are considered to be still enrolled if they are actively enrolled in one of the district’s twelve schools, BOCES, or another placement (e.g. George Junior).

- **Transferred to AHSEPP/HSEP** -- students who entered a program of preparation for the High School Equivalency Examination
PLC (Professional Learning Communities):
In the ICSD, PLCs are groups of educators who work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. All members of the Ithaca Teachers Association are required to attend up to three (3) ninety (90) minute afterschool PLC meetings per month.

Race/Ethnicity:
Race or races with which the student primarily identifies as indicated by the student or the parent/guardian on their district registration form.

American Indian or Alaska Native -- a person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Hispanic or Latino -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Multiracial -- non-Hispanic students who identify with more than one race category.

Native Hawaiian/Other Pacific Islander -- a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

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