

LEA # 243	LEA Name: Salmon River Joint School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/243
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Targets (Previously chosen by LEA)	2021-22 Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort 92.0%	2021 cohort 83.0%
	5-year cohort graduation rate (optional metric)	2019 cohort Not required	2020 cohort X
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	X	X
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	75.0%	70.0%
	% students who make adequate growth on the grade 8 Math ISAT	100.0%	80.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	70.0%
	% students who make adequate growth on the grade 8 ELA ISAT	100.0%	85.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	80.0%	60.0%
	% students who make adequate growth on the grade 6 Math ISAT	100.0%	85.0%
	% students who score proficient on the grade 6 ELA ISAT	80.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	100.0%	85.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Targets (Previously chosen by LEA)	2021-22 Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	82.0%	73.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	78.0%	67.0%
	% students who score proficient on the Grade 3 Spring IRI	83.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	60.0%

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	20-21 Targets (previously chosen by LEA)	20-21 Results (if available)	2021-22 Targets (LEA Chosen)
Given the Fall and Spring Istation Reading assessment, 100% of students in grades 4th and 5th grade will show adequate growth of no less than 30 point	N/A	N/A	100.0%

<p>Section III.B: Narrative on Measuring Literacy Progress</p> <p>Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly <i>different</i> than those required in Sections I and II, above.</p>	
<p>This is a new literacy goal for us. Due to our small population, we have chosen to group 4th and 5th grade and measure their literacy proficiency scores on Istation benchmarks to compare to ELA ISAT scores. We will use the Fall Istation scores and track progress through monthly Istation progress monitoring. It is our goal to have all of our students, when given quality instruction, will increase their reading scores by no less than 30 points from Fall to Spring. Our literacy program includes curriculum and interventions that are based in science as well as research and evidence based. Our current ELA curriculum, American Reading Company, is a balanced program that teaches the skills needed for students to become fluent readers including vocabulary, phonological awareness, decoding, and sight words. In addition, our literacy interventions are used to increase the proficiency of our at-risk students. Bridging the Gap is used to increase phonemic awareness skills, SIPPS intervention is used to increase decoding, and Read Naturally is used to increase vocabulary and fluency.</p>	

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	20-21 Targets (previously chosen by LEA)		20-21 Results		21-22 Targets (LEA Chosen)
All students will be college	# of HS students who graduate with an associate's degree or a CTE certificate					
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%

and career ready	# students who Go On to a form of postsecondary education within 1 year of HS graduation	Enrolled	2019 cohort	Enrolled	2019 cohort	Not Required
		8	3	8	3	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	38.0%		38.0%		17.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	Enrolled	2018 cohort	Enrolled	2018 cohort	Not Required
	7	3	7	3		
% students who Go On to a form of postsecondary education within 2 years of HS graduation	43.0%		43.0%		33.0%	

Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	20-21 Targets (previously chosen by LEA)	20-21 Results (if available)	2021-22 Targets (LEA Chosen)
10th-12th grades students enrolled in Interactive Media Graphics or Desktop Publishing courses earning Adobe certification	100.0%	75.0%	100.0%
9th grade students enrolled in business computer applications earning Microsoft certification.	100.0%	73.0%	100.0%
Percentage of high school seniors who applied to attend at least one post secondary institution.	83.0%	100.0%	33.0%

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Being a very small district, our percentages can be quickly skewed in either direction. We continue to strive for outstanding ISAT proficiency rates. Overall, our results are trending in that direction. Student growth continues to be an area of strength with many of our cohorts showing growth rates exceeding 75%. Our counselor does an excellent job in creating learning/graduation plans for all our students at the secondary school. Those plans are routinely reviewed and adjusted as needed. This is another area of strength. Our go on rates have dropped the past couple of years. This is largely due to the make up and interests of those cohorts. We anticipate seeing our go on rates increase in the coming years with future cohorts. Again, small changes have big impacts on our percentage rates. For example, 3/8 (38%) can quickly become 6/8 (75%) with the changes in cohorts. We also continue to pursue lofty goals with our CTE, business program in the area of industry certification.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: A leadership team was used to set goals based on data. Due to our small district, the performance targets may be lower than the previous years data due to a change in student enrollment.