

LEA # 233	LEA Name: Hagerman School District
-----------	------------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/233/profile
---	---

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort 87.5%	2022 cohort
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	not created	40.0%
	% students who make adequate growth on the grade 8 Math ISAT	not created	80.0%
	% students who score proficient on the grade 8 ELA ISAT	not created	65.0%
	% students who make adequate growth on the grade 8 ELA ISAT	not created	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	not created	40.0%
	% students who make adequate growth on the grade 6 Math ISAT	not created	80.0%
	% students who score proficient on the grade 6 ELA ISAT	not created	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	not created	80.0%

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	not created	72.0%
	% students who score proficient on the Grade 1 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 2 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 3 Spring IRI	not created	72.0%
	% students who score proficient on the Grade 4 ELA ISAT	not created	72.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	not created	70.0%

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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Istation	not created		71.0%
	not created		
	not created		

Section III.B: Narrative on Measuring Literacy Progress

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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

During the 2022-23 school year, Hagerman Elementary School will continue providing literacy interventions to students in grades K-3 identified by proficiency level on the Idaho Reading Indicator (IRI). IRI tests will continue to be administered during fall and spring with monthly progress monitoring for all students. 30-minute interventions for Reading and Math will be implemented daily for grades K-6. Teachers, paras and elementary school staff will continue facilitating these groups. Hagerman's Literacy Intervention Program will continue its focus on aligning with the Idaho Comprehensive Literacy Plan "promoting a standards-based approach [to literacy intervention] that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments." Progress toward literacy goals and targets will be measured by student / school level growth monthly utilizing Istation's ISIP.

Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Average SAT Scores	not created	940	965
Students Applying for FAFSA (Free Application for Federal Student Aid)	not created	26.0%	30.0%
Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress			
<p>Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> than those required in Section I, above.</p>			
<p>The purpose of Hagerman Jr/Sr High School's advising and mentoring program is to provide students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation. Progress toward Hagerman High School's College and Career Advising / Mentoring goals and targets are measured by average SAT scores and the number of students applying for FAFSA (Free Application for Federal Student Aid).</p>			

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP 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.

In 2020-21, Hagerman School District established goals and targets in its combined Continuous Improvement Plan, College and Career Advising Plan and Literacy Intervention Plan. However, the Combined Plan was not submitted to the state. As a consequence, the district does not have established performance targets or goals to refer to in its 2022-23 Continuous Improvement Plan. Reviewing performance targets and goals established in 2020-21, the district recognizes successes in Literacy Intervention based on improvements in ISAT ELA proficiency growth and growth in College / Career Advising based on average SAT scores and number of students applying for FAFSA (Free Application for Federal Student Aid). Math is the most challenging area of concern to the district where ISAT proficiency scores are consistently below expectations across the district. Plans implemented in the elementary school

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance	2021-22 RESULTS	2022-23
K-3	all / general	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	not available	n size	72.0%
3-6	all subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	not available	n size	60.0%
3-6	all subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	not available	n size	45.0%
7-12	all subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	not available	n size	40.0%
7-12	all subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	not available	n size	70.0%