

LEA # 182	LEA Name: Mackay Joint School District
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## METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/182">https://idahoschools.org/districts/182</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2023-24	2024-25
		Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort 76.5%	2024 cohort <b>100.0%</b>
	5-year cohort graduation rate (optional metric)	2022 cohort 100.0%	2023 cohort <b>90.0%</b>
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	65.0%	<b>65.0%</b>
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	60.0%	<b>50.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	<b>75.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	60.0%	<b>65.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	<b>75.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	<b>50.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	<b>75.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	60.0%	<b>65.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	<b>75.0%</b>

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

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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	85.0%	<b>85.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	85.0%	<b>85.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	85.0%	<b>85.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	85.0%	<b>85.00%</b>
	% students who score proficient on the Grade 4 ELA ISAT	60.0%	<b>85.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	75.0%	<b>85.0%</b>

### 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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the Fall Istation who grew at least one performance category on the Spring Istation	50.0%	50.00%	<b>50.0%</b>
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	N/A	36.36%	<b>70.0%</b>
% of K-3 students who scored proficient on the Spring Istation	N/A	52.00%	<b>70.0%</b>

#### 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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

**The District is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A. The District will monitor Istation results monthly using Fall, Winter, and Spring data.**

### 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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of students with learning plans created and reviewed in the 8th grade	100.0%	100.0%	<b>100.0%</b>
% of students completing at least 1 college or career assessment (ASVAB, PSAT, ACT, SAT)	80.0%	100.0%	<b>100.0%</b>
% of students completeding at least one advanced opportunity or CTE certification	50.0%	65.0%	<b>50.0%</b>

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

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 2024-25, and is distinctly *different* than those required in Section I, above.

**Mackay School District is measuring progress towards college and careet advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section IV.A.**

**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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.

**Successes:** We are please with Grades 11, 7, and 6 ELA ISAT scores which were higher than the state average. Mackay School District continues to work on better utilizing its reading program and related interventions to address deficiencies in reading proficiency. In addition, staffing changes were made to focus on addressing specific areas in K-3 core reading instruction. **Planned Strategies to Address Areas of Challenge:** Changes in district level leadership resulted in problems during the year which resulted in a lack of focus on monthly data review and analysis. The District adopted a new math curriculum for 24-25, and teachers will continue to focus on improving our weak math scores. Math teachers have received professional development, and we're hopeful that math scores will show growth. Our math scores for high school and Grades 3,4,5 and 8 were significantly lower than state averages. In addition our ELA scores for Grades 3, 4 and 8 were significantly lower than state averages. Through teacher professional learning plans, academic achievement will continue to be addressed.

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

**NOTES:** The District will continue to work on creating a culture for academic achievement and growth.