

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/182/profile
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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 95.0%	2022 cohort 93.0%
	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)	65.0%	65.0%
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	45.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	70.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	45.0%	50.0%
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	65.0%	65.0%
	% students who make adequate growth on the grade 6 Math ISAT	70.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	65.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	60.0%

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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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	75.0%	60.0%

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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)
% of K-3 students who scored below proficient on the Fall IRI who grew at least one performance category on the Spring IRI.	45.0%	11.00%	50.0%
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	60.0%	19.00%	50.0%
% of K-3 students who scored proficient on the Spring IRI.	N/A (New metric)	36.90%	60.0%

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.

Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.

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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)
% of High School Seniors who complete the FAFSA	85.0%	53.0%	85.0%
% of High School Seniors who applied to at least one post secondary institution	85.0%	74.0%	85.0%
% of students with learning plans created and reviewed in 8th grade	100.0%	100.0%	100.0%

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 2022-23, and is distinctly *different* than those required in Section I, above.

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

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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.

Successes: We are pleased with Grades, 5, 9, and 10 ELA ISAT scores which were higher than the state average: Grade 5 = 82% as compared to the state 57%; Grade 9 = 64% as compared to the state 55%; Grade 10 = 67% as compared to the state 61%. In addition, our Grade 5 Math ISAT scores were 47% compared to the state 43%; and, Grade 10 Math ISAT scores were 47% compared to the state 33%. Our high school graduation rate should be 100% for 2022, although data has not been finalized. **Planned Strategies to Address Areas of Challenge:** Our scores for both the ISAT and IRI continue to be below state averages in many grades. When looking at IRI data from across the state, Mackay Elementary School school scored in the bottom 6 schools out of more than 400 elementary schools. Our total number of students who scored proficient was 36.9% as compared to the state average of 68.2%. The principal and superintendent met with staff from another more successful school to develop a plan for K-3 Reading intervention. Professional development time at the beginning of the year was used to review all District testing data K-10 and focus on ways to improve. The focus in Grades K-3 will be reading. Grade Level teachers, Title I, and special education will work together to support the needs of students who need additional support. The iStation will be administered monthly and reports shared with the Board monthly. Literacy funding will be used to support intervention materials for Reading K-3. Teachers are required to include ISAT and IRI student performance data in their Professional Learning Plans.

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

NOTES: In setting our 2022-2023 Performance Targets, we reviewed pervious years of available data. Some of the previous targets were unreasonable, and in the future more attention will be focused on cohorts and score ranges. Our school size and corresponding number of staff members is small and the only assessments that include an N of 5 or more are the ISAT and iStation. We hope that providing monthly assessment data reports to the Board will increase awareness and accountability for all stakeholders.