

LEA # 84	LEA Name: Lake Pend Oreille School District
----------	---------------------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/084
------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (LEA's Chosen Goals)
		2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	90.0%	90.0%
	5-year cohort graduation rate (optional metric)	not required	not required
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	not required	not required
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	55.0%	47.0%
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	61.0%	56.0%
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	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	44.0%	59.0%
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	50.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	50.0%

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

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 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	75.0%	78.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	71.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	58.0%	59.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (if available)	2022-23 Targets (LEA's Chosen Goals)
% of students who score proficient or advanced on the Grade 3 ELA ISAT	59.0%	57.00%	59.0%

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.

Measuring literacy progress: Monitoring data includes increased use of ISAT interim block assessments prior to spring state testing. While not required, LPOSD also administers a winter IRI. In addition, LPOSD utilizes NWEA's MAP assessment to track both ELA/ reading and math growth from fall to winter. We rely on the PLC process to plan and provide interventions for students based on formative assessment and monitoring data. LPOSD's Literacy Intervention Plan focuses on the five strands of reading, a double dose of foundational skills instruction through a program called Enhanced Core Reading Instruction (ECRI), and a guaranteed and viable ELA core curriculum.

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	-22 targets (From LEA's 2021-22 CIP)	-22 (if available)	2-23 targets (LEA's Chosen Goals)
FAFSA Completion	SHS 50%, CF 45%, LPO 15%	SHS 42%, CF 48%, LPO 0%	SHS 45%, CF 50%, LPO 5%
% of seniors submitted one or more post secondary applications	70.0%	72.0%	73.0%

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.

See metrics above

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.

a) Success in meeting performance targets: Based on the 21-22 targets above and preliminary ISAT data, LPOSD met or exceeded goals for 8th grade ELA (target 61%, met 68%), 6th grade ELA (target 64%, met at 64%) and 6th grade math (target 44%, met 57%). LPOSD exceeded the state average in both 6th and 8th grade math and ELA. LPOSD also successfully met or exceeded IRI goals in three of four grade levels. Targets were met for grades K, 2 and 3.

b) Challenges / targets not met: LPOSD came close but did not meet our 8th grade math target (target 55%, actual 51%). However, we did exceed the state average of 36% proficient. Additionally, LPOSD did not meet the IRI target for grade 1. This cohort of students seemed to be significantly impacted by absences or unfinished learning the year prior.

c) To address these challenges, we have already added two days of professional development in September 2022. Trainers will review our ECRI program (Enhanced Core Routine Instruction), in order to help staff solidify foundational skills routines with our youngest readers. We implemented Professional Learning Communities (PLCs) to help teacher teams work collaboratively on essential literacy skills and to solidify our pyramid of interventions. LPOSD purchased iStation licenses for additional practice and have increased intervention time to provide a "double dose" of literacy instruction for students most in need. We are also addressing 8th grade math by adding strategic math classes and increasing our use of interim block assessments as well as PLC common formative assessments, in order to pinpoint unfinished learning.

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

NOTES: Target-setting process involved examining previous cohort data. LPOSD used preliminary state testing data from Spring 2022 to project each cohort forward. For example, current 8th grade 2022-23 targets were set using results from this same cohort of students when they were 7th graders, with the goal being to gain 2% in proficiency. Note for staff performance section: Due to the language in Idaho Code 33-1001(18 & 31), there are areas where LPOSD does not meet the "N" size of five or more staff using a common assessment measure. Thus, those subject areas are not reported on the next tab.