LEA #	421	LEA Name:	McCall Donnelly School District

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	www.idahoreportcard.org / www.mdsd.org

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort 98.0%	2025 cohort 96.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 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	55.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	80.0%	80.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	80.0%	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	60.0%	60.0%
	% students who make adequate growth on the grade 6 Math ISAT	80.0%	80.0%
	% students who score proficient on the grade 6 ELA ISAT	70.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	80.0%	80.0%

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	75.0%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	75.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	75.0%	75.0%

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Percent of 3rd grade who me MAP growth targets	72.0%	75.00%	75.0%

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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

Both elementary schools follow a shared literacy schedule and use district approved, research based curricula for grades K-3 with all students receiving core reading instruction. Students scoring below the 40th percentil on fall and winter diagnostics recieve additional support and interventions, which are integrated into the school day. Core instruction includes explicit teaching of phonemic awareness, decoding, vocabulary, comprehension, and fluency.

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Percent of 11th and 12th grade who completed a college level course (AP dual credit, articulated course) or industry certificate	80.0%	90.0%	80.0%
Percent of 11th and 12th grade who completed a professional CTE course who met or exceeded proficiency standard established by the state of Idaho on the CTECS	80.0%	90.0%	80.0%

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 2025-26, and is distinctly *different* than those required in Section I, above.

The High School counseling program is dedicated to preparing students for success after graduation through a comprehensive college and career advising model. Using the Naviance CCLR curriculum, counselors guide students in exploring career pathways, building skills, and creating and updating individualized four year plans to ensure graduation for all 11th graders, providing equitable access to college readiness assissments. In addition, all seniors are required to take at least one Advanced Placement, Dual Credit, or Certification course, ensuring every graduate experiences rigourous, college and career focused learning.

Section V: Report of Progress Narrative (required)
Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 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.

MDSD is continuing to engage in the work from Marzana Resouces for the fouth year. MDSD will be focusing on levels 1,2, and 3 of the high reliability schools framework this upcoming year. Specific work will include standards alignment and prioritization, using data to regularly progress monitor and fining the MTSS to help students meet thier individual goals. As our data does not reflect any outliers we will continue to grow our knowledge of high reliability schools framework.

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 2024-25 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 2024-25 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 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
k-3	Reading	% 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	80.0%	81.0%	**75.0%**
3-5	ELA	% 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	70.0%	73.0%	**75.0%**
3-5	Math	% 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	60.0%	66.0%	**60.0%**
3-5	Science	% 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 Science		65.0%	**60.0%**
6-8	ELA	% 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	65.0%	79.0%	**75.0%**
6-8	Math	% 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	60.0%	64.0%	**60.0%**
6-8	Science	% 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 Science		65.0%	**60.0%**
9-12	ELA	% 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	70.0%	84.0%	**75.0%**
9-12	Math	% 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	60.0%	48.0%	**60.0%**
9-12	Civics	% 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	Civics Exam	100.0%	100.0%	**100.0%**
9-12	Science	% 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 Science		65.0%	**60.0%**
9-12	4-year cohort graduation rate	% 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	Cohort Graduation Rate	90.0%	96.0%	**90.0%**