

**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2**

LEA #	531	LEA Name:	Fernwaters Charter
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**METRICS**

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/531">https://idahoschools.org/districts/531</a>
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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 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
		2021 cohort	2022 cohort
All students will be college and career ready	4-year cohort graduation rate	n/a	n/a
	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	55.0%	<b>50.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	65.0%	<b>65.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	65.0%	<b>65.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	65.0%	<b>65.0%</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	65.0%	<b>65.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	65.0%	<b>65.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	<b>65.0%</b>

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<b>Section II: Literacy Proficiency &amp; Growth Metrics - Current &amp; Previous Year Targets (Section II data is required)</b>			
<b>Goal</b>	<b>Performance Metric</b>	<b>2021-22 Performance Targets (From LEA's 2021-22 CIP)</b>	<b>2022-23 Performance Targets (LEA's Chosen Goals)</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI		
	% students who score proficient on the Grade 1 Spring IRI		
	% students who score proficient on the Grade 2 Spring IRI		
	% students who score proficient on the Grade 3 Spring IRI		
	% students who score proficient on the Grade 4 ELA ISAT	65.0%	<b>65.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	<b>65.0%</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.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2021-22 Performance Targets (From LEA's 2021-22 CIP)</b>	<b>SY 2021-22 RESULTS (if available)</b>	<b>2022-23 Performance Targets (LEA's Chosen Goals)</b>
4th grade students show Fall to Spring growth on NWEA MAPS test	75.0%	69.00%	<b>70.0%</b>

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### 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.

We fell below targets was with our goal of 75% fall to spring MAP test growth for 4th grade students. A couple of factors are at play here. One is that students who score high in the fall often don't show growth. Another is that this particular cohort of students has a high number of students with learning and/or social-emotional difficulties. However, our performance of 69% growth is really pretty good. We are revising our goal down to 70% to more reasonably reflect attainable goals.

### 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 students with learning plans created in 8th grade	100.0%	94.0%	100.0%
% of students that pass IDLA career exploration course (one semester)	100.0%	100.0%	100.0%

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### **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.

We met the benchmark for students writing learning plans. However, we did have one student fail the IDLA careers class. This was an isolated incident which does not merit systemic change.

### **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.

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We missed a couple of our math targets. The 8th grade math proficiency was 47%, under our target of 55%. Likewise, the 6th grade math proficiency was 47%, falling short of our 50% target. To address this deficiency, we have added a 45-minute math intervention class, and we have identified individual students who fell below benchmarks. These students are receiving daily Tier 1 or Tier 2 interventions. In addition, we have made changes to our core instruction. Those changes include modifying the pace and new instructional strategies. We believe these changes will increase our performance, so we have left our targets in the same range for the 2022-2023 school year. The successes were in 6th and 8th ELA. Targets for both were 65%, and the actual proficiency was 88% and 80% respectively. We are keeping the targets at 65% because of the particular cohorts of students who will be testing in the 2023 school year.

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

NOTES: Our staff performance metrics are intentionally left blank because we only have one teacher per measured area.

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### 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 Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
4th	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			N size%	
6th	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			N size%	
6th	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			N size	
8th	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			N size	
8th	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			N size	

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