

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 495	LEA Name: Alturas International Academy
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1385
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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 NA	2022 cohort NA
	5-year cohort graduation rate (optional metric)	2020 cohort NA	2021 cohort NA
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	NA	NA
	% students who score proficient on the grade 8 Math ISAT	NA	NA
All students will be prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 Math ISAT	NA	NA
	% students who score proficient on the grade 8 ELA ISAT	NA	NA
	% students who make adequate growth on the grade 8 ELA ISAT	NA	NA
	% students who score proficient on the grade 6 Math ISAT	NA	NA
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	NA	NA
	% students who score proficient on the grade 6 ELA ISAT	NA	NA
	% students who make adequate growth on the grade 6 ELA ISAT	NA	NA
	% students who score proficient on the grade 6 ELA ISAT	NA	NA

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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	73.0%	75.0%
	% students who score proficient on the Grade 1 Spring IRI	74.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	76.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	68.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	DATA NOT AVAILIABLE	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 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
NWEA MAP Growth Assessment	62.5%	69.00%	60.0%

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<p>Section III.B: Narrative on Measuring Literacy Progress</p> <p>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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.</p>			

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)
NA	NA	NA	NA

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

Alturas International Academy is a full k-5 public school. We do not track and report college and career advising.

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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Based on the data we obtained coming out of Covid-19, students at Alturas International Academy were continuing to grow academically, both in English as well as Math. Test scores have continued to improve, and we were excited to see that our data showcases that our model supports student growth, especially coming out of Covid. We administer the NWEA Map Growth assessments (both reading and math) in late January early February as well as at the beginning of the school year. When students took the Map tests in the fall, they received a RIT Growth Goal, this growth goal was based on their overall score and was normed nationally. As students continue to learn on their instructional levels, we have seen growth in their academic growth increase. With our strong academic program and structure, student data stayed level during and after the pandemic. The data at AIA was outstanding and is a reflection of the coaching and adherence to the model.

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

NOTES:

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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)
K	All Subjects	96 students taught at the kindergarten level	IRI	80.0%	65.0%	75.0%
1-3	All Subjects	288 Students are taught between grades 1-3. Each classroom is multi-age at Alturas.	NWEA-Reading & Math	62.5%	Reading: 66% / Math 56 %	60.0%
4-5	All Subjects	192 Students are taught between grades 4-5. Each classroom is multi-age at Alturas.	NWEA-Reading & Math	62.5%	Reading: 66% / Math 69%	60.0%
		% 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				
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		% 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				
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