

LEA #	472	LEA Name:	Palouse Prairie Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/472
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 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)	2019 cohort Not required	2020 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	n/a
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	65.0%	67.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/a	40.0%
	% students who score proficient on the grade 8 ELA ISAT	65.0%	67.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	72.0%
	% students who score proficient on the grade 6 Math ISAT	60.0%	62.0%

All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	40.0%
	% students who score proficient on the grade 6 ELA ISAT	60.0%	62.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	72.0%

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	82.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	82.0%
	% students who score proficient on the Grade 4 ELA ISAT	n/a	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	n/a	72.0%

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	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
3rd Grade ELA ISAT	80.0%	55.00%	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 measurements that are distinctly *different* than those required in Sections I and II, above.

We continue to maintain our structure for offering interventions with students annually, but with a few minor changes. The funds provided by the Literacy Initiative provided kindergarten students the opportunity to attend full day kindergarten. Kindergarten students that score a 1 or 2 on the Fall 2020-2021 will begin receiving 30-60 hours of additional literacy instruction in the afternoons, starting in October. In addition, students grade 1-3 will also receive additional literacy instruction in October, compared to the previous year of starting in November. The K-3 literacy intervention includes a combination of developing a strong school-wide schedule and the use of a research based program. Each K-3 class has a built in 30-minute intervention block, where all students needing support in literacy work with the classroom teacher, online curriculum or paraprofessionals to get the academic support they need. With this approach at-risk students are not pulled from their any other content area. The research based program PPCS uses two programs to support students in their literacy development. One is the Leveled Literacy Intervention (LLI) Program by Fountas & Pinnell. The LLI program is differentiated for each grade and will be used to teach students who by a paraprofessional and/or classroom teacher. The LLI program is a short-term, intensive, small-group intervention designed for children in grades kindergarten through second grade who are having difficulty learning early reading and writing skills. The goal of the program is to accelerate these children's progress in order to bring their skills up to grade level, so that their early literacy difficulties do not become long term deficits. The program is appropriate for struggling regular education students and students with special needs. The second program we are implementing this year is the Istation. Istation, an online curriculum assesses students and customizes a learning path for them to gain the skills necessary identified in the initial and ongoing assessment. Teachers are utilizing this curriculum during intervention blocks to provide either on-line lessons or teacher directed lessons. Prior to student selection and program implementation, literacy teachers receive professional development on implementation of Istation as well as the necessary materials and a detailed teaching guide. Both programs are based around identifying where a student assesses and specific lessons are designed to support their literacy gaps. Students meet in small groups (3-5 students) for daily 30-minute lessons. The instructional program emphasizes phonological awareness and phonics, fluency, decoding, comprehension, and the expansion of oral language skills, including vocabulary. More specifically, phonics instruction is an integral component of the program, and is systematic, explicit, and follows a prescribed sequence of sound-letter relationships and spelling patterns. Additionally, reading comprehension skills are taught through intensive interactions with the teacher and the other children in the group. Literacy interventions should be linked to classroom instruction and the home environment. Children take books home to read aloud to their parents, along with simple homework assignments, and they also may take books back to the classroom. A system of ongoing formative assessments and progress monitoring gives teachers information about student learning that can inform their instructional decision-making. Teachers and leaders conduct school-wide data inquiry cycles 3 times a year to monitor growth and teachers are monitoring students' progress monthly. Parents were contacted to gain approval of students getting this support. In addition, a parent meeting was held to gain input on the program and we also provided additional resources to families in efforts of supporting their child at home.

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)	
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	n/a		n/a		n/a	
	% of students with learning plans created and reviewed in 8 th grade	8 th grade	100.0%	8 th grade	100.0%	100.0%	
	% of students whose learning plans are reviewed annually by grade level	9 th grade			9 th grade		n/a
		10 th grade			10 th grade		n/a
		11 th grade			11 th grade		n/a
		12 th grade			12 th grade		n/a
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	#DIV/0!		#DIV/0!			n/a
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	#DIV/0!		#DIV/0!			n/a

Section V: 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 V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising – LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of 8 th grade students that pass the College and Career Course offered in 8 th grade	100.0%	100.0%	100.0%

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

Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly *different* than those required in Sections I and IV, above.



Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

In some areas, we made progress and met our performance targets and in other areas we have room for growth. We are especially proud that all 8th graders completed their high school earning plans and successfully passed our 8th grade college and career class Passages. 100% of our 8th grade students met this performance target. We noticed this year that our students ISAT scores did not follow normal patterns for our school. This is especially true for our 3rd graders. We set a performance goal that 80% would be proficient on the ELA ISAT, and 55% met the proficiency target. We aim to continue supporting all students by closely monitoring progress and implementing ELA and Math intervention strategies.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: We could not complete the staff performance report because we do not have any aggregated staffing groups that have an n of 5 or greater. We aggregate our data by grade bands, K-2, 3-5, 6-8, each of which have 4 or fewer teachers.