

# INSTRUCTIONS

**PLEASE NOTE: There are 2 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Combined District Plan Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells.**

## **Introductory Information (before Section I):**

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are REQUIRED to provide a direct link to your LEA level report card, as posted on [idahoschools.org](https://idahoschools.org). This provides your demographics and previous years' performance data. **Example:** <https://idahoschools.org/districts/431>

## **Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (required)**

1. Please provide the Benchmarks you set last year (in your 2019-20 CIP or Combined District Plan) for each metric. You are providing this data as a part of your Report of Progress (required by statute).
2. You are required to set 2020-21 Benchmarks for all metrics in Section I. Please use the far right column to set Benchmarks (performance targets) for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2020-2021 school year.

## **Section II: Report of Progress Narrative (required)**

1. Section II is required. Please use the box to reflect on the progress your LEA made towards your 2019-20 goals. If you have limited data (due to unexpected closures, etc.), please provide any other information that you have that you believe reflects the performance of your students for that school year.

## **Section III: Additional Continuous Improvement Measures (optional)**

1. All metrics in Section III are optional. For any metrics you want to include, please use the appropriate columns to provide historical data and set Benchmarks.

## **Section IV: Required College and Career Advising Performance Metrics (required)**

1. All Section III Metrics are required. You must provide at least one (1) year of previous data (2018-19 data at a minimum) for each metric.
2. Go On Rates data is available on the State Board of Education website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>) under Combined District Plan / Other Resources.
3. In the far right column (2020-21 Benchmarks), set the required Benchmarks (performance targets) for each metric.

## **Section V: College and Career Advising - LEA Chosen Performance Metrics (required)**

1. You are required to create at least one (1) performance metric of your choosing that supports your goals for College and Career Advising and aids you in tracking your success. You may use measures created in previous years, or create new measures. For all LEA chosen metrics, you are required to provide at least one (1) year of previous data. If the metric is new, please indicate that in Section VII Notes. You are also required to set a Benchmark (performance target) for each metric.
2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).

## **Section VI: Literacy Intervention - LEA Chosen Performance Metrics (required)**

1. You are required to create at least one (1) performance metric of your choosing that supports your goals for your Literacy Intervention Program and aids you in tracking success. You may use measures created in previous years, or create new measures. For all LEA chosen metrics, you are required to provide at least one (1) year of previous data. If the metric is new, please indicate that in Section VII Notes. You are also required to set a Benchmark (performance target) for each metric.
2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).

## **Section VII: Notes (optional)**

1. Section VII is optional. You may use this space to provide contextual information about your data and/or describe the process used to set Benchmark goals.

# EXAMPLE METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	<a href="https://idahoschools.org/districts/431">https://idahoschools.org/districts/431</a>
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**Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.**

## Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate (2020 cohort)	2019 cohort 88.0%	2020 cohort <b>90.0%</b>
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	43.0%	<b>41.0%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	51.0%	<b>48.0%</b>
	% students who score proficient on the 8th grade ELA ISAT	59.0%	<b>57.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	48.0%	<b>47.0%</b>
	% students who score proficient on the 6th grade ELA ISAT	64.0%	<b>64.0%</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	<b>88.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	71.0%	<b>70.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	73.0%	<b>70.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	77.0%	<b>75.0%</b>

## Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

**EXAMPLE RESPONSE:** The four-year cohort graduation rate for the 2019 cohort was 89%, so for that metric, we exceeded our goal. Unfortunately, due to the public health emergency, we do not have Spring 2020 ISAT, IRI, or college entrance exam data. We do have winter IRI data, and based on that, believe that we would have met our goals for kindergarten, first, and third grade. Additionally, the progress monitoring data we gathered during the year showed that most students receiving literacy intervention were making strong progress. Reports from teachers were that students were very engaged in learning prior to buildings closing.

## Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	63.8%	71.0%	<b>79.0%</b>
	% CTE track HS students who graduate with an industry-recognized certification	36.1%	37.1%	<b>40.0%</b>
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	92.0%	Not available	<b>95.0%</b>

**Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)**

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	8		11		12
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually, by grade level	9th grade	99.2%	9th grade	Not available	100.0%
		10th grade	97.5%	10th grade	Not available	100.0%
		11th grade	100.0%	11th grade	Not available	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		27	62	32	59	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	43.5%		54.2%		57.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
	29	61	32	62		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	47.5%		51.6%		58.0%	

### Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who complete the FAFSA	58.0%	53.0%	<b>60.0%</b>
% of high school seniors who apply to at least one post-secondary institution	61.0%	58.0%	<b>65.0%</b>
% of high school juniors who complete the [Careers and Financial Literacy course]	99.0%	100.0%	<b>100.0%</b>

### Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	28.2%	35.0%	Not available	<b>37.0%</b>
% of students who score proficient or advanced on the Grade 3 ELA ISAT	39.1%	42.0%	Not available	<b>40.0%</b>
% of kindergarten students who score proficient on the Spring [district-specific assessment]	60.8%	63.0%	Not available	<b>61.0%</b>

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

**EXAMPLE NOTES:** School closures in Spring 2020 resulted in some assessments (state and district) not being administered, so some data for 2019-20 is listed as not available. We have done our best to set 2020-21 Benchmarks using the data we have available (previous years' and Fall 2020 data when possible).