

LEA # 493	LEA Name: North Star Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/493/achievement
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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 100.0%	2022 cohort 100.0%
	5-year cohort graduation rate (optional metric)	2020 cohort NA	2021 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	59.0%	74.0%
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	72.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	70.0%	65.0%
	% students who score proficient on the grade 8 ELA ISAT	72.0%	70.0%
	% students who make adequate growth on the grade 8 ELA ISAT	70.0%	83.00%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	70.0%	70.0%
	% students who make adequate growth on the grade 6 Math ISAT	74.0%	60.0%
	% students who score proficient on the grade 6 ELA ISAT	65.0%	72.0%
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	70.0%

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	80.0%	85.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	82.0%
	% students who score proficient on the Grade 2 Spring IRI	82.0%	85.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	87.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	75.0%
	% students who make adequate growth on the Grade 4th ELA ISAT	70.0%	NA

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)
I-Ready Reading K-2nd Typical Growth Goals Met	70.0%	69.00%	NA
I-Ready Reading 3rd-5th Typical Growth Goals Met	73.0%	77.00%	NA
% of 3rd-5th graders meeting proficiency on ELA ISAT test	NA	86.00%	87.0%
% of 5th graders making Adequate Growth on proficiency on ELA ISAT test	NA	67.80%	70.0%
<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>			

North Star's elementary highlights: Increased ELA ISAT results for grades 3rd and 5th, results stayed steady in 4th at 82%. NS continues to have a high ratio of students who score a 4 on the Math and ELA ISAT assessments. IRI scores increased in 1st and 2nd grades. IRI scores decreased by 1-2% points in kinder from 90 to 88% and in 3rd from 90%-89%. NS has part time paras in every classroom K-4th during both core ELA curriculum as well as during reading enrichment. NS's enrichment groupings will continue to serve all students through the full RTI process from enrichment to intervention. Our staff is doing PD for best practices in RTI which we are confident will help us support all students in making adequate growth in reading, writing and math.

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 High School Students who completed the FAFSA	58.0%	77.0%	80.0%
% of High School Students who apply to at least one post-secondary institution	84.0%	96.0%	100.0%

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 2022-23, and is distinctly *different* than those required in Section I, above.

North Star has a high percentage of students who go on to a two or four year institution after high school, along with a number of students who go on a mission who then return and go to college. We hired a .5 College and Career Advisory and hosted a parent night for FAFSA. We also hosted lunch sessions so support student with completing the applications. The Career Counselor did meet individually with all students. Going forward into the 22-23 school year. NSC will meet with every 11th and 12th grade student to advise on college and career readiness. We will actively participate in college fairs in the Treasure Valley. We will also bring in schools from around the Northwest to support students with their application needs. We will have a parent/student social event to help complete the FAFSA application.

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.

We acknowledge a drop in our Middle level performances in the 21-22 school year. We have incorporated an advisory period in 6-12 schedules, where all students will receive additional support in all classes. We will also have a direct focus on Math and ELA during this time for grades 6-12. This time will also provide enrichment activities to address the high number of students that are currently performing at proficient or advanced level on the ISATS. In addition to student supports, we are dedicated to increasing our teacher performance through Professional Development in Professional Learning Communities. Several of our secondary teachers have attended trainings in both the PLC and RTI process. These teacher leads will schedule and organize PD for staff along side the building administration

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

NOTES: This is a draft based on the information we have available. We have a new High School Principal, New High School counselor, and are currently transitioning to a new Business Manager. Thank you