

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 482	LEA Name: American Heritage Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1346
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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 88.0%	2022 cohort 88.0%
	5-year cohort graduation rate (optional metric)	2020 cohort 88.0%	2021 cohort 88.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	43.0%	50.0%
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	60.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	65.0%	65.0%
	% students who score proficient on the grade 8 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	75.0%
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%	75.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	77.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	77.0%

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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	88.0%	90.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	78.0%	90.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	72.0%	60.0%

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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)
% of K-3 students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	55.0%	NA	60.0%
% of students who score proficient or advanced on the Grade 3 ELA ISAT	65.0%	58.00%	65.0%
% of kindergarten students who score proficient on the Spring MAP assessment	70.0%	53.00%	65.0%

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 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.

Our district is measuring progress towards our literacy targets using the LEA chosen performance metrics found in III.A.

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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 applied to at least 1 post secondary institute, military, or completed a written career plan.	100.0%	100.0%	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.

American Heritage Charter School has chosen to use Section V.A to report on our college and career advising and mentoring program.

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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.

American Heritage Charter School worked hard during the 2021/2022 school year to meet our achievement goals. The school was able to have success in meeting performance targets. One area this occurred was within our college and career advising. Our high school students used the state's enrollment portal to apply to the college within the state of Idaho. Also 100% of our graduating seniors completed a written career plan and presented these plans to our school board members, teachers, and administrators. We also hit our performance targets in some areas within literacy. We had 88% of our kindergarten students and 91% of our second grade students proficient on the Spring IRI. Some challenges within literacy were missing the performance targets for first and third grade. Overall last year, we had 79% of our students proficient on the Spring IRI. We will continue to work towards improving the overall proficiency and help all students have academic success. American Heritage Charter School will continue to work hard in the area of literacy and will begin its second year with the SMART reading program. All of our K-3 teachers will be either in the first or second cohort within this program the state has offered. This program has also provided us with a reading coach that comes to work with our K-3 teachers. Our staff will also provide supplemental instruction within the area of reading on Fridays. This instruction will be done in small group settings to help with remediation or extension. AHCS also did not meet the performance targets for 4th, 6th, and 8th grade reading and math ISATS. AHCS teachers will continue to work on ensuring the essential curriculum is taught and spiraled throughout the year. The elementary teachers will work on breaking down the standards so they can identify the areas the students are struggling with within each of the standards. Their goal is to have two standards done this year. AHCS teachers will also continue to use data boards that provide the information teachers need to use data to drive the instruction within their classrooms. The upper grades are working on developing student friendly rubrics to help students understand what it means to master the different concepts within their standards. Students within the elementary and secondary grade bands will also be invited to small group sessions on Fridays to help with remediation or extension of the learning happening within the classroom setting.

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

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