

CONTINUOUS IMPROVEMENT PLAN (2023-2024)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 463	LEA Name: Vision Charter School
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/463
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23	2023-24
		Performance Targets (From LEA's 2022-23 CIP)	Performance Targets (LEA's Chosen Goals)
		2022 cohort	2023 cohort
All students will be college and career ready	4-year cohort graduation rate	100.0%	100.0%
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	50.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	65.0%	45.0%
	% students who score proficient on the grade 8 ELA ISAT	80.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	65.0%	65.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	60.0%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	65.0%	45.0%
	% students who score proficient on the grade 6 ELA ISAT	75.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	65.0%	65.0%

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

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Goal	Performance Metric	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2023-24 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	85.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	85.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	52.0%	45.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	65.0%	65.0%

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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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of first grade students who showed mastery of grade level sight words by the end of the school year.	96.0%	94.00%	95.0%
% of Kindergarten students who showed mastery of grade level sight words by the end of the school year.	93.0%	89.00%	85.0%
% of third grade students who gained at least one performance category or scored proficient on the fall to spring ISAT.	65.0%	57.00%	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 2023-24, 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 listed in Section III.A.

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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	2022-23 Performance Targets (From LEA's 2022-23 CIP)	SY 2022-23 RESULTS (if available)	2023-24 Performance Targets (LEA's Chosen Goals)
% of students with learning plans created and reviewed in 8th grade	100.0%	100.0%	100.0%
% of 9th-12th graders participating in one or more Advanced Opportunity.	80.0%	>86%	80.0%

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 2023-24, and is distinctly *different* than those required in Section I, above.

Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.

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Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 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.

SUCCESS in meeting targets: Vision Charter School met or exceeded our goals within a variance of +/-5% in most areas. In eighth grade English Language Arts(ELA), students' percentage of making adequate growth towards proficiency exceeded our goal by 19% with a total of 84.7%. First grade IRI (Idaho Reading Indicator) scores exceeded the goal by 7% with an 85% goal and 92% results. Fourth grade ELA proficiency score goal was 52% and the results were 64%, exceeding our goal by 12%. Fourth grade ELA adequate growth goal was 65% and results equaled 73%, exceeding our goal by 8%. Our high school students far exceeded all goals which is evidence of systemic growth towards proficiency with 90% of eleventh graders scoring proficient or advanced in English Language Arts and 72% scoring proficient in Math. These are the highest scores we have ever experienced and significantly above local High Schools and the State Department of Ed. Vision Charter School Science scores averaged 20% above the state average in fifth, eighth, and eleventh grades. On the SAT, 89% of Juniors met the College & Career Benchmark and 71% met Math benchmark with 68% of Juniors meeting both ELA and Math benchmarks.

CHALLENGES: Vision Charter missed our targets in the area of Sixth grade math proficiency with a stretch goal of 60% and result of 33% proficiency and our growth towards proficiency stretch goal of 65% and results of 31%. Third grade IRI proficiency scores were below our goal of 80% and results at 74%. Additionally, on our LEA Chosen Literacy goals we missed our third grade ISAT (Idaho Standards Achievement Test) goal of by 8% with 57% of third grade students gaining at least one performance category or scoring proficient on the fall to spring ISAT.

STRATEGIES TO ADDRESS AREAS OF CHALLENGE: Vision Charter School revamped the middle school course schedule to allow sixth, seventh, and eighth graders to have a dedicated grade level math lab class for struggling students that immediately follows their math class. Previously our math lab classes had sixth through eighth grade in the same class. A math Educational Assistant is provided for all math lab classes. The Sixth grade math teacher and study skills teacher are collaborating to provide additional math support in computation and fractions for all sixth graders. Title 1 math after school and in-school support is provided for students most at risk to fail in the area of math. Plans to support Third grade students reaching their literacy goals on the Idaho Reading Inventory include increased parent volunteers, focused small group or individual intervention during the day and after school, and increased time focused on the five components of reading instruction. Administration will work with teachers to ensure that the testing schedule and set-up is the most conducive to student success, focus, and ability to show what they know. We tried a new ISAT testing schedule this past year for middle school and it was evident that it had a negative impact on middle school math students who struggled to show what they know with specific schedule induced unintended consequences compounded by the longer test administered last year by the State Board of Education. Lastly, providing specific incentives for students to do their best work in middle school math will increase students' motivation to work through challenging problems, persevere, and give it their best!

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

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Performance Targets (From LEA's 2022-23 CIP)	2022-23 RESULTS	2023-24 Performance Targets (LEA's Chosen Goals)
K-12	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student growth, achievement targets, or success indicators on the assessment tool	Varies	75.0%	n size	75.0%