

LEA # 508	LEA Name: Hayden Canyon Charter
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## METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/1411">https://idahoschools.org/districts/1411</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

(blue shaded metrics are required)

Goal	Performance Metric	2023-24	2024-25
		Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort NA	2024 cohort NA
	5-year cohort graduation rate (optional metric)	2022 cohort NA	2023 cohort NA
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	NA	NA
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	76.0%	76.0%
	% students who make adequate growth on the grade 8 Math ISAT	78.0%	78.0%
	% students who score proficient on the grade 8 ELA ISAT	75.0%	75.0%
	% 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	75.0%	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	75.0%	75.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	75.0%

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

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 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%	<b>86.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	80.0%	<b>82.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	80.0%	<b>82.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	85.0%	<b>86.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	<b>76.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	78.0%	<b>79.0%</b>

### 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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the September IStation assessment who gained at least 1 performance category on the May, IStation	70.0%	10.00%	<b>25.0%</b>
% of kindergarten students who scored proficient on the May, IStation assessment.	62.0%	43.00%	<b>68.0%</b>
% of 3rd grade students who scored proficient on the May, IStation assessment.	75.0%	40.00%	<b>75.0%</b>

#### 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 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

### 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	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of students with learning plans created and reviewed in the 8th grade.	100.0%	100.0%	<b>100.0%</b>

#### 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 2024-25, and is distinctly *different* than those required in Section I, above.

**100% of our 8th graders completed their passage portfolios demonstrating readiness for high school. This portfolio is a record of all work accomplished while at HCC. In our fourth year of operation, student portfolios contain 6th, 7th, and 8th grade work. Students presented their portfolios to their peers and to the community in a learning exhibition demonstrating creativity, public speaking, presentation skills and student created articles and evidence demonstrating high school readiness.**

**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 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.

**Hayden Canyon Charter has had a tremendous amount of growth in its four years in existence. Growing from 320 students to 575 students in such a short period of time creates unintended consequences. Finding suitable curriculum, quality educators, building a positive learning environment and retaining students has been a challenge which is beginning to show positive gains. We now have a staff of highly qualified, experienced teachers who are working collaboratively to provide a rigorous Project Based Learning environment for our students.**

**It is noted that HCC's IRI and ISAT scores are lower than HCC's Board directed goal of meeting or exceeding the state average on these assessments. We made substantial changes in the way we teach our students which will increase our assessment scores to meet our goal.**

**Working with Idaho SESTA, we are actively participating in Tier Based Interventions and Support (TBIS) ensuring all students are supported and nurtured for the good choices they make while students who struggle behaviorally are supported to become successful learners.**

**Academically, a team of educators applied for and were awarded a Cultivating Readers grant by the Idaho Department of Education which offers training and support in early literacy. I believe this work will result in a sharp increase in IRI scores for our K-3 students.**

**The educators at HCC worked diligently this spring piloting and adopting cross grade level curriculum which is evidenced based and reviewed by the state curriculum adoption process or reviewed by the HCC Curriculum Committee. This curriculum showed great success at the end of last year and holds promise to increase the scores of our students in state assessments this year.**

**When a student struggles in a specific area of ELA or Math, the school must identify the struggle, provide interventions to remediate the area of concern and assess whether the intervention is working. HCC implemented a comprehensive MTSS process to achieve this goal. This holistic approach to student learning will ensure that no students fall between the educational cracks.**

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

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