

LEA # 273	LEA Name: Post Falls School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/273
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance	22 Performance
		(Previously chosen by LEA)	(LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort 95.0%	2021 cohort 95.0%
	5-year cohort graduation rate (optional metric)	2019 cohort Not required	2020 cohort 96.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	40.0%	40.0%
	% students who score proficient on the grade 8 Math ISAT	50.0%	50.0%
All students will be prepared to transition from middle school / junior high to high school	% students who make adequate growth on the grade 8 Math ISAT	N/A	75.0%
	% 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	N/A	75.0%
	% students who score proficient on the grade 6 Math ISAT	50.0%	50.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	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	N/A	75.0%

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

Goal	Performance Metric	2020-21 Performance (Previously chosen by LEA)	2021-22 Performance (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	65.0%	60.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	79.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	78.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	60.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	80.0%

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	21 Performance (previously chosen by LEA)	21 results (if available)	21-22 Performance (LEA Chosen)
% of students who scored proficient or advanced on the ELA section of the 3rd Grade ISAT	59.0%	50.00%	60.0%
% of students who scored proficient or advanced on the ELA section of the 4th Grade ISAT	59.0%	54.00%	60.0%
% of students who scored proficient or advanced on the ELA section of the 5th Grade ISAT	65.0%	62.00%	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 measurements that are distinctly <i>different</i> than those required in Sections I and II, above.			
N/A			

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	21 Performance (previously chosen by LEA)		21 results		22 Performance (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	15		43		45
	% 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	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	Enrolled	2019 cohort	Enrolled	2020 cohort	Not Required
	177	369	122	349		
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	48.0%		35.0%		50.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	Enrolled	2018 cohort	Enrolled	2019 cohort	Not Required
165	317	187	359			
% students who Go On to a form of postsecondary education within 2 years of HS graduation	52.1%		52.1%		55.0%	

Section V: 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 V.A or Section V.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 V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	21 Performance (previously chosen by LEA)	21 results (if available)	21-22 Performance (LEA Chosen)
University of Idaho - Dual Enrollment Credits Earned	2600	2481	2500
North Idaho College - Dual Enrollment Credits Earned	1600	1999	2000
Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress			
Instructions: If you are choosing to use section V.B to address the Section V 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 measurements that are distinctly <i>different</i> than those required in Sections I and IV, above.			
N/A			

Section VI: Report of Progress Narrative (required) Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) 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.

Successes:

New Vision High School, our alternative high school, increased their graduation rate from 61.2% in 2019 to 69.8% in 2020.

Post Falls High School Seniors who missed their junior year SAT due to COVID-19 increased Evidence-based Reading and Writing (ERW) by 2 % and Math by 6% from Spring of 2019 to Spring of 2021. The percentage of seniors meeting both benchmarks also increased by 6%.

The median percent of progress towards Typical Growth for students in kindergarten through 8 grade on the iReady Math Diagnostic was 131% from fall to spring. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Kindergarten students returned to their home schools in the fall of 2020. (Previously they were in a kindergarten center.) Post Falls School District offers a ½ day kindergarten program for approximately 400+ students. For the 2020-2021 school year, literacy funds were used to provide ERI kindergarten (full day) at all seven elementary schools for select students scoring in tier 2 or 3 on the Fall IRI (Istation). Participants included approximately 18 kindergarten students with one certified teacher. Teacher professional development, ongoing collaboration, and coaching support was also provided not only for all K-3 teachers, but specifically targeting the teachers working with ERI kindergarten students. Intervention materials and strategies covered all aspects of literacy development: phonemic awareness, decoding, vocabulary, comprehension and fluency.

- Results: May 2021 IRI kindergarten scores show 54% proficiency as compared to 32% proficient in the fall. Further, previous IRI scores as reported on the spring 2019 and spring 2018 IRI show demonstrated proficiency at approximately 40%.

Challenges and Strategies:

One difference we experienced during the 2020-2021 school year with our 4th grade students on the ISAT was a lack of exposure to the assessment tool. In the past our 4th grade students would have taken the test as 3rd graders and would have a better understanding of the format, the stamina it requires, etc. This year our students were coming into it “cold” like our 3rd graders typically do. One strategy we will utilize at all grade levels is providing all students the opportunity to practice for the ISAT by utilizing Interim assessments.

Similar to other local businesses and school districts, Post Falls School District is experiencing a labor shortage. This summer close to one sixth of our certified staff left the district. Some left the profession entirely while others were hired in Washington where the wages are \$20,000-\$30,000 more per year. Many of our new hires are beginning teachers who require quite a bit of support. Additionally, some of these new hires have no experience teaching with live students as they completed their student teaching and/or initial year of teaching during the COVID shutdown. Further, we are beginning the school year with unfilled classified and certified positions.

PFSD continues to implement strategies to attract and retain staff through onboarding, mentorships, school/district climate, professional development to include educator resiliency and general working conditions. However, in order to offer a living wage to our staff in an area experiencing heavy growth and a large increase in the cost of living, the district needs better financial support from the State of Idaho. According to a 9-2-21 *CdA Press* article: Kootenai County is the third-most expensive county in the state to live in. In Kootenai County, HUD housing considers the median income to be \$65,000 a year. Someone making 50% of the median would earn \$16.20 per hour. By HUD standards, low income is considered someone making \$26 per hour. In an attempt to address the income gap for our classified staff, we revamped our classified matrix for the upcoming school year; however, our starting paraprofessional wage is still \$12.60/hr which is well below local fast-food restaurant starting wages and low income standards.

As a district we plan to communicate to state and local leaders the importance of funding schools on enrollment, not attendance, as well as taking into account all services now being offered by districts not accounted for in the development of the funding formula (i.e. classified staff, technology, buildings, Speech Language Pathologists, School Psychologist, OT/PT, etc.)

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets
 (Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	²² Performance (LEA Chosen)
Kindergarten	All Staff	% of students taught by staff in Kindergarten that met annual typical growth in Math.	i-Ready Diagnostic	64.0%	80.0%
Grade 1	All Staff	% of students taught by staff in 1st grade that met annual typical growth in Math.	i-Ready Diagnostic	67.0%	80.0%
Grade 2	All Staff	% of students taught by staff in 2nd grade that met annual typical growth in Math.	i-Ready Diagnostic	65.0%	80.0%
Grade 3	All Staff	% of students taught by staff in 3rd grade that met annual typical growth in Math.	i-Ready Diagnostic	64.0%	80.0%
Grade 4	All Staff	% of students taught by staff in 4th grade that met annual typical growth in Math.	i-Ready Diagnostic	72.0%	80.0%
Grade 5	All Staff	% of students taught by staff in 5th grade that met annual typical growth in Math.	i-Ready Diagnostic	75.0%	80.0%
Grade 6	All Staff	% of students taught by staff in 6th grade that met annual typical growth in Math.	i-Ready Diagnostic	64.0%	80.0%
Grade 7	All Staff	% of students taught by staff in 7th grade that met annual typical growth in Math.	i-Ready Diagnostic	63.0%	80.0%
Grade 8	All Staff	% of students taught by staff in 8th grade that met annual typical growth in Math.	i-Ready Diagnostic	68.0%	80.0%