

LEA # 135	LEA Name: Notus School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/about-us/district?districtId=135
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2024 cohort	2025 cohort
		100.0%	100.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
		100.0%	100.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	50.0%	80.0%
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%	40% or meet/exceed the state average for Spring 2026
	% students who make adequate growth on the grade 8 Math ISAT	50.0%	
	% students who score proficient on the grade 8 ELA ISAT	50.0%	40% or meet/exceed the state average for Spring 2026
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	40% or meet/exceed the state average for Spring 2026
	% students who make adequate growth on the grade 6 Math ISAT	50.0%	
	% students who score proficient on the grade 6 ELA ISAT	50.0%	40% or meet/exceed the state average for Spring 2026
	% students who make adequate growth on the grade 6 ELA ISAT	50.0%	

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

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 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	50.0%	50.0%
	% students who score proficient on the Grade 1 Spring IRI	50.0%	50.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	50.0%

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored proficient or better (Tier 1) on Spring IRI	N/A (new metric 25/26)		50.0%
% of students who showed Tiered Growth or Rate of Improvement of > or = to 1.0 on K-8 Amira Reading	50.0%		50.0%

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 2025-26, and is distinctly *different* from the required metrics in Sections I and II, above.

Notus School District is monitoring progress toward literacy goals by tracking both proficiency and growth in reading. Specifically, we are measuring the percentage of students in grades K–3 who score proficient or better (Tier 1) on the Spring Idaho Reading Indicator (IRI) and the percentage of students in grades K–8 who demonstrate tiered growth or a rate of improvement greater than or equal to 1.0 on the Amira Reading assessment. For the 2025–26 school year, our target is that at least 50% of K–3 students will achieve Tier 1 proficiency on the IRI, and at least 50% of K–8 students will meet or exceed the expected growth rate on Amira. These performance metrics provide a balanced measure of both mastery and growth, ensuring we are addressing the needs of students at all levels of literacy development.

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 IV.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

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Student College and Career Plan	100.0%	100.0%	100.0%
Apply Idaho Application Completion	100%	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 2025-26, and is distinctly *different* than those required in Section I, above.

Notus School District developed a College and Career Team (Administrator, High School Counselor, Senior Seminar Teacher, and 8th Grade Careers Teacher) and created a systematic plan to ensure a high quality college and career advising and mentoring program. The plan entails connections with local and regional post-secondary school in grades 7-12, clear target goals for each month, and reflective goal setting. Each secondary student will have a clear plan in place that is developed through various and strategic presentations and 4/6 Year planning with guidance and mentorship from a NSD staff member (i.e. counselor, specific teacher, administrator). Ongoing individual advising and planning with students, high achieving, at-risk, and special needs will take place. Fortunately, Notus High School also has a strong partnership with GEAR Up and COSSA's Career & Technical Education program. The College and Career Team will meet bi-monthly to ensure tasks and goals are monitored closely. During the SY25/26, 100% of secondary students will have a college and career plan that is monitored with mentor advisor utilizing various tools (i.e. Next Steps Idaho, Apply Idaho, GEAR Up opportunities, on campus Careers Course, etc.).

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 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.

In reviewing our 2024–25 performance targets, we recognize that while we did not fully meet our proficiency measures for student achievement on the IRI and ISAT, we are encouraged by the significant growth and rate of improvement shown by our students. This growth reflects the dedication of our teachers and the effectiveness of targeted interventions. A clear area of challenge remains raising overall proficiency levels to meet state expectations. To address this, we are prioritizing student engagement in the classroom through formal walk-throughs and strategic professional development with our Professional Learning Teams. At the same time, we celebrate the success of achieving a 100% graduation rate and full completion of Student College and Career Plans, including Apply Idaho applications. Moving forward, we will build on these successes by continuing to strengthen instructional practices, focusing on literacy and engagement strategies, and providing ongoing support to ensure all students are progressing toward proficiency while also being prepared for postsecondary opportunities.

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

NOTES:

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2024-25 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2024-25 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2024-25 Results for the group (provided the group is 5+). Then use the far right column to set a 2025-26 Performance Target (goal) for the % of students in that group who will meet their target in the 2025-26 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Targets	2024-25 RESULTS	2025-26 Targets
K-6	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	All Assessments	N/A	n-size	N/A
7-8	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	All Assessments	N/A	n-size	N/A
9-12	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	All Assessments	N/A	n-size	N/A
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				

[illegible]