

LEA # 432	LEA Name: Cambridge Joint School District
-----------	---

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	Cambridge Joint District
--	--

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 100.0%	2025 cohort 100.0%
	5-year cohort graduation rate (optional metric)	2023 cohort	2024 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
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	70.0%	60.0%
	% students who make adequate growth on the grade 8 Math ISAT	75%	75.0%
	% 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%	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	60.0%	60.0%
	% students who make adequate growth on the grade 6 Math ISAT	75%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	60.0%	70.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75%	75.0%

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	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%
	% 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	75%	75.0%

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)
% students who score proficient on the Grade 3 ELA ISAT	70.0%	72.00%	70.0%

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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.			
Our district-wide goal is that all students are at benchmark on the Spring ISIP. We will progress monitor students monthly using the ISIP. Students will also make a year's growth on the ISIP from fall to spring using percentile rankings. 4th and 5th grade students will use the ISAT Interim Assessments to gauge students' progress in ELA. In doing so, teachers will be able to address deficit areas prior to the Spring ISAT in ELA.			

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	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Percent of students with learning plans created in 8th grade	100.0%	100.0%	100.0%

Percent of students with learning plans reviewed during the school year	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 2025-26, and is distinctly *different* than those required in Section I, above.

We will provide opportunities for students to visit career and college fairs as well as take advantage of other learning experiences (Industry tours, Army National Guard Tour, 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 the 23-24 school year, we were able to hire a part time staff member to check in with all students grade 6-12. During these check-ins, students were able to create and modify post high-school plans as well as 4 year plans. The staff member communicated with parents after the visits to keep parents aware of what their child said they were planning to do. For younger grades, conversations were more centered on what it takes to graduate high school as well as options we have currently in our school. The older students talked more about progress towards graduation and what courses aligned with long-term goals. We have hired the same individual this year to continue this practice.

Aligned with the state goal to improve literacy scores in k-3, our elementary teaching and admin team, with participation from paraprofessionals and parents, implemented a Multi-Tiered System of Support in Reading (MTSS-R) through the Cultivating Young Readers Program. Through this process, we formalized a lot of procedures and worked very hard to put a MTSS-R system in place that can continue with any staff member in a position. Our MTSS-R admin team includes district and building administrators, teachers, paraprofessionals, and parents. This team meets monthly to discuss data and make plans that are taken to the PLC level for implementation.

We are also using the ISAT interim assessments to help our students be more familiar with the testing platform and to progress monitor throughout the year. We have contracted with a former teacher that has state-level training for mathematics professional development.

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 Performance Targets (From LEA's 2024-25 CIP)	2024-25 RESULTS	2025-26 Performance Targets (LEA's Chosen Goals)
k-3	Literacy	80 % of students taught by staff in grades k-3 that meet measurable student achievement targets or success indicators on the Spring IRI	IRI	100.0%	n size	100.0%
6-12	All	90 % of classes will be passed across the entire school	District Gradebook	100.0%	100%	100.0%
4-12	ELA	70 % (top 5 based on 23-24 results of traditional schools) of students taught by staff in this grade (or grade band) will either meet adequate yearly progress or be proficient on the ELA ISAT Summative Assessment.	ISAT	100.0%	14.0%	100.0%
4-12	Math	60 % (top 5 based on 23-24 results of traditional schools) of students taught by staff in this grade (or grade band) will either meet adequate yearly progress or be proficient on the Math ISAT Summative Assessment.	ISAT	100.0%	14.0%	100.0%