

This document was provided, as is, to the California Department of Education (CDE) by **College Preparatory Middle**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

College Preparatory Middle

At College Preparatory Middle School (CPMS), a high-performing charter school serving students in grades five through eight, student skill levels are determined utilizing I-Ready, CPMS's State Board of Education-approved computer adaptive diagnostic assessment. At CPMS, data analysis plays an integral role in the development of appropriate and effective instruction. The data derived from our I-Ready diagnostics and other assessment tools provide our staff with the information they need to understand student's areas of strength and weakness. As outlined in element 2 of our charter petition, assessment is essential for measuring students' academic needs and ensuring that all students are mastering grade level standards.

Response from College Preparatory Middle

Data for 2020-2021 School Year:

School-wide results in Reading (Beginning of Year/End of year I-Ready Assessment Comparisons)
 September 2020 and June 2021:



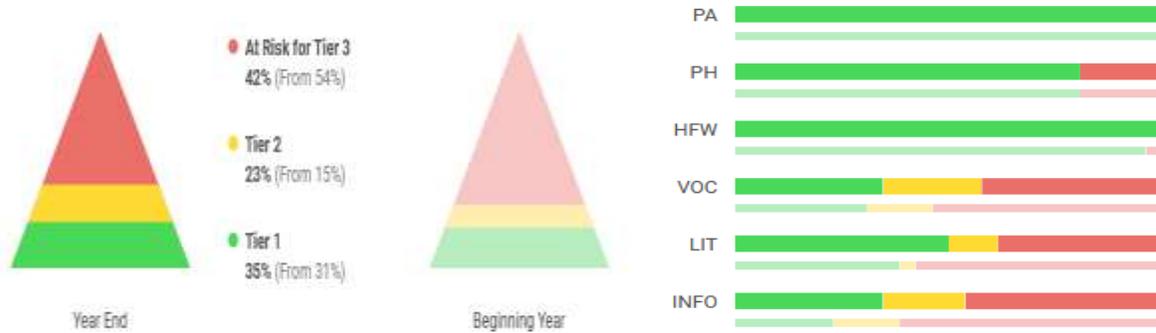
School-wide results in Mathematics (Beginning of Year/End of Year I-Ready Assessment Comparisons)
 September 2020 and June 2021:



Through most of the 2020-2021 school year, CPMS was offering a Distance Learning model. In April 2021, we were able to open our school back to a 2-day per week Hybrid program. I thought it was important to put our End-of-Year assessment results into a proper context; one that compared our (administered at home) September 2020 results to our (back on campus) June 2021 assessments to show our student progress. As you can see, we had modest gains - definitely more modest than our usual annual results. As these are overall school wide results, they are not reflective of the movement students made within the tiers and some students showed great progress while not quite reaching grade level. We were heartened by the yellow band which demonstrated to us that our students were able to maintain, and in quite a few cases, strengthen their skills during a very unprecedented school year- they were generally not falling backwards in their skills. A heartening thing for educators to observe!!

Response from College Preparatory Middle

Special Education: Reading Results (26 students)



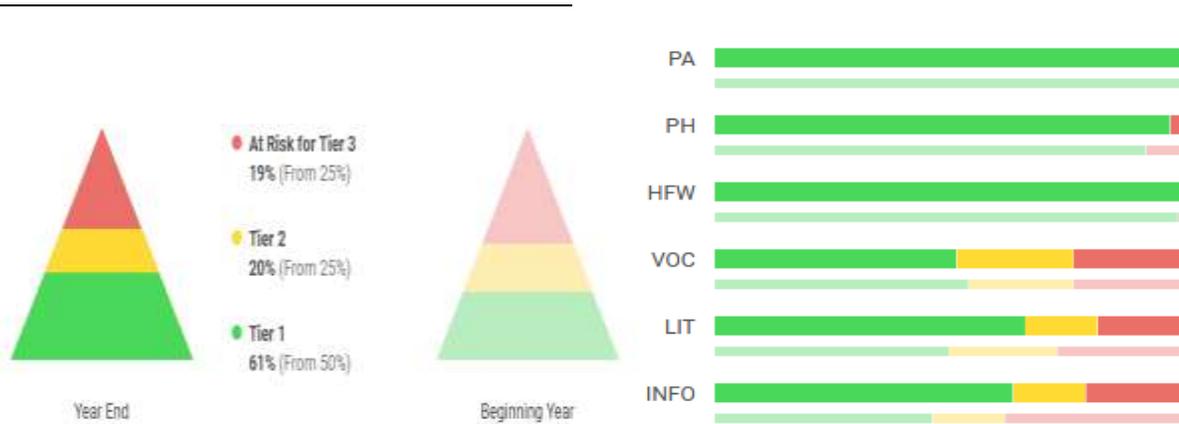
Special Education: Math Results (26 students)



While gains for this subgroup in reading were good to see, they certainly were not the usual results we obtain in a typical school year. Our math scores for this group denote more of a “maintenance” of their skills during a challenging school year.

Currently, all of our students in this subgroup have taken their first diagnostic and teachers are working to address their areas of challenge. We utilize a robust standards-aligned curriculum and all of our teachers are receiving additional professional development in addressing and mitigating learning loss; a combination of review/reteach and continuing to instruct at grade level standards. Students in this subgroup meet daily with our Educational Specialist to work on strengthening their skills. They have a weekly goal to work for 1 hour on the I-Ready instructional platform which tailors individual lessons for them based on their diagnostic results. We feel confident that the work we will be able to accomplish with our students on campus this year will provide them with a year of strong growth and excellent progress.

Response from College Preparatory Middle

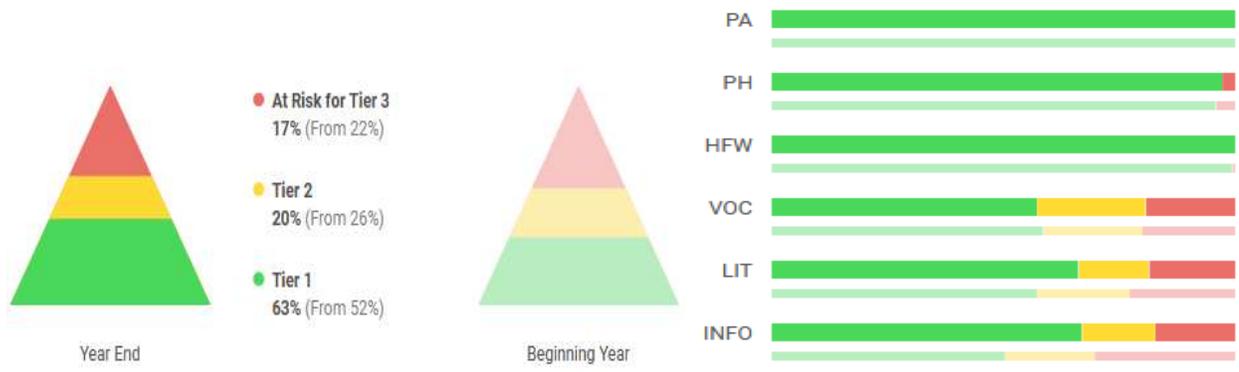


English Learners: Math Results (116 students)



It is wonderful to see the progress for our English Language Learners in Reading. Modest gains in Math are good to see, but we know we have work to do. We are especially excited about the year ahead knowing that in-person access to our full program is going to create the opportunity to build on these gains.

Response from College Preparatory Middle



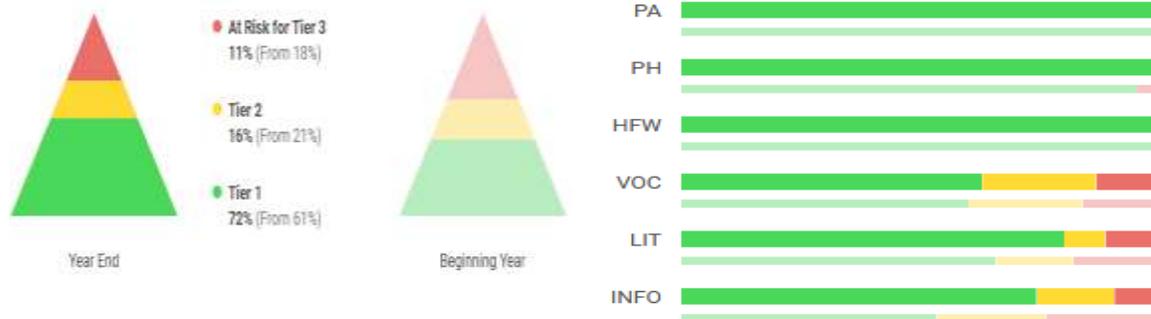
Socio-Economically Disadvantaged: Math Results (145 students)



We were also glad to see the progress of this sub group in Reading. Our focus on the teaching of vocabulary across the curriculum this year will assist all of our students to strengthen their vocabulary skills. Math teachers will be focused with addressing unfinished learning primary by spending the majority of their instructional time engaging in the grade level content and integrating “prerequisite” learning when necessary to support a new concept.



Hispanic/Latino: Reading Results





Hispanic/Latino: Math Results



Overall our data shows our need to continue to focus our instruction in the areas of vocabulary development (which gives us the added benefit of building comprehension skills) and for Math, number and operations, algebra and algebraic thinking and geometry across all of our groups.

Upon our return to campus this year- we took some time to review our EOY results and remember where we left off. Our focus this year will be to get solid baseline data for all our students and continue our focus on strengthening their skills. In the year ahead, we will continue to utilize our robust student adaptive instructional platform I-Ready, as well as offer targeted intervention supports for identified groups (as outlined in our LCAP and Expanded Learning Opportunities Plan).

In keeping with our LCAP goals, we provided our staff professional development in the areas of vocabulary development across the curriculum. This past summer, 3 of our Math teachers attended the Stanford University Mathematical Mindsets courses in math instruction. We will continue to have publisher-provided professional development scheduled throughout the year to address unfinished learning in Math.

Additionally, we began the year with professional development that focused on building relationships with our students and families and promoting social emotional resiliency.

Our Back-to-School Nights were very well attended! We had the opportunity to start the year by building engagement with our parents (as part of our LCAP goals). Building trusting relationships with our students and families is just as important as building an effective academic program. Now more than ever, instruction should be focused on building connections and avenues for students to form caring and collaborative relationships with teachers and their fellow students. When students feel safe and cared for they are open to learning-and that is our goal!

At CPMS, we offer Independent Study for student absences of a short duration. At this time, we are not offering a long term "Distance Learning" type of Independent Study program at CPMS.

In keeping with our measurable student outcomes, we enthusiastically look forward to our fresh I-Ready diagnostic results (going on now!). These results will inform our instruction, helping us to pinpoint our student's areas of strength and challenge, and provide us actionable information on what our students will need to work on next.