



AMERICAN PREPARATORY ACADEMY

January 31, 2020

This letter serves as our mid-year progress report on our goals related to the Notice of Concern issued in relation to our state of Nevada star rating. We include information as requested, related to the following:

- Progress to date in implementing the school's performance plan (SPP); and
- A summary of mid-year assessment performance.

With regard to progress to date in implementing our school's performance plan,

Goal 1 - Summative: Increase proficiency rates by 5% on SBAC in grades 3-5 LA.

Summative: 65% of our students will be on grade level benchmark by the end of the year according to the Reading Mastery grade level guidelines and 90% of our students will make one year's progress in their Reading Mastery level based on their incoming Reading Mastery placement assessment and end of year Reading Mastery level final and placement exam for the following year.

Current Status:

All teachers received training during Pre-Service training and continue to receive training through coaching and administrative weekly training meetings. The teachers and paraprofessionals are all proficient in the SBAC and MAP platforms. Parent compliance for reading fluency is at 70%. We have purchased MAPS testing and have recently completed a mid-year practice exam. We are in the process of reviewing those results to help further target where additional supports are needed to ensure a 5% gain in proficiency rates on the SBAC. We have also contracted with Jessica Barr, specialized data analyst for Nevada State testing, to help work with our administration and teaching staff to increase our proficiency rates.

At our mid-year check 91% of our students are on grade level according to the Reading Mastery grade level guidelines. We also have 98% of our students that are target to complete a year's worth of curriculum.

Goal 2 - Increase student proficiency by 5% on the SBAC assessment in Mathematics in grades 3-5. 70% of our students will be on grade level benchmark by the end of the year according to the Connecting Math Concepts (K-3) and Saxon (3-9) grade level guidelines and 90% of our students will make one year's progress in their Connecting Math Concepts and Saxon level based on their incoming CMC/Saxon placement assessment and end of year CMC/Saxon level final and placement exam for the following year.





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Current Status:

All teachers received training during Pre-Service training and continue to receive training through coaching and administrative weekly training meetings. The teachers and paraprofessionals are all proficient in the SBAC and MAP platforms. In our secondary program parent compliance for signing the learning plan has increased as we have added it to the participation grade. We are at about 40% of our parents ensuring that the math homework is complete before they sign the learning plan. We are adding completion effort grades in an effort to motivate parents further. In elementary we are at 84% for parents signing the learning plan and at 51% of parents that ensure completion of math homework before signing the learning plan. We have purchased MAPS testing and have recently completed a mid-year practice exam. We are in the process of reviewing those results to help further target where additional supports are needed to ensure a 5% gain in proficiency rates on the SBAC. We have also contracted with Jessica Barr, specialized data analyst for Nevada State testing, to help work with our administration and teaching staff to increase our proficiency rates. We were also able to purchase a core math curriculum to help increase proficiency.

At our mid-year check 88% of our students are on grade level according to the CMC/Saxon grade level guidelines. We also have 95% of our students that are targeted to complete a year's worth of curriculum.

Goal 3 - Increase ELL student proficiency on WIDA.

Current Status:

A WIDA specialist has been identified and trained. We have also hired a Literacy specialist in our secondary program to create additional focus in language arts support for our ELL students. We are in the process of giving the WIDA now and will have more information on student performance when that process is complete.

With regard to a summary of mid-year assessment performance:

Highlights

- Mid-year MAP data indicates APA elementary school is trending towards an improved pooled proficiency by 4% (from 45.2 to 49.2%)
 - A key focus has not only been addressing our 3rd through 5th grade proficiency, but also building aligned expectations and sustainability in our primary grades; currently, our 3rd grade is trending towards 62.5% proficiency (according to MAP's





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linking study with probable SBAC performance), this would be a 19.9% improvement from the prior 3rd grade class and reflect a significant improvement in our RBG3 Academic Achievement indicator as well.

Growth Focus

- o APA has always held a high expectation of rigor – we were thrilled to expand our process for monitoring progress towards goals by rolling out MAPs as the source for data-driven feedback in all grades K-8.
- o Based on the MAP winter benchmark data, we see that we are currently on track to maintain our higher gains in ELA and have also identified students who are demonstrating stagnant response to instruction and purposefully planning interventions for the remainder of the year that will optimize the percentage of students meeting their individual growth targets (AGP indicator)
- o The MAP diagnostic (mid-year benchmark) supported us in identifying growth medians that correlate to SBAC MGP. This data point provided insight for administrators as to what grade levels, content areas, and students are in need of support and we are actively utilizing these data points to strategically provide resources and guidance where needed. In addition, it has also provided insight into teacher/grade level strengths that we are tapping into. A prime example is the current growth trend in 5th grade ELA where they are trending towards a potential MGP of a 56, which supersedes the elementary median we had last year (a 45). We are strategically tapping into the success of 5th grade ELA and working towards replicating best practices with 4th grade in hopes of optimizing the elementary median.

Areas of Opportunity

- After reviewing our mid-year MAP data, Math continues to be our most urgent priority, specifically when looking at 4th and 5th grade growth indicators (MGP, AGP, and Opportunity Gap correlated measures)
- Our prescribed approach is changing based on feedback from the mid-year MAP data which indicates that our math growth is not showing the rapid improvement we had hoped for. We are increasing our opportunities for teaching time by adding after-school extension classes, where students can get extra support. We are also looking at taking more of the minute allocation in the school day to focus on math studies.





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- Opportunity Gap: This remains an area of focus. We have identified all of these students, and are providing targeted intervention to facilitate their hitting their individual growth targets.

