

Jackson Preparatory & Early College

Monitoring Report



2020-2021 | Student Learning & Performance

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Report Prepared For | Staff / President / Board of Governors



Performance Summary

This mid-year report provides a snapshot of overall growth and performance at the College Preparatory level for Term 1, 2020-2021.

Performance Context

Course Completion gives the percentage of students who are completing JPEC courses, showing proficiency/mastery of essential skills and progressing along expected grade-levels.

NWEA RIT scores listed in the tables below, shows grade-level status and growth, from one point in time to another.

CP1 RIT scores provided show only Fall to Winter growth, as this is their first year. CP2 and CP3 RIT score tables include the last NWEA testing completed for these groups, which was winter of last school year. NWEA virtual testing was not yet in place during the spring closure, so spring testing was not performed.

All grade level tables also include the Norm Grade Level RIT scores, which show the national NWEA average RIT scores for each grade and subject area, to use as comparison.

Information contained in this report is not comprehensive, as NWEA testing is on-going. Due to the fact that the testing window is still open, official NWEA reports are not yet available.

However, NWEA scores have been tracked by term, in-house, since Term 1 of 2019-2020.

Comparisons and growth calculations are based upon this information for now.

Student Performance Reporting

Course Progression

Term 1 20-21

CP1: 76%

CP2: 80%

CP3: 83%

Term 1 19-20

CP1: 76%

CP2: 82%

CP3: 90%

NWEA Fall-Winter Student Growth

NWEA - Fall to Winter 2020-2021

CP1	Fall	Winter	Norm GL RIT
Science	209	208	204
Language	214	214	209
Reading	209	214	210
Math	215	216	214

CP2	Winter 19-20	Fall	Winter	Norm GL RIT
Science	213	214	213	207
Language	217	217	216	212
Reading	217	222	218	214
Math	224	225	226	220

CP3	Winter 19-20	Fall	Winter	Norm GL RIT
Science	213	217	218	210
Language	218	219	218	215
Reading	216	223	222	218
Math	223	228	227	225

Conclusion

Course Completion has stayed steady and on-track in spite of the COVID-19 closures and virtual learning. This is a testament to the hard work and dedication of teachers who worked tirelessly to provide an uninterrupted, robust learning environment, no matter what it took.

I believe our competency-based approach also made an exceptional difference in the attitude and effort students put forth during this time.

NWEA scores, overall, remained stagnant, with a few mild gains and losses. This is attributed to the COVID-19 crisis as well. While our scores are not trending upward, I am pleased to see that we have not suffered significant losses either. Once the testing window is closed, we can

utilize in-depth reports to identify the specific areas in which students need the most remediation.

It's important to note that while our Course Completion percentages are fairly high, and our NWEA growth percentages are overall stagnant/low, there can be a number of reasons for this discrepancy.

- Teachers and staff worked diligently to help students and families reach course proficiency, both virtually and in-person.
- NWEA is a snapshot of student performance, whereas course completion allows for assignment revision, re-testing, etc.
- Winter NWEA scores historically are a bit lower than fall or spring testing.
- NWEA testing was performed virtually for the first time this academic year to nearly 50% of CP students. Virtual testing did not allow teachers to control the testing atmosphere, attentiveness, effort or focus as when students are testing in person.

Moving forward, our team will evaluate and identify where the biggest needs exist, in terms of learning gaps, and address how to best provide remediation. Possibilities include:

- The future hire of two Intervention Specialists, for which JPEC has posted.
- Continued teacher remediation within the classroom setting, where possible and appropriate to do so.
- The creation of bridge courses/intervention courses for this year's spring/summer term and potentially fall term of 2021-2022, depending on the need.