

New Mexico Public Education Commission



2022 Charter School Renewal Application Part B: Progress Report

Charter Schools Division

Public Education Department

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit, and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Cottonwood Classical Preparatory School

Authorizer: Albuquerque Public Schools

Current Charter Term: July 2018 - June 2023

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

In years past, the goal of the school has been to maintain a 100% graduation rate. In 2017, our overall graduation rate was 93.2%. In 2018, it was 96.2%. In 2019, it was 100%. In 2020, it was 90.4%. In 2021, it was 87.9%. Another school wide goal we have, embedded in our strategic plan,

is by 2027, CCPS will offer the opportunity for a world-class education based on the International Baccalaureate curriculum and the Paideia methodology, through a caring and inclusive community, to prepare students for IB exams, to thrive in the college/university world and for their unique pathways in life. In terms of the student scores for our English and math IB courses which are externally moderated by the International Baccalaureate Organization, both our IB English A and IB Math Analysis and Approaches courses outperformed the world average in 2022. In terms of meeting the state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act, our math and English curriculum not only covers the state standards, but it goes above and beyond to prepare every one of our students for college level IB Diploma Programme classes starting in 11th grade from an accelerated program standpoint. For math, our 10th graders fulfill all of our state's math graduation requirements by taking Algebra 2 in 10th grade. For English, there are several measures that have been taken to accelerate our students and get them ready for taking college level IB English courses by 11th grade. For instance, in 6th grade our students read *I will Always Write Back*, which has a Lexile measure for 8th grade. In 7th grade English classes, our students read the *Lord of the Flies*, which has a Lexile measure for 9th grade. In 8th grade English classes, our students read *Fahrenheit 451* and also *To Kill a Mockingbird* which has a Lexile measure for 9th grade. Besides having students read challenging texts that are above grade level, teachers also help students develop higher order thinking skills of analysis through having them engage in dialectical journals and visible thinking routines. Since we are an IB school, teachers encourage students to consider global perspectives and make comparisons through text selection and discussion/seminar topics. Teachers also explicitly align IB Approaches to Learning skills in middle school course goals, and they teach students IB command terms as well as requiring students to use them on a daily basis (which are used in their course goals as well).

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Cottonwood Classical utilizes the interim assessment NWEA/MAP test to monitor student proficiency and growth. Despite being online from March of 2020 through March of 2021, students were able to take the MAP test remotely. In addition to MAP testing, students completed formative assessments in classrooms on a regular basis. *Please see Appendix A-1 Academic Data: NWEA MAP Scores by Grade and Subject from Fall 2020-Spring 2022.*

The school has implemented several measures in response to the MAP test data in order to improve teaching and learning and the graduation rate: teacher professional development on use of the MAP test as a diagnostic tool, adjustment to the master schedule to account for intervention classes from 6th-9th grade, 4 small group (<15 students) math interventions in grades 6-9 with licensed math teachers, 4 small group (<15 students) English/Language Arts interventions in grades 6-9 with licensed English teachers, 0.9 FTE for school librarian/research writing coach, additional ELA intervention resources specific to writing (www.readworks.org; www.brainpop.com, Science Direct, EBSCOhost, publication manuals, citations guides, media literacy workbooks), Test Coordinator stipend for coordinating MAP testing and analyzing MAP test data; teacher professional development on best practices for interventions using Edmentum Exact Path, use of Edmentum Exact Path as an intervention tool (~125 licenses), and use and report on the tracking sheet non-punitive behavioral interventions.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

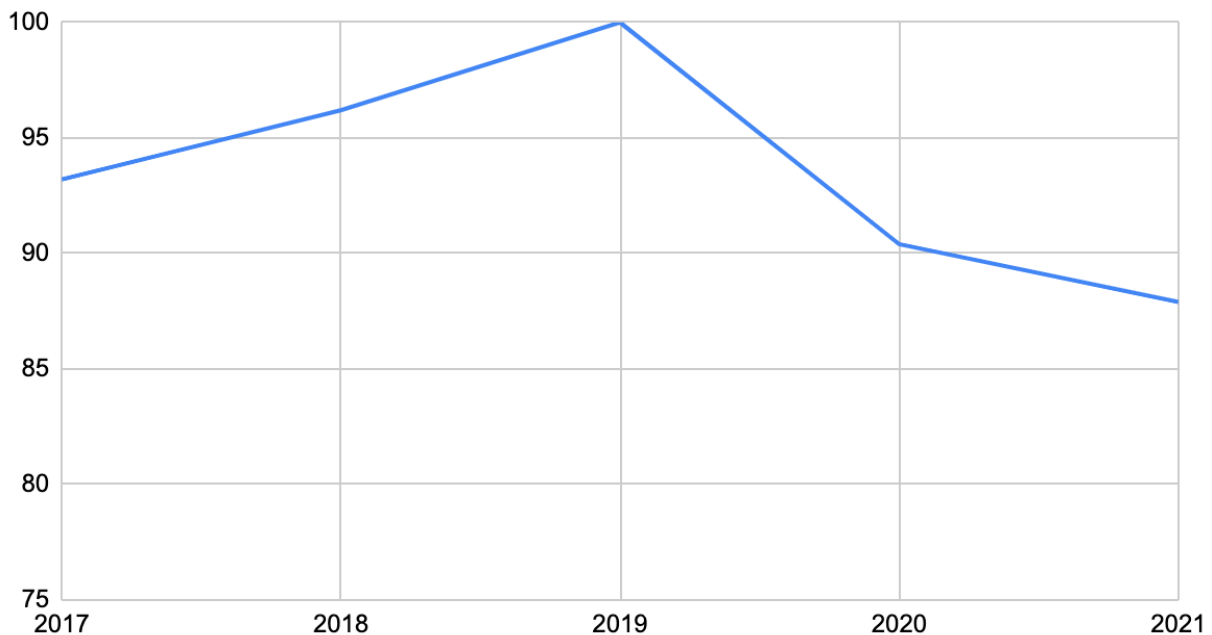
Goal 1: CCPS will increase its graduation rate to 100%

Goal 2: CCPS will expand opportunities for a world-class education based on the International Baccalaureate curriculum and the Paideia Method, measured by detailed analysis of annual IB exam performance, participation, and perceived student support; and broader process improvement captured through school climate surveys of current students and alumni, as well as through the National Student Clearinghouse.

CCPS would also like to increase its enrollment cap to 1000 students effective 2023 to 2024 school year.

In years past, the annual plan goal of the school has been to maintain a 100% graduation rate. In 2017, our overall graduation rate was 93.2%. In 2018, it was 96.2%. In 2019, it was 100%. In 2020, it was 90.4%. In 2021, it was 87.9%. There are many measures that we are taking to make sure that we meet our goal for the upcoming school year. For instance, we will continue to hire highly qualified teachers who have prior experience in teaching. Most of the teachers we have hired hold a graduate degree and also at least 3 to 5 years of teaching experience. In terms of our IB class sizes for juniors and seniors, the size of a class may range from less than ten students to around twenty students so that they can get as much individualized support from our teachers as possible. Every year, our staff members connect with the school community in person through events such as Jump Start and also Open House so that families can connect with staff members and find a comfort level in seeking support from the school when needed. In terms of clubs and sports, we offer a variety of options for our students to choose from so that they feel that they are an integral part of our school community. This year, we will be launching the Near-Peer tutoring program in which high school students will be providing math and English tutoring to our students after school. Finally, the Foundation of the school started a fund called the Coyote Fund in the 2021-2022 school year that provides funding for targeted programming on a three year rotation, which will financially support programs in athletics, STEM, and theater in the years to come.

Graduation Rate from 2017 to 2021



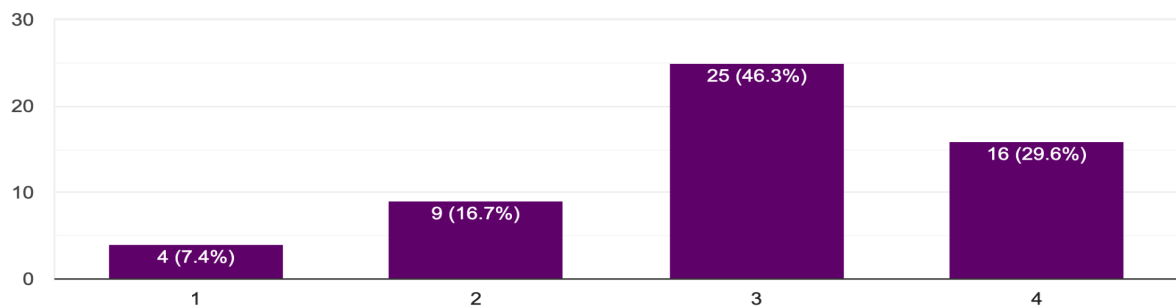
Year	Graduation Rate
2017	93.2%
2018	96.2%

2019	100%
2020	90.4%
2021	87.9%

We collected data from a variety of sources to see whether or not our school is on track to meet goal number 2. The first set of data that we used to measure progress on meeting goal number two was from our IB self-study that was used for IB Diploma Program reauthorization for the 2021-2022 school year in which student survey data indicated that we are on the right track in achieving this goal. For instance, students in general mentioned that teachers utilized Socratic Seminars (which is a critical part of Paideia Methodology) inside their classrooms. Moreover, students mentioned that teachers provided project based learning and cooperative learning opportunities that are an integral part of IB curriculum for students to learn inside their classrooms.

Your teachers provide opportunities for project-based learning, and classroom lessons are centered around students interacting with each other...ass) (refer to the scale at the top of the survey).

54 responses

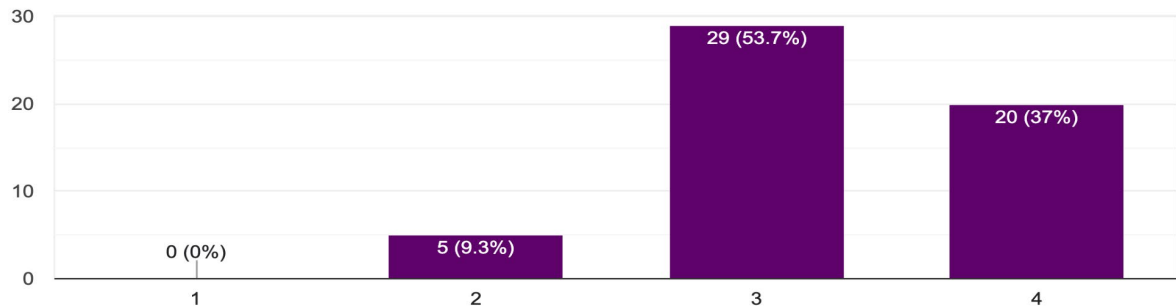


Students in general also believed that their teachers helped them learn, which shows that teachers are a part of the caring and inclusive community for supporting each student's

learning.

Overall, your teachers help you learn (refer to the scale at the top of the survey).

54 responses

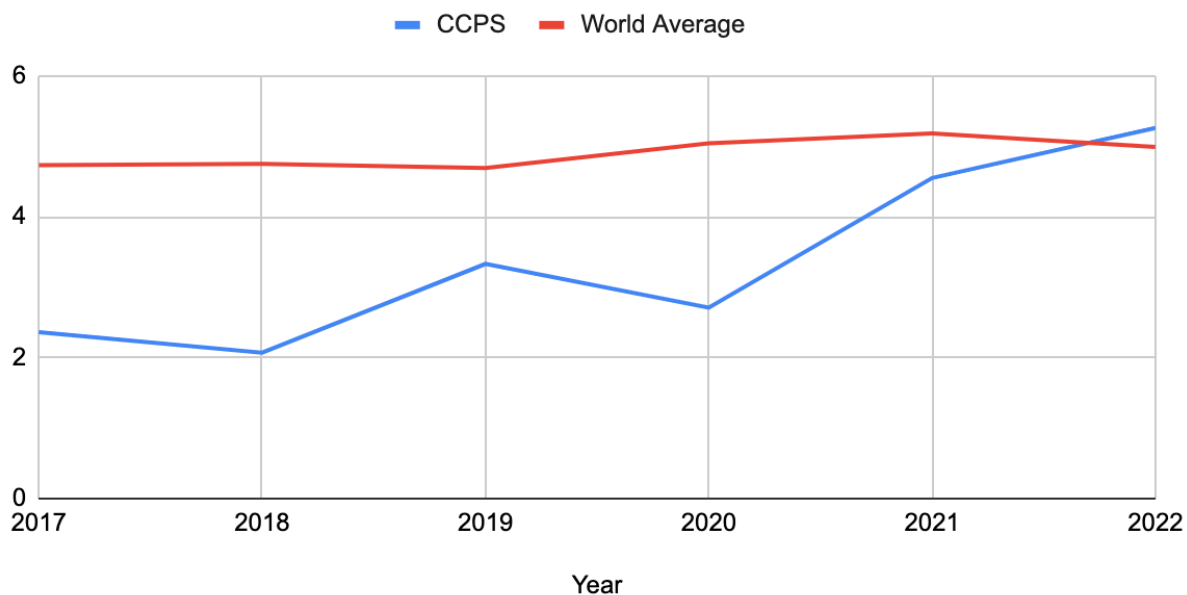


In terms of our IB scores for our IB math analysis & approaches and higher level courses versus the world average, CCPS is outperforming the world average in 2022, which shows that we are achieving the part of our goal that ties into providing students with a world class education that prepares students for IB exams. Please note that the world average score for the course includes all public and private schools that are authorized by the International Baccalaureate Organization in terms of their Diploma Programme. From an IB grading scale perspective, 7 is the highest score that a student can receive for a college level IB course.

Year	CCPS	World Average
2017	2.36	4.73
2018	2.07	4.75
2019	3.33	4.69
2020	2.71	5.04
2021*	4.55	5.18
2022	5.26	4.99

*First year of new course change for exams (switch from HL math to AA SL)

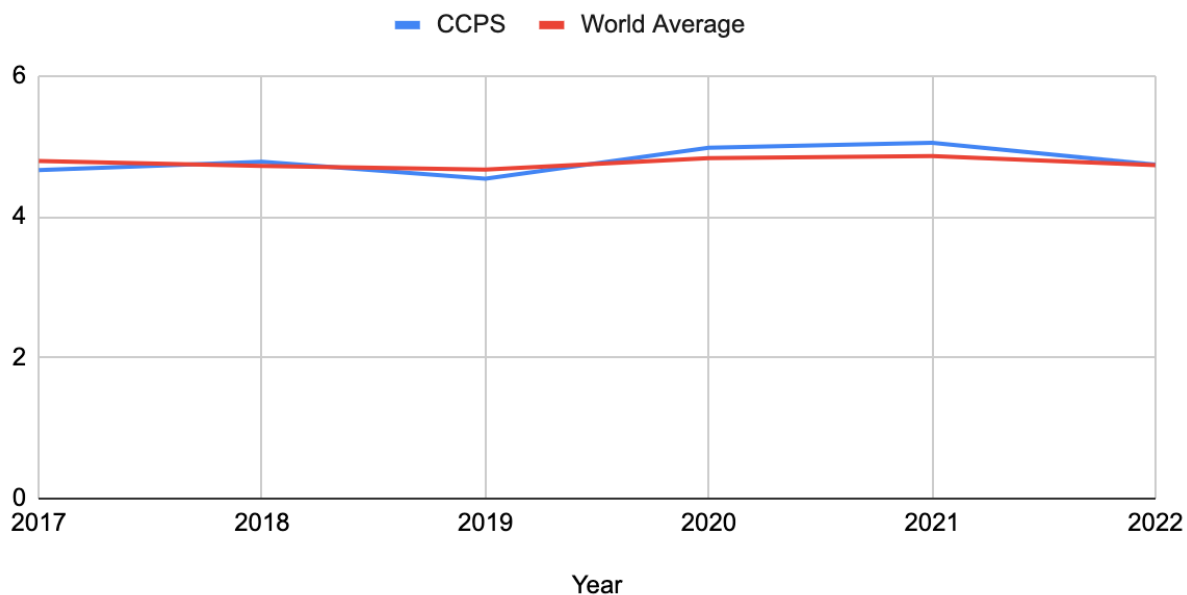
CCPS vs World Average for IB Math Analysis & Approaches and Higher Level Course Scores



In terms of our IB scores for our IB English A Literature Higher Level course versus the world average, CCPS has outperformed the world average four out of the past six years (including the past three years), which shows that we are achieving the part of our goal that ties into providing students with a world class education that prepares students for IB exams.

Year	CCPS	World Average
2017	4.66	4.79
2018	4.78	4.72
2019	4.54	4.67
2020	4.98	4.83
2021	5.05	4.86
2022	4.74	4.73

CCPS vs World Average for IB English A: Literature and Higher Level Course Scores



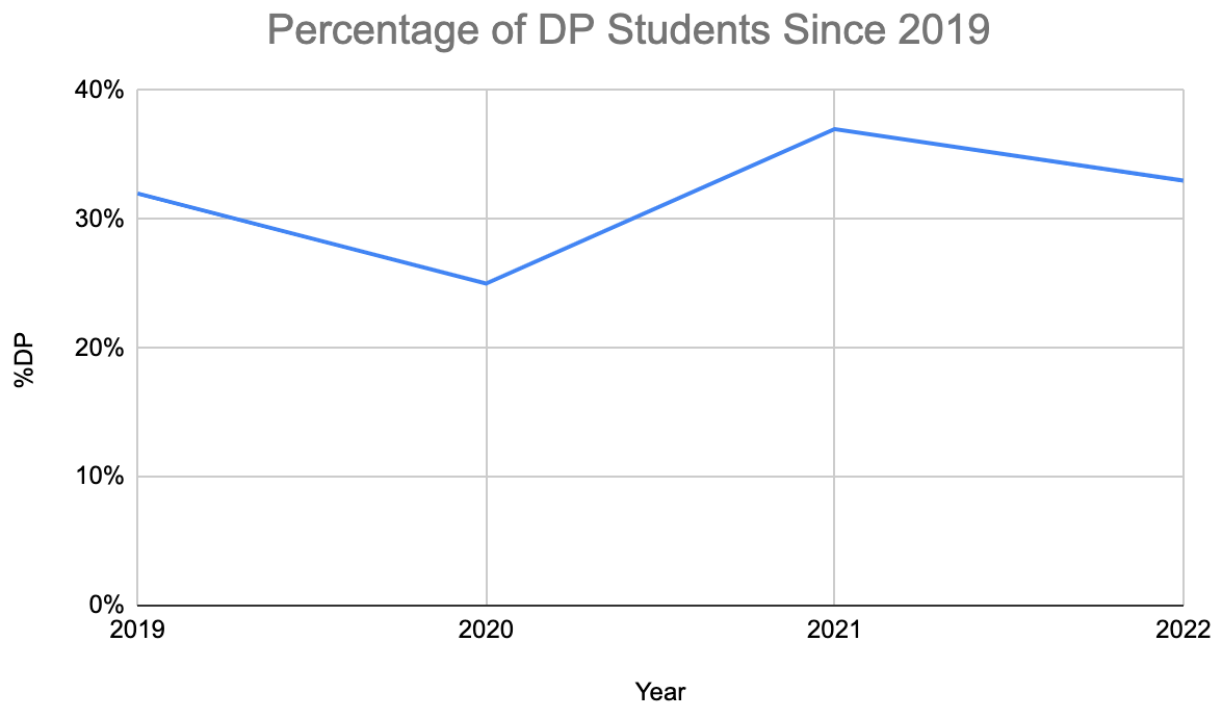
From an IB exam participation standpoint, over 97% of our students in 2022 participated in at least one IB exam. One student in 2022 was actually ineligible to sit for the exam due to being newly transferred to the school; thus, the participation rate of 97% would have been higher had we not counted the transfer student. For 2020 and 2021, the pandemic had a tangible impact on the number of students who participated in at least one IB exam.

Year	Percentage of Students Who Didn't Take At Least 1 IB Exam
2019	27.94%
2020*	1.39%
2021*	10.96%
2022**	2.86%

In terms of the percentage of students who were IB Diploma Program candidates, where students have to take 6 IB exams, the numbers are below.

Year	Percentage of Students Who Were IB DP Candidates
2019	32%

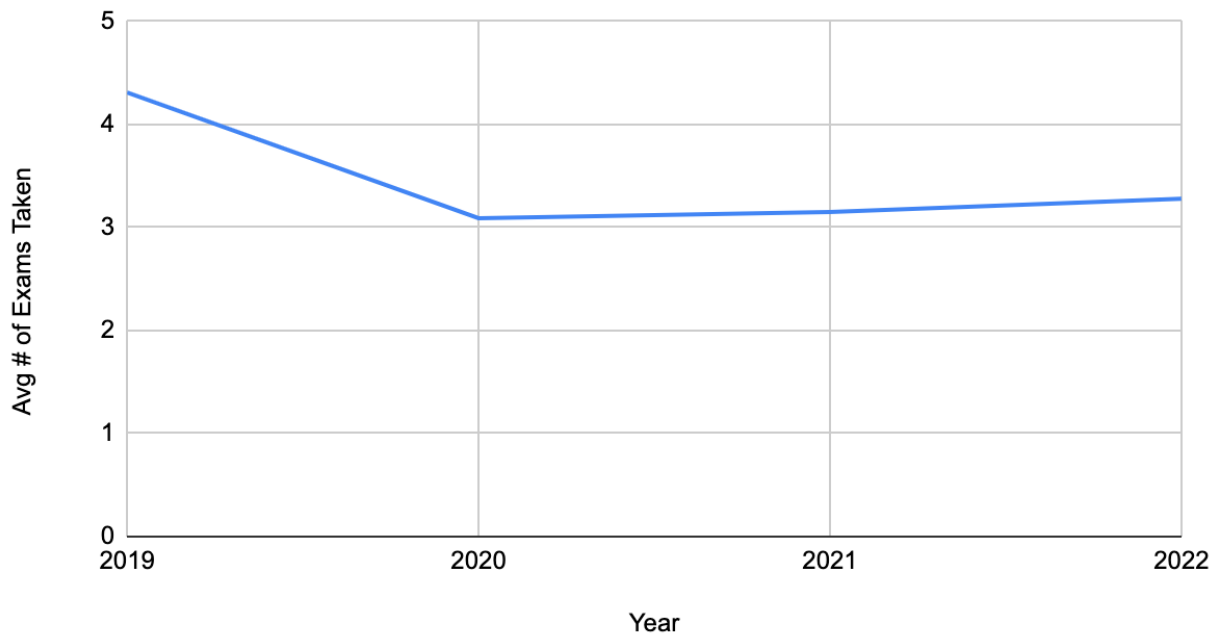
2020	25%
2021	37%
2022	33%



In terms of the average number of IB exams taken per student since 2019, the numbers are listed below.

Year	Avg # of Exams Taken Per Student
2019	4.31
2020	3.09
2021	3.15
2022	3.28

Average Number of IB Exams Taken Per Student Since 2019



All in all, we will further clarify the method for measurement for goal 2 after we have sufficient time to collect post-Covid baseline data in the years to come.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

When CCPS is trying to offer through its mission and educational program the opportunity for a world-class education based on the IB program curriculum and Paideia Method, there are certain teacher-focused, student-focused, and family-focused measures that are taken to achieve this.

Teacher-Focused

For example, this summer, we offered to staff members 16 hours of training on Paideia Methodology inside classrooms throughout all grade levels. To further support the area of intellectual coaching by teachers inside a Paideia classroom, we register teachers for Harvard

Project Zero training that focuses on the use of question formulation techniques and also visible thinking. Last school year, each department learned about the structure and essential elements of the IB Middle Years Program so that teachers are familiar with the expectations for IB education from grades 6-10. Grades 6-10 teachers were also given the opportunity to attend IB MYP training which they took advantage of. Moreover, we offered IB Approaches to Learning training to our teachers across all grade levels so that they can help our students refine the skills needed for success inside IB classrooms.

Student-Focused

During student-led conferences throughout the school year where the parents, students, and teachers meet together, students are asked to self-assess from the lens of IB learner profiles and also whether or not they demonstrated the approaches to learning skills emphasized across all grade levels. Parents and teachers also provide constructive feedback to students on their self-reflections during the student led-conference. To improve student communication using IB terminology, teachers introduced to students starting in middle school IB command terms that enables them to communicate effectively using common academic vocabulary across all subjects and grade levels.

Students have participated in Rachel's Challenge, a program to reduce violence in schools and facilitate connection. Cottonwood has worked with Rachel's Challenge for the past four years and plans to continue, as Rachel's Challenge utilizes Paideia strategies for their program including in-depth conversations, critical thinking, and hands-on activities.

Cottonwood offers a large variety of middle school, high school, and NMAA clubs and sports for students. Clubs include, but are not limited to: Mock Trial, Speech and Debate, Science Olympiad, Dungeons and Dragons, Crafting Club, Math Counts, Theater, Choir. In addition, Cottonwood students have after-school tutoring available weekly including math, ELA, and Spanish. During the summer, Cottonwood has offered students free enrichment and learning loss classes including: essay writing, drawing, Dungeons and Dragons, credit recovery support, middle school math and ELA, and Spanish.

The school has a counselor, social worker, and college counselor to help students with a variety of social-emotional needs and college preparation. Students have Advisory time with a staff advisor multiple times per week, where the advisor checks grades, communicates with families, and helps students with skills for a successful school experience. Students in grades 11 and 12 participate in CAS (Creativity, Activity, and Service) as part of the IB Diploma Program. Students log their CAS hours in the Managebac system and work with the CAS coordinator to ensure their activities are robust and meaningful.

Family-Focused

Cottonwood families are encouraged to participate in their students' education in a variety of ways:

- Parent Advisory Council- Parents and school administrators meet monthly so parents can give feedback on school policies and procedures.
- Parent Teacher Organization- Through the PTO, parents can volunteer and provide helpful assistance to Cottonwood staff and students.
- Equity Council- Parents and school representatives meet monthly so parents can give feedback on policies and procedures that effect *all* students.
- Open House- Parents are invited to meet teachers, walk the campus, and get helpful information about the school.
- Jumpstart- This summer program is aimed at new students and families to help them understand expectations and gain familiarity with Cottonwood.
- Student-Led Conferences- Students and parents meet (fall and spring) with the student's advisor to reflect on the students work in school, the progress made, and how the student has exemplified the IB Traits.
- IB Information Nights- This evening program is help 9th and 10th grade families understand the IB program students begin in grade 11.
- Evening College Counseling Workshops- Families get assistance with common college necessities such as the FAFSA form, college essays, and financial aid.
- Mindful Coyote- The counseling department sponsors evening meetings with families to support positive parenting strategies.
- Coffee with the Executive Director- Parents are invited to have coffee with the Executive Director and GC President.
- School website and social media accounts- The school's Communication Director manages the school website and social media accounts in order to help families get school information quickly and clearly.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be

identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response: Cottonwood Classical Preparatory School's administration and Governing Council (GC) are aware of the importance of sound accounting practices, financial controls, and budget establishment and maintenance in ensuring school success. The school has adopted and kept policies up to date to ensure compliance with local, state and federal laws, adherence to Generally Accepted Accounting Principles (GAAP) as well as statements brought forward from the Governmental Accounting Standards Board. The council acknowledges that GAAP is not applied to day-to-day activities nor in reporting to the NM Public Education Department (NMPED) as the NMPED requires reporting to its School Budget Bureau on a cash basis of accounting. GAAP is applied with the compilation of the annual financial statements in conjunction with the required annual external audit. Success is seen within the external audit as the school has always maintained the ability to have unmodified opinions on its audits and no findings that stretch beyond issues of minor non-compliance. Policies drive this success with the intent of not only having unmodified audit results, but also to safeguard assets which are deemed to be public funds. The school has finance and audit committees in accordance with state statute that meet on a regular basis as a matter of good practice in reviewing monthly internal finance reports, discussing other finance and budget related issues, and guiding the GC at open meetings in its decision making. The GC and school administration make it abundantly clear that the school works annually in budgeting the schools plan as opposed to planning the school's budget. The school's vision and mission must remain at the forefront of initial budget creation and subsequent budget maintenance in order to ensure student success while also safeguarding public money.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Cottonwood Classical Preparatory School (CCPS) has never fallen below the statutory minimum requirement of 5 Governing Council (GC) members, and during the term of the 2018-2023

renewal contract, its membership has sustained membership between 5 and 8 voting members, per its own by-laws.

There was only one GC member across this renewal contact period who did not satisfy the required training hours requirement. She resigned from the Governing Council before any action could be taken by its voting members or Executive Director.

All meeting agendas are posted at least three days prior to the GC meeting on the CCPS website, and approved minutes are posted after the following month's meeting. As of the 2022-23 school year, all public GC meetings are held in a hybrid format, with the option for the public to join in-person or virtually via Google Meet.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging?

School response:

Cottonwood Classical has implemented and continued programs to protect the rights of *all* students. Cottonwood Classical has received "no complaints determined to be valid" regarding: the school's lottery, admission, and enrollment practices, discipline hearings and practices, students' privacy, civil rights, constitutional rights, the McKinney Vento Act and students in the foster care system.

In addition to the above, Cottonwood Classical has implemented programs that support all students academically, social-emotionally, culturally, and with regard to students' economic status.

Academic Support

As an International Baccalaureate school, Cottonwood Classical students take accelerated classes in order to be prepared for the IB Diploma Program that begins in eleventh grade. We believe all students have the ability to achieve at high levels and our academic supports work in conjunction with students working at or above grade level in their classes.

Cottonwood Classical offers academic support for students by offering targeted math and English/Language Arts interventions for students in sixth through ninth grade. These targeted interventions are taught by teachers certified in the subject areas and are capped at fifteen students per intervention class. Students in the targeted interventions continue to take their grade level math or ELA class, with the intervention class assisting students in getting to grade-level proficiency.

Free after-school tutoring is offered to all students in math, language arts, and Spanish weekly. Students are tutored by teachers licensed in the subject area.

Each student has a staff advisor who checks grades, communicates with families, and coaches students in how to be successful at school.

Special Education students have small group math and ELA classes in 6th and 7th grade, Guided Studies at all grade levels, and incorporated ancillary services. Special education students participate in grade-appropriate classes in order to ensure these students have access to the general curriculum and make progress towards their IEP goals.

Teachers participate in regular professional development aimed at cultivating teaching and learning with follow-up time scheduled for teachers in grade level, department, and whole school meetings. A sample of the professional development staff has participated in the last two years include training with the National Paideia Center- Paideia Seminar, International Baccalaureate- Approaches to Teaching and Learning, Dr. Sharoky Hollie's Culturally and Linguistically Responsive Teaching and Learning, MidSchool Math, and Dual Language Education of New Mexico.

Social-Emotional

Cottonwood Classical has a full-time counselor and social worker to support students' social-emotional needs. The counseling staff is available to students as needed and as a resource to our community.

In addition to helping students during the school day, the counseling staff offers families parenting workshops after school and throughout the school year.

Cottonwood Classical uses BASE Education as an assessment and curriculum tool for students. The counseling staff monitors the program for "fire" words that indicate that a student needs additional support. The school has also used BASE for restorative discipline by having students complete modules that teach the SEL skills the student has shown a need in.

The counseling staff also assists administration in the SAT and student intervention process by checking grades and following up with students and families, attending intervention meetings, and participating as team members in the SAT process.

Culturally and Socio-Economically

Cottonwood Classical has diversified the curriculum, particularly in the area of English Language Arts. ELA teachers have used the NMPED's CLR Scorecard to vet novels used in classes. By using this tool, the English Language Arts department has fostered reading that increases representation, complex and multi-dimensional portrayals of various peoples, and encouraged critical consciousness in student thinking.

Cottonwood Classical will continue to add Culturally Responsive texts to the library collection. Our school librarian, Francine Binnert, has been a member of the Culturally and Linguistically Responsive Instruction PED training, which has worked to “develop a tool to audit high-quality ELA instructional materials for CLR and then develop implementation guides to help share this tool with districts and schools through the state”. Her knowledge of evaluating texts that are Culturally Responsive has been invaluable and will continue to allow our school to grow our library collection in a Culturally Responsive way.

School staff have received multiple trainings (see above) for implementing Culturally Responsive strategies in the classroom. All staff members have been trained by Dr. Hollie and a quarter of the staff have attended in-depth training through Dr. Hollie’s group, CCRTL, which “provides educators with a pedagogical framework for infusing the most appropriate, engaging, and responsive teaching practices into today’s diverse classrooms”.

Using ELTP funding to pay for the program, Cottonwood Classical has implemented a free after-school program called Study Club. Families can have their students stay after school until 5:30pm, where students can get assistance with homework and attend clubs and tutoring sessions. Cottonwood has done this in an effort to support our working families by providing a safe place for students to enrich their learning after school.

During the summer, Cottonwood has offered students free enrichment and learning loss classes including: essay writing, drawing, Dungeons and Dragons, credit recovery support, middle school math and ELA, and Spanish. Summer programming also included Jumpstart activities for new students and families, where new students attended prep activities with grade level teachers and parents met with school staff to learn about the systems the school uses (Schoology, PowerSchool, school protocols for attendance, etc.).

The school has provided each student with a Chromebook and if needed, a personal hotspot, so students can each have a device and access to the internet. Starting in the 2022-23 school year, each student will receive a set of novels to be used in the English Language Arts classes. Students will be able to annotate these texts, then keep them for future reference. In the past, each family was responsible for purchasing novels for their students. The school subsidizes, or pays for, the cost of IB exams for juniors and seniors based on financial need.

In the coming years, it is a priority of Cottonwood Classical to improve support for our diverse student population.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Although Cottonwood Classical is not located on tribal land or serves a high percentage of Native American students, the school has tribal representation on the Cottonwood Equity Council and offers Native American students the support detailed above.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

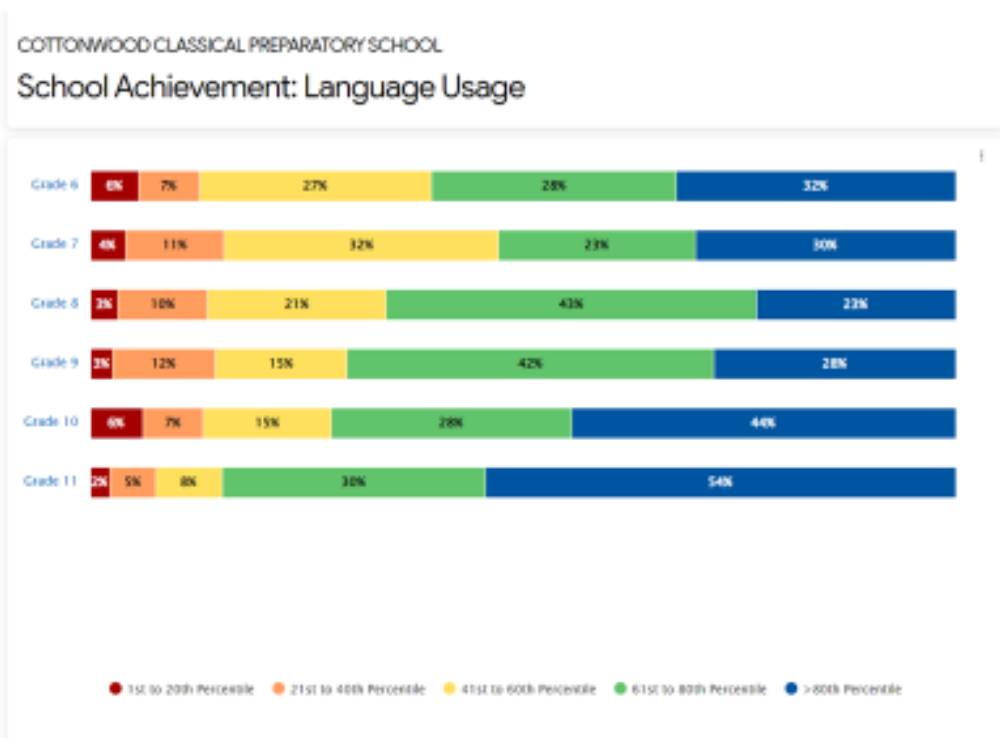
The school has not received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints. For the most recent site visit, the school received a “Does Not Meet Standard” for student support operational expenditure (Function 2100) in which the APS charter school median percentage is 9%, while Cottonwood’s is at 7.3% for FY 2020-2021. For FY 2021-2022, our student support operational expenditure is at 15%, which meets expectations. There is also no repeated “working to meet standard” for Performance Framework indicator.

Appendix A-1 Academic Data:

NWEA MAP Scores by Grade and Subject from Fall 2020-Spring 2022

Note: Please note that grade level proficiency (green and blue) is roughly at the 60th percentile in Math, Reading, and Language Usage.

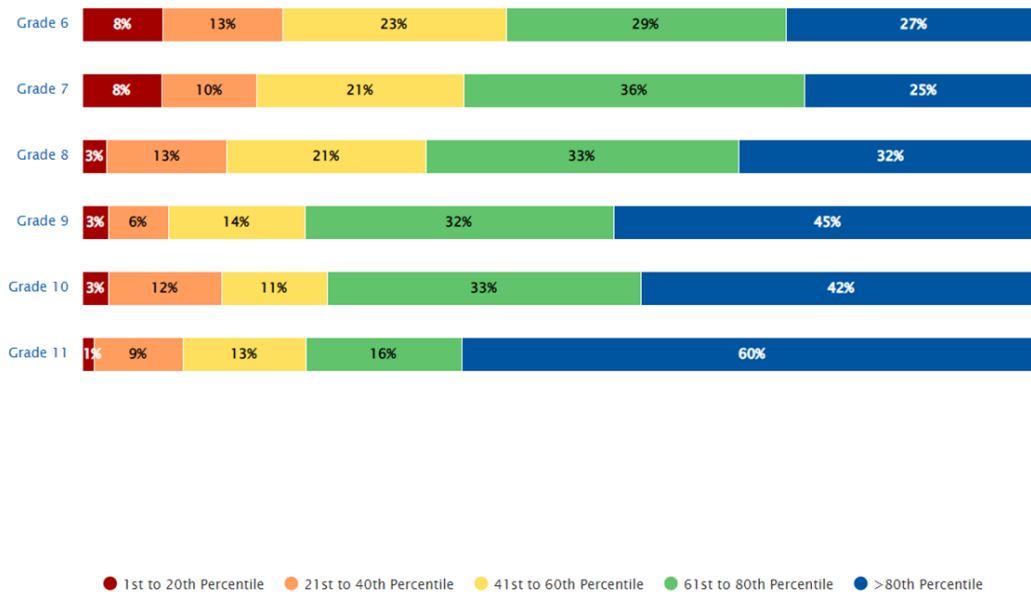
Fall 2020



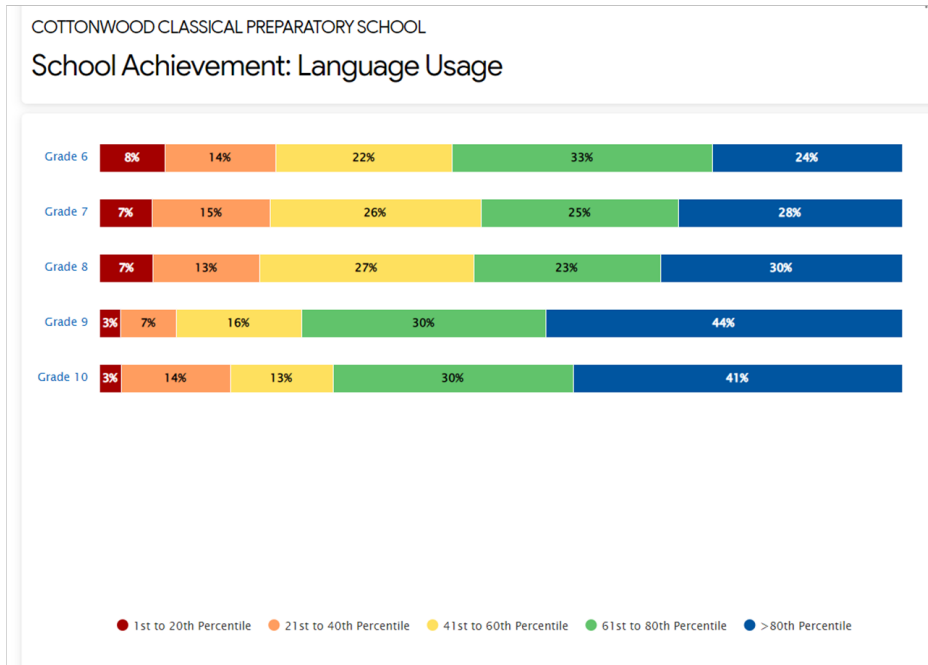
Winter 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

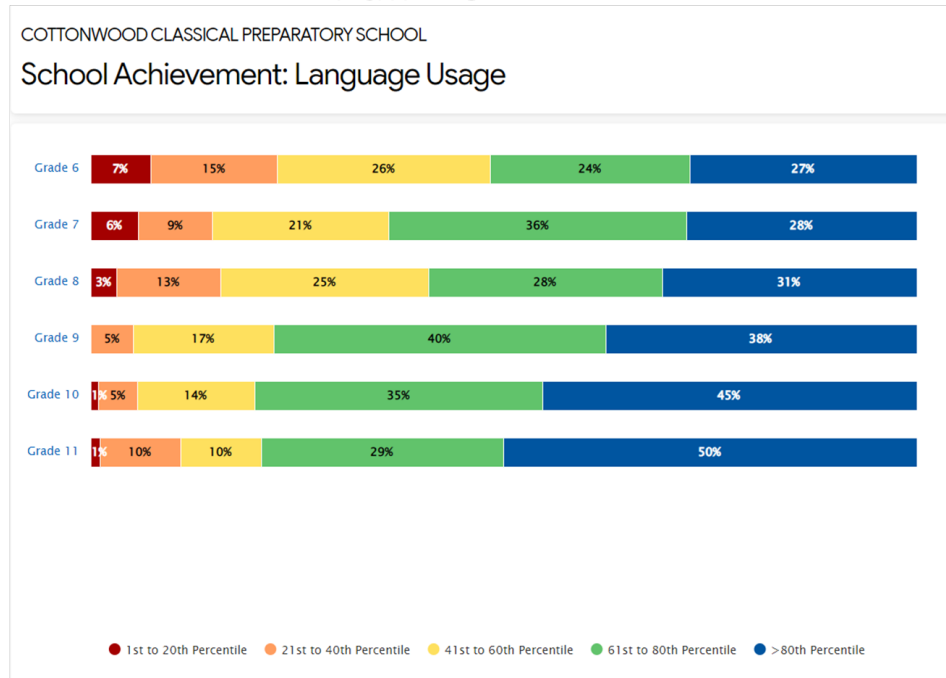
School Achievement: Language Usage



Spring 2021



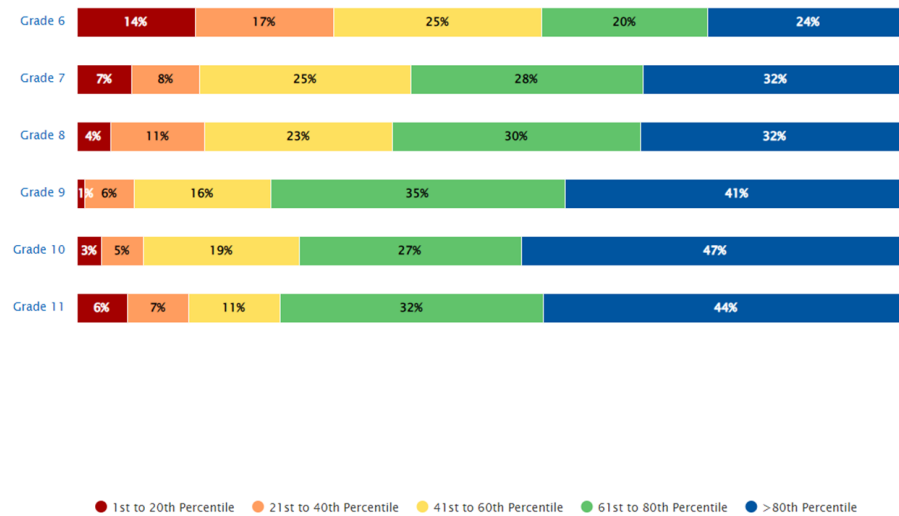
Fall 2021



Winter 2022

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

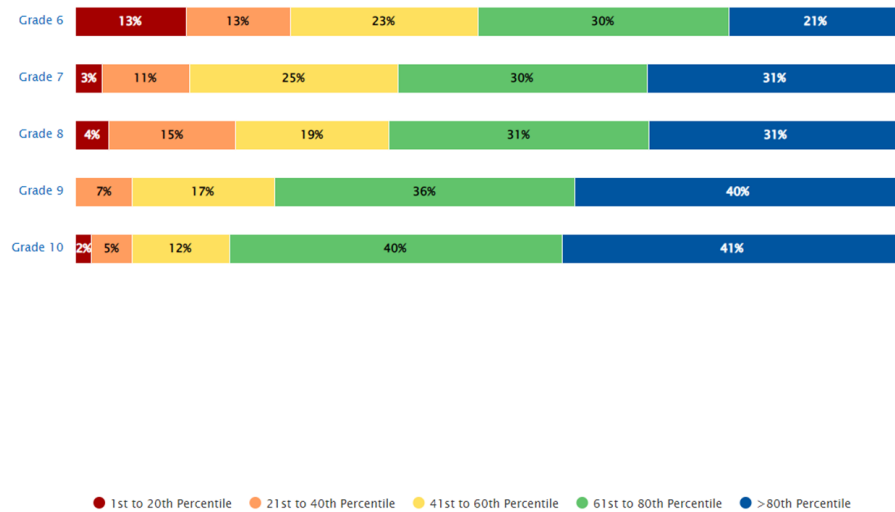
School Achievement: Language Usage



Spring 2022

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

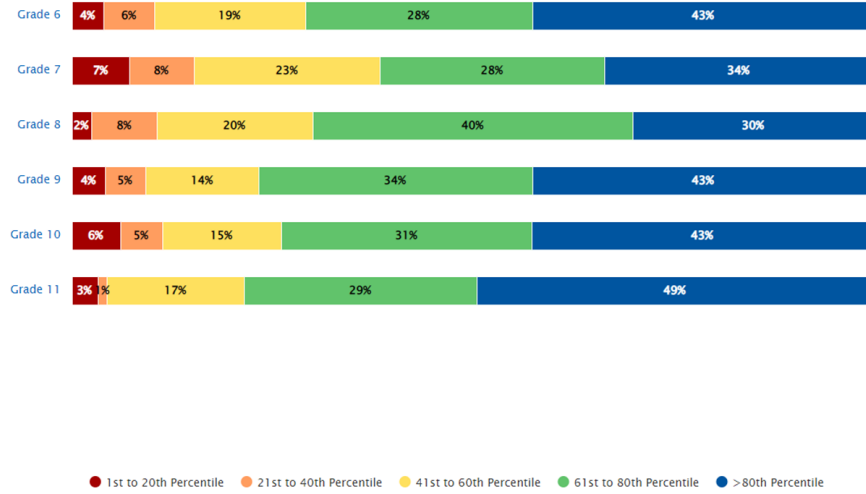
School Achievement: Language Usage



Fall 2020

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

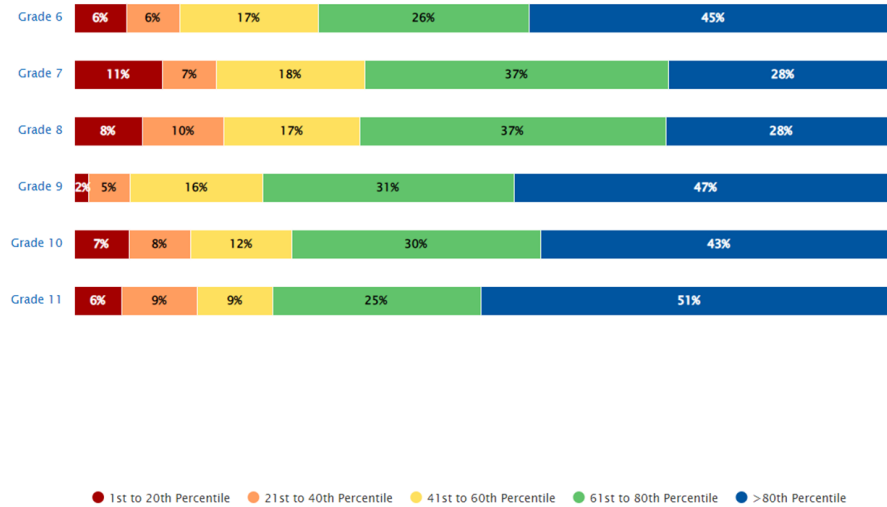
School Achievement: Reading



Winter 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

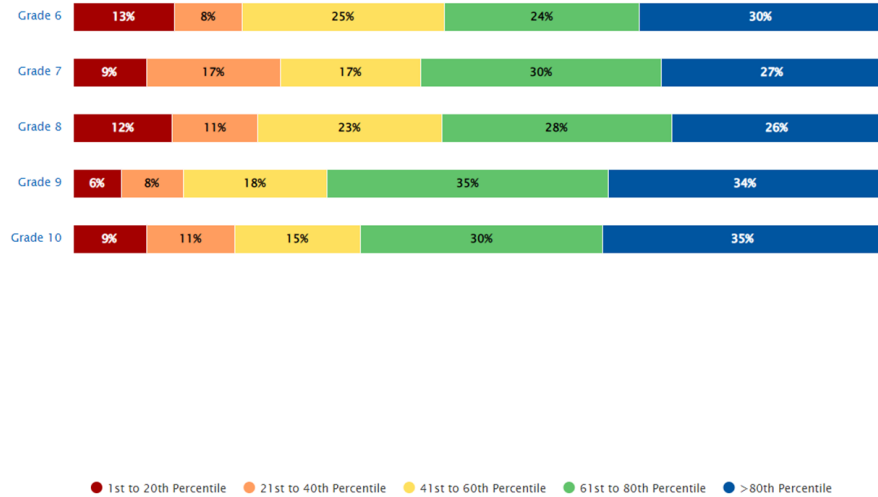
School Achievement: Reading



Spring 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

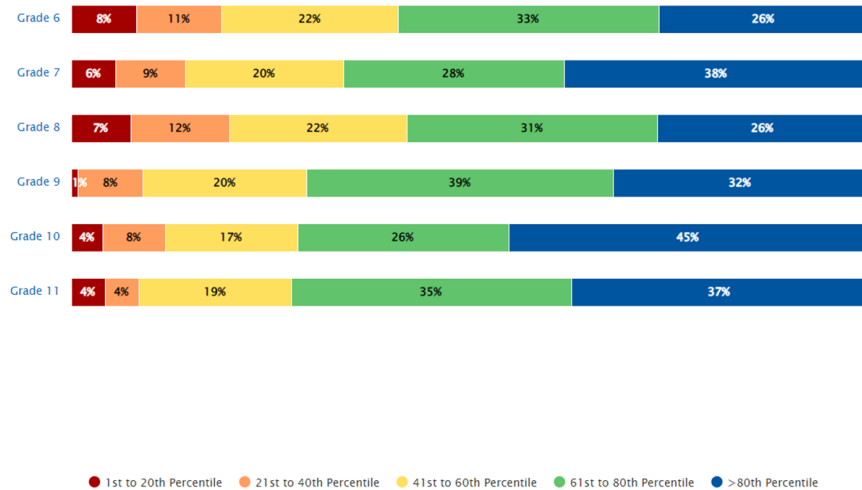
School Achievement: Reading



Fall 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

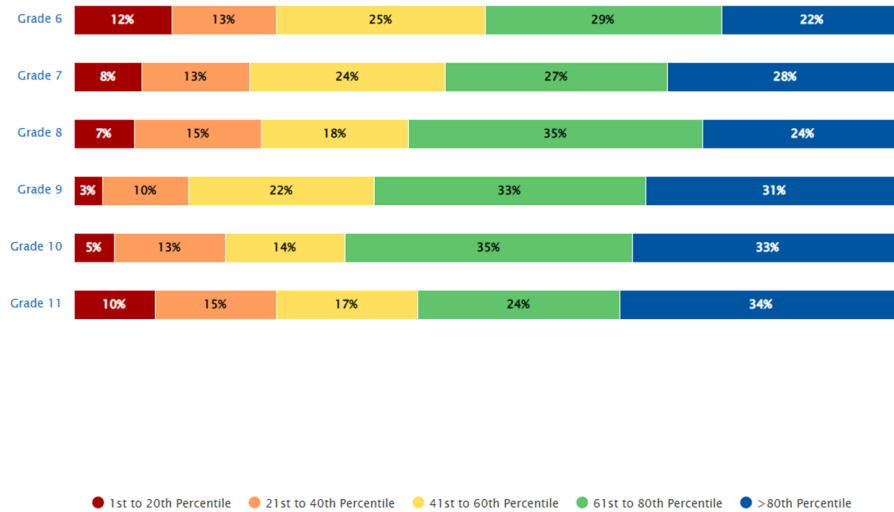
School Achievement: Reading



Winter 2022

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

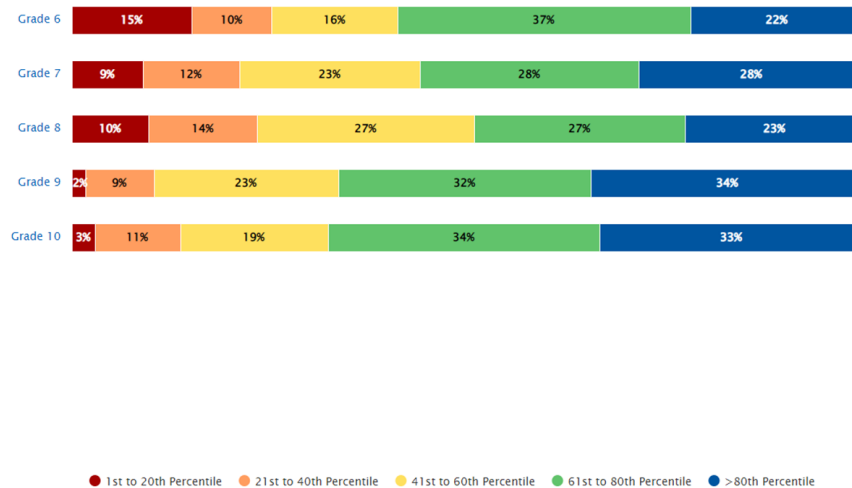
School Achievement: Reading



Spring 2022

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

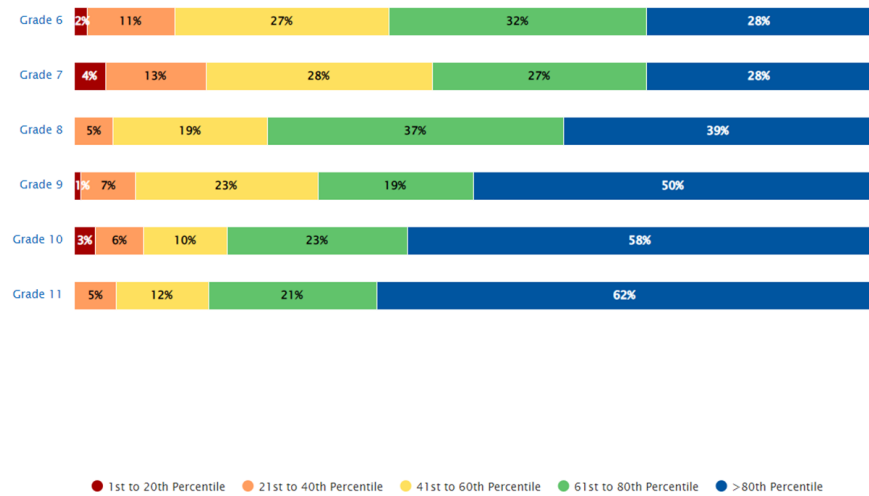
School Achievement: Reading



Fall 2020

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

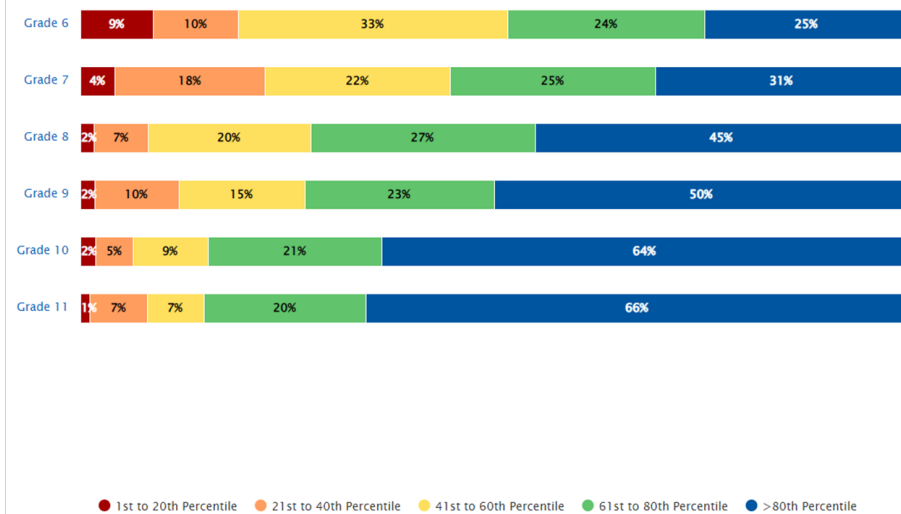
School Achievement: Math K-12



Winter 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

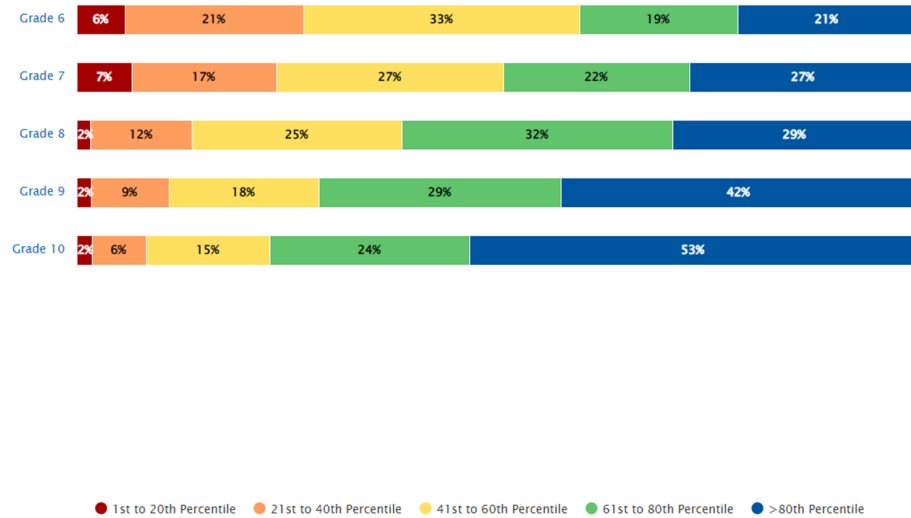
School Achievement: Math K-12



Spring 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

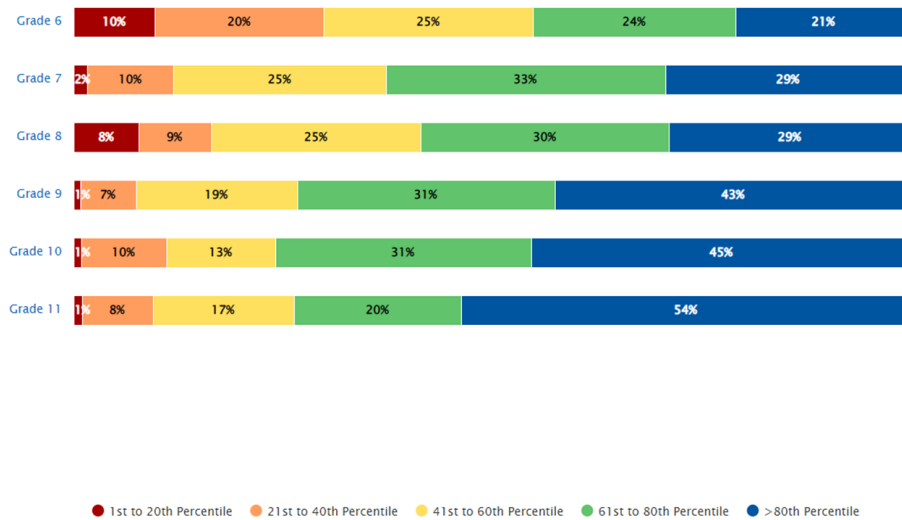
School Achievement: Math K-12



Fall 2021

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

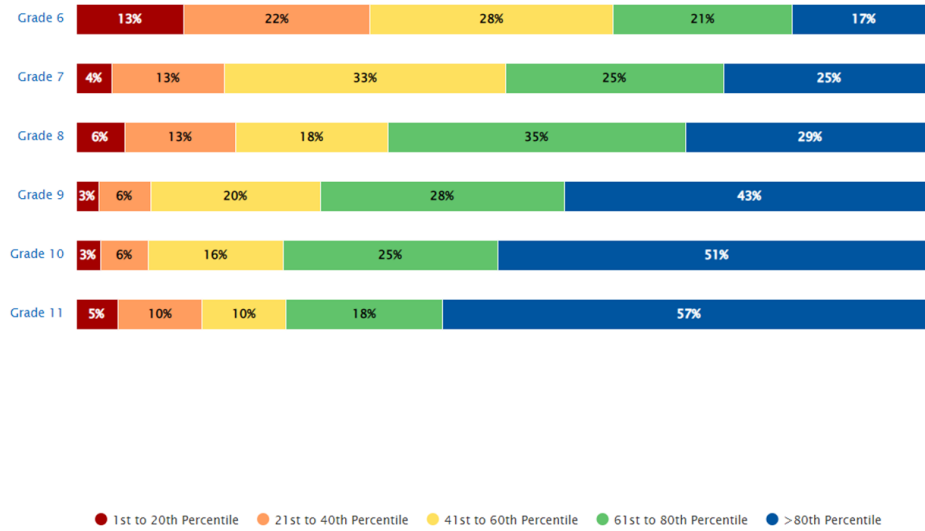
School Achievement: Math K-12



Winter 2022

COTTONWOOD CLASSICAL PREPARATORY SCHOOL

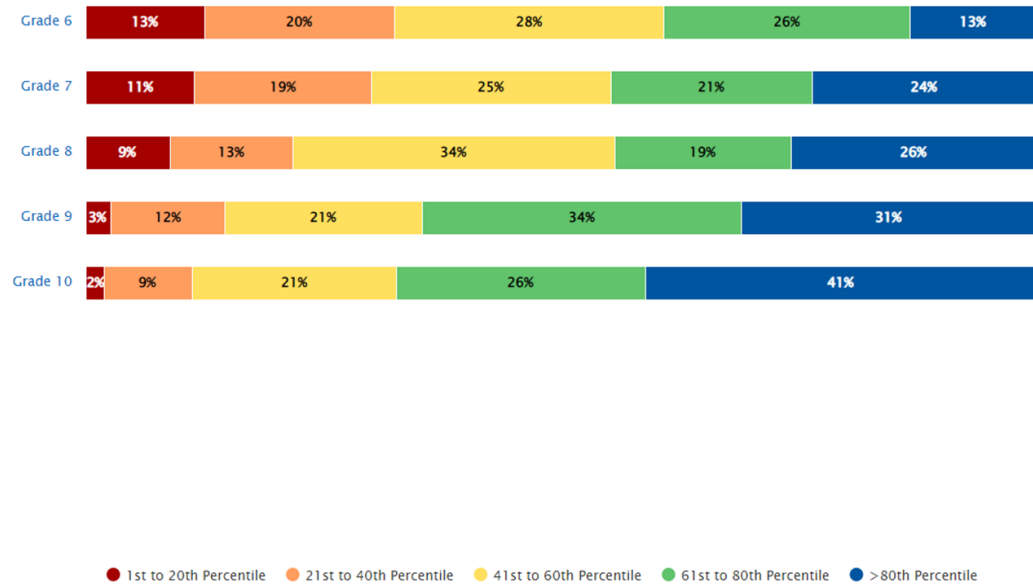
School Achievement: Math K-12



Spring 2022

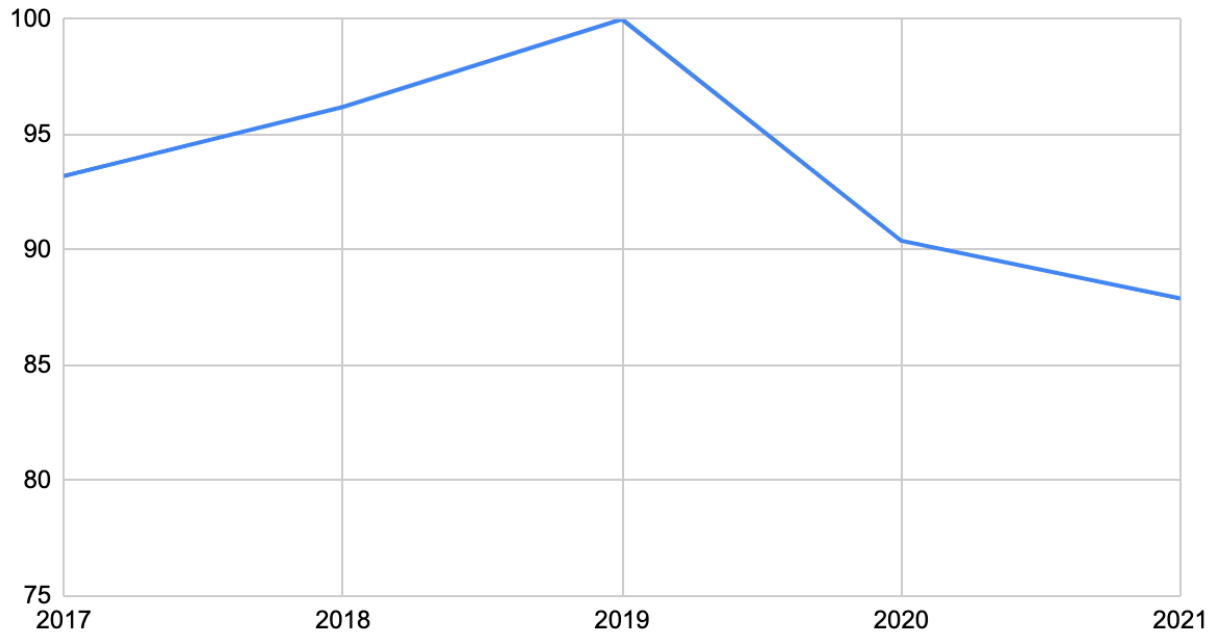
COTTONWOOD CLASSICAL PREPARATORY SCHOOL

School Achievement: Math K-12



Appendix A-2 Mission Goal Data.

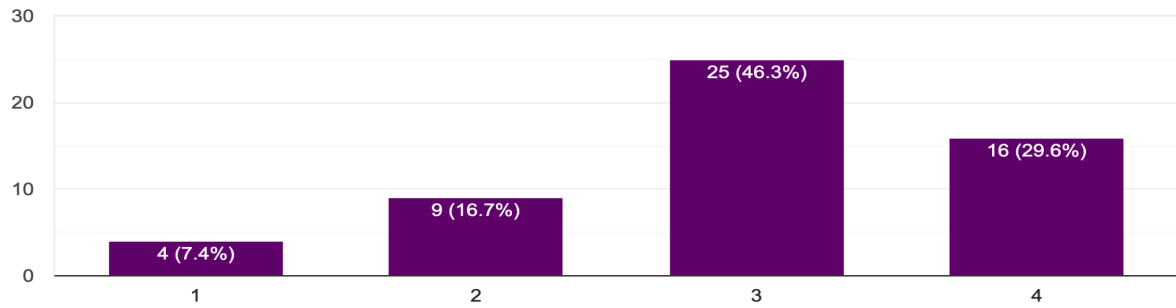
Graduation Rate from 2017 to 2021



Year	Graduation Rate
2017	93.2%
2018	96.2%
2019	100%
2020	90.4%
2021	87.9%

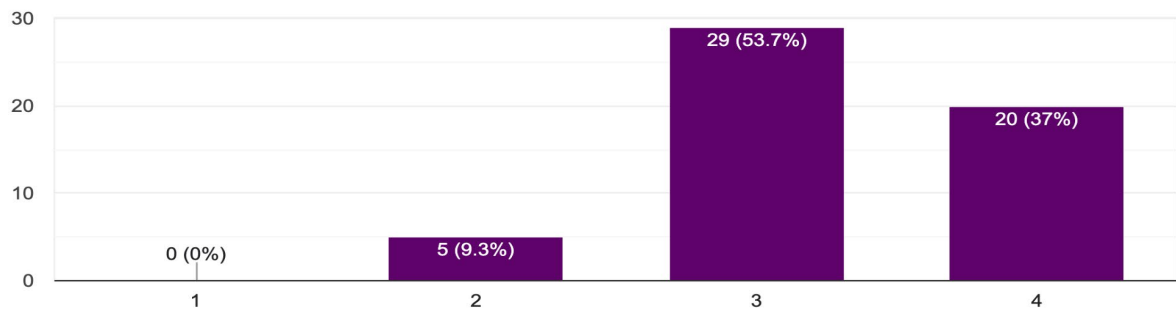
Your teachers provide opportunities for project-based learning, and classroom lessons are centered around students interacting with each other...ass) (refer to the scale at the top of the survey).

54 responses



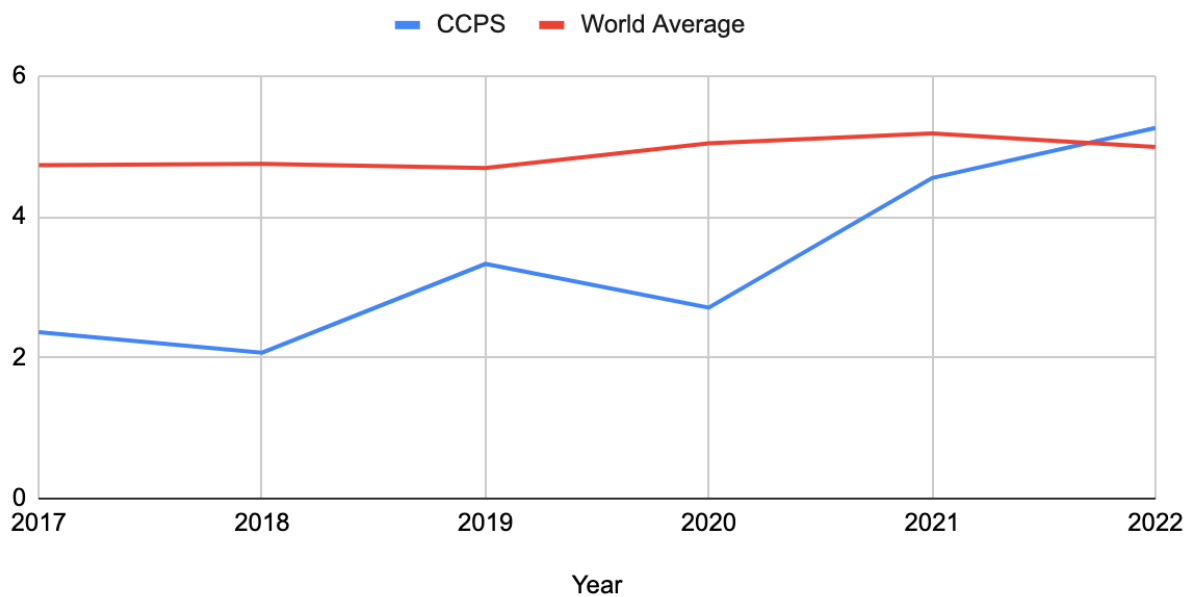
Overall, your teachers help you learn (refer to the scale at the top of the survey).

54 responses



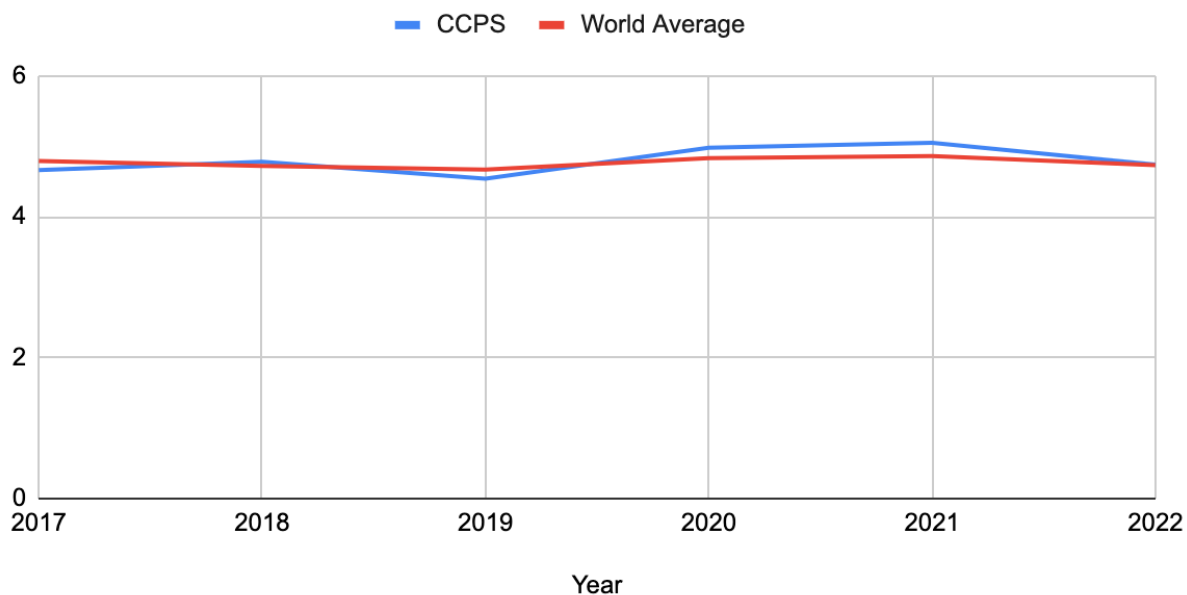
Year	CCPS	World Average
2017	2.36	4.73
2018	2.07	4.75
2019	3.33	4.69
2020	2.71	5.04
2021	4.55	5.18
2022	5.26	4.99

CCPS vs World Average for IB Math Analysis & Approaches and Higher Level Course Scores



Year	CCPS	World Average
2017	4.66	4.79
2018	4.78	4.72
2019	4.54	4.67
2020	4.98	4.83
2021	5.05	4.86
2022	4.74	4.73

CCPS vs World Average for IB English A: Literature and Higher Level Course Scores



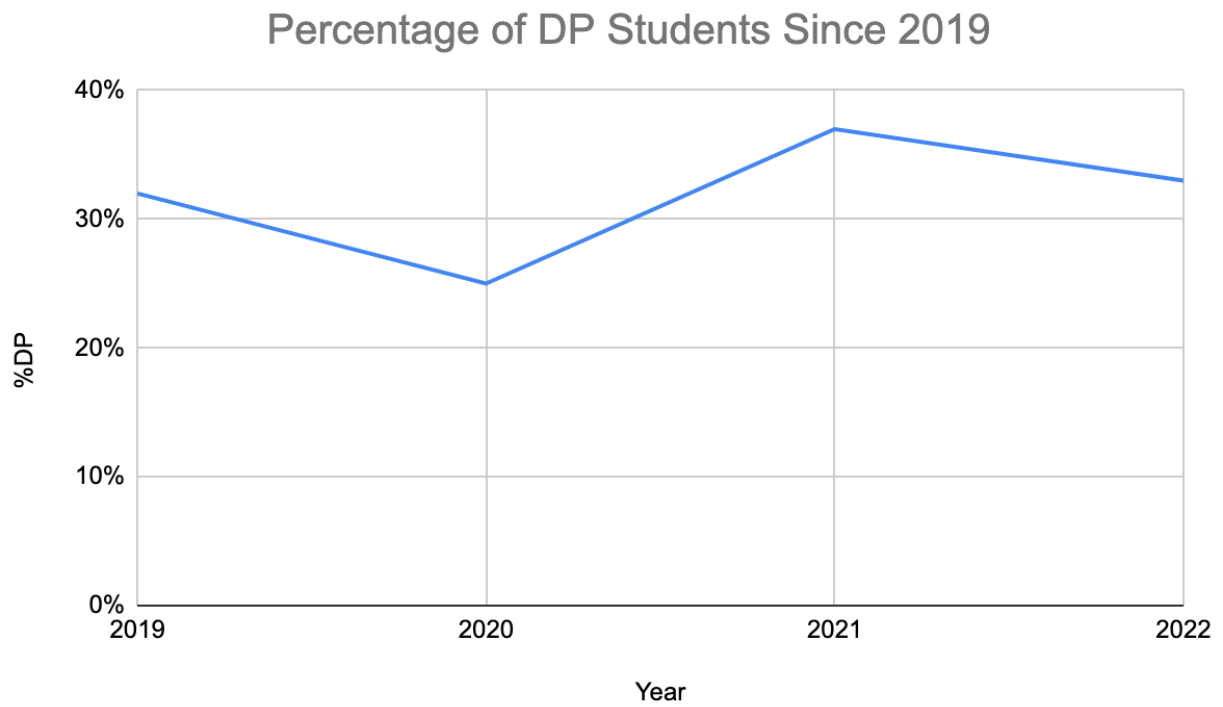
Year	Percentage of Students Who Didn't Take At Least 1 IB Exam
2019	27.94%
2020*	1.39%
2021*	10.96%
2022**	2.86%

*This was heavily impacted by covid

**One student was a new senior who was not eligible to sit for an exam.

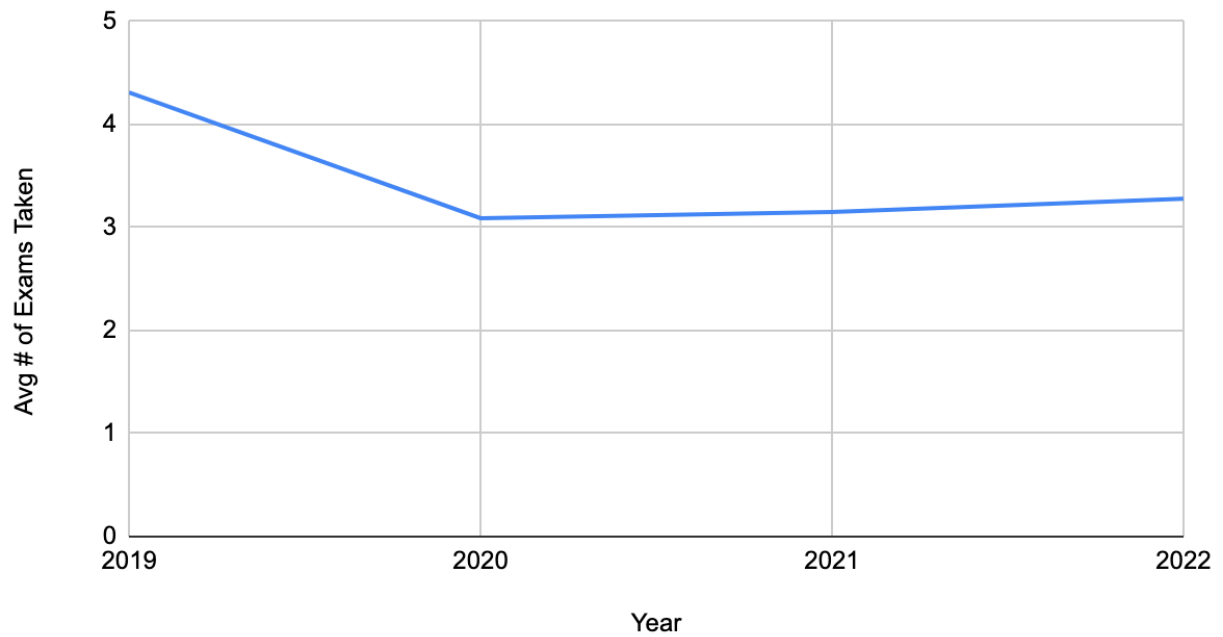
Year	Percentage of Students Who Were IB DP Candidates
2019	32%
2020	25%
2021	37%

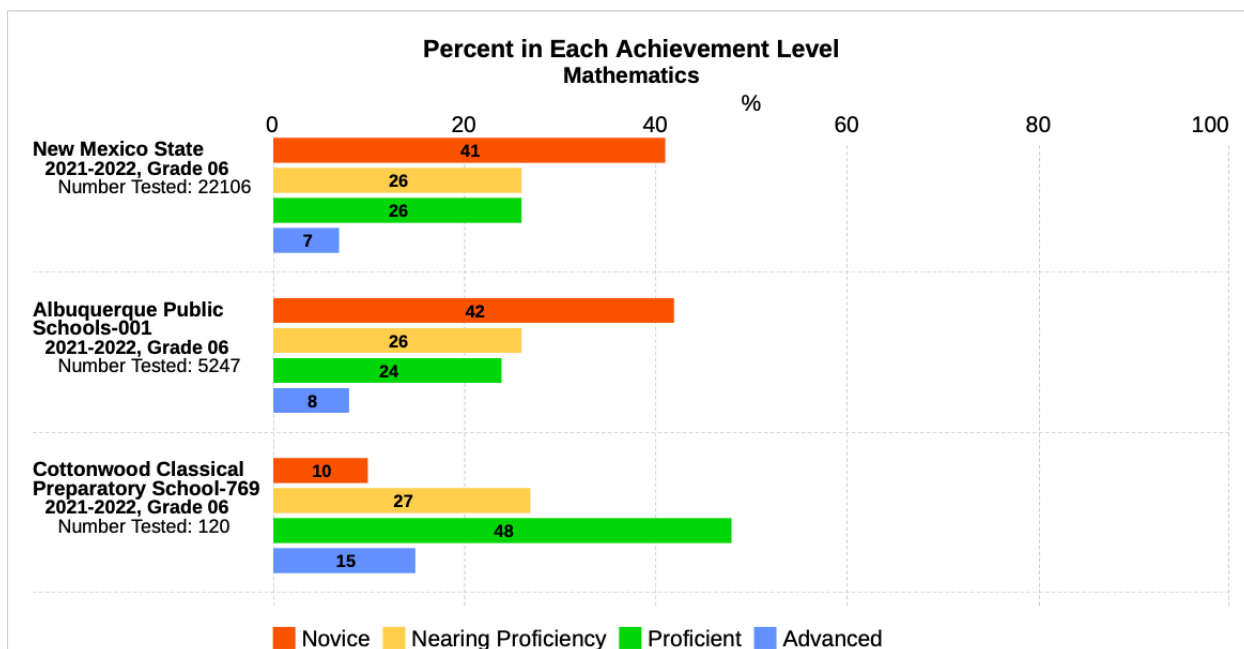
2022	33%
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Year	Avg # of Exams Taken Per Student
2019	4.31
2020	3.09
2021	3.15
2022	3.28

Average Number of IB Exams Taken Per Student Since 2019





Achievement Summary: MSSA/ASR, 2021-2022, Grade 06

Sort By: None ▼

