



YPICS Board Report
Freddy Zepeda, Executive Administrator

April 27, 2026

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

This report highlights key areas of student growth and engagement at our school, reflecting our continued commitment to academic achievement and meaningful learning experiences. Included are updates on i-Ready diagnostic results in Reading and Mathematics, which demonstrate progress across grade levels and student groups, as well as a spotlight on a recent student enrichment opportunity where our film students showcased their work on a national stage. Together, these highlights represent our focus on both rigorous instruction and opportunities that elevate student voice, creativity, and real-world application.



Instruction

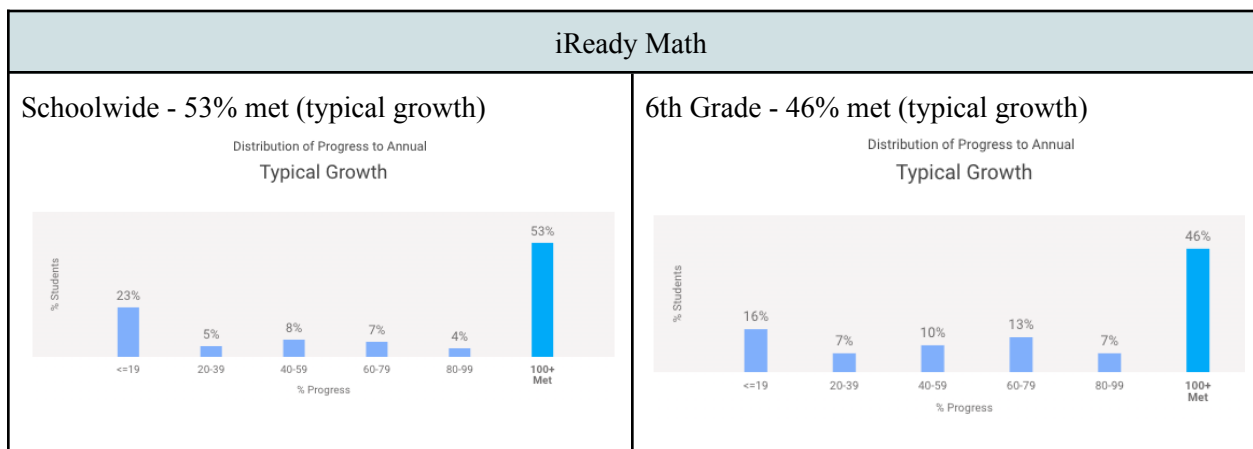
We are proud to share strong indicators of student growth from our most recent i-Ready diagnostic assessments in both Mathematics and Reading. These results reflect the collective efforts of our staff to focus on targeted instruction, intervention, and student motivation.

In Mathematics, 53% of students schoolwide met their typical growth goals. Notably, 55% of English Learners and 63% of Students with Disabilities met their growth targets, demonstrating meaningful progress among key student groups. When looking at placement movement, 51% of 6th grade students, 62% of 7th grade students, and 51% of 8th grade students improved by at least one placement level.

In Reading, outcomes were even stronger, with 63% of students schoolwide meeting their typical growth goals. English Learners also met this benchmark at 63%, while Students with Disabilities exceeded it at 69%. Placement level growth was evident across all grade levels, with 55% of 6th graders, 59% of 7th graders, and 66% of 8th graders improving by at least one level.

These results are especially encouraging as they reflect not only academic progress but also the effectiveness of our schoolwide focus on literacy development. Intentional efforts to celebrate student growth and provide incentives across grade levels have contributed positively to student motivation and performance, particularly in Reading.

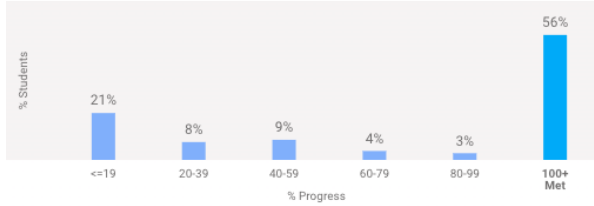
While a small number of students are still completing make-up assessments due to absences or unfinished tests, the current data set is representative of the vast majority of our student body.





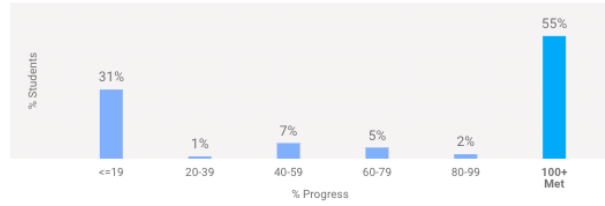
7th Grade - 56% met (typical growth)

Distribution of Progress to Annual
Typical Growth



8th Grade - 55% met (typical growth)

Distribution of Progress to Annual
Typical Growth



English Learners - 55% met (typical growth)

	Annual Typical Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵
All		
Yes - English Learner	120%	55%
No - English Learner	110%	53%

SWD - 63% met (typical growth)

	Annual Typical Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵
All		
Yes - Special Education	185%	63%

Stretch Goal: 6th - 18%; 7th - 25%; 8th - 22%

Students with improved placement: 6th - 51%; 7th - 62%; 8th - 51%

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 6	87%	46%	43%	18%	51%
Grade 7	117%	56%	55%	25%	62%
Grade 8	114%	55%	47%	22%	51%



iReady Reading																													
<p>Schoolwide - 63% met (typical growth)</p> <p style="text-align: center;">Distribution of Progress to Annual Typical Growth</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <tr> <th>% Progress</th> <th>% Students</th> </tr> <tr> <td><=19</td> <td>27%</td> </tr> <tr> <td>20-39</td> <td>3%</td> </tr> <tr> <td>40-59</td> <td>3%</td> </tr> <tr> <td>60-79</td> <td>3%</td> </tr> <tr> <td>80-99</td> <td>2%</td> </tr> <tr> <td>100+ Met</td> <td>63%</td> </tr> </table>	% Progress	% Students	<=19	27%	20-39	3%	40-59	3%	60-79	3%	80-99	2%	100+ Met	63%	<p>6th Grade - 65% met (typical growth)</p> <p style="text-align: center;">Distribution of Progress to Annual Typical Growth</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <tr> <th>% Progress</th> <th>% Students</th> </tr> <tr> <td><=19</td> <td>27%</td> </tr> <tr> <td>20-39</td> <td>3%</td> </tr> <tr> <td>40-59</td> <td>3%</td> </tr> <tr> <td>60-79</td> <td>3%</td> </tr> <tr> <td>80-99</td> <td>0%</td> </tr> <tr> <td>100+ Met</td> <td>65%</td> </tr> </table>	% Progress	% Students	<=19	27%	20-39	3%	40-59	3%	60-79	3%	80-99	0%	100+ Met	65%
% Progress	% Students																												
<=19	27%																												
20-39	3%																												
40-59	3%																												
60-79	3%																												
80-99	2%																												
100+ Met	63%																												
% Progress	% Students																												
<=19	27%																												
20-39	3%																												
40-59	3%																												
60-79	3%																												
80-99	0%																												
100+ Met	65%																												
<p>7th Grade - 59% met (typical growth)</p> <p style="text-align: center;">Distribution of Progress to Annual Typical Growth</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <tr> <th>% Progress</th> <th>% Students</th> </tr> <tr> <td><=19</td> <td>29%</td> </tr> <tr> <td>20-39</td> <td>2%</td> </tr> <tr> <td>40-59</td> <td>5%</td> </tr> <tr> <td>60-79</td> <td>1%</td> </tr> <tr> <td>80-99</td> <td>4%</td> </tr> <tr> <td>100+ Met</td> <td>59%</td> </tr> </table>	% Progress	% Students	<=19	29%	20-39	2%	40-59	5%	60-79	1%	80-99	4%	100+ Met	59%	<p>8th Grade 65% met (typical growth)</p> <p style="text-align: center;">Distribution of Progress to Annual Typical Growth</p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <tr> <th>% Progress</th> <th>% Students</th> </tr> <tr> <td><=19</td> <td>24%</td> </tr> <tr> <td>20-39</td> <td>4%</td> </tr> <tr> <td>40-59</td> <td>1%</td> </tr> <tr> <td>60-79</td> <td>4%</td> </tr> <tr> <td>80-99</td> <td>1%</td> </tr> <tr> <td>100+ Met</td> <td>65%</td> </tr> </table>	% Progress	% Students	<=19	24%	20-39	4%	40-59	1%	60-79	4%	80-99	1%	100+ Met	65%
% Progress	% Students																												
<=19	29%																												
20-39	2%																												
40-59	5%																												
60-79	1%																												
80-99	4%																												
100+ Met	59%																												
% Progress	% Students																												
<=19	24%																												
20-39	4%																												
40-59	1%																												
60-79	4%																												
80-99	1%																												
100+ Met	65%																												
<p>English Learners - 63% met (typical growth)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Annual Typical Growth ⓘ</th> </tr> <tr> <th style="text-align: center;">Progress (Median) ⌵</th> <th style="text-align: center;">% Met ⌵</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Yes - English Learner</td> <td style="text-align: center;">178% ✓</td> <td style="text-align: center;">63%</td> </tr> <tr> <td style="background-color: #d9ead3;">No - English Learner</td> <td style="text-align: center;">156% ✓</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table>		Annual Typical Growth ⓘ		Progress (Median) ⌵	% Met ⌵	Yes - English Learner	178% ✓	63%	No - English Learner	156% ✓	63%	<p>SWD - 69% met (typical growth)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Annual Typical Growth ⓘ</th> </tr> <tr> <th style="text-align: center;">Progress (Median) ⌵</th> <th style="text-align: center;">% Met ⌵</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Yes - Special Education</td> <td style="text-align: center;">235% ✓</td> <td style="text-align: center;">69%</td> </tr> </tbody> </table>		Annual Typical Growth ⓘ		Progress (Median) ⌵	% Met ⌵	Yes - Special Education	235% ✓	69%									
		Annual Typical Growth ⓘ																											
	Progress (Median) ⌵	% Met ⌵																											
Yes - English Learner	178% ✓	63%																											
No - English Learner	156% ✓	63%																											
	Annual Typical Growth ⓘ																												
	Progress (Median) ⌵	% Met ⌵																											
Yes - Special Education	235% ✓	69%																											
<p>Stretch goal: 6th grade - 28%; 7th grade 23%; 8th grade 32%</p> <p>Students with improved placement: 6th grade - 55%; 7th grade - 59%; 8th grade - 66%.</p>																													



Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙	
Grade 6	133%	65%	54%	28%	55%
Grade 7	141%	59%	52%	23%	59%
Grade 8	183%	65%	66%	32%	66%

Student Spotlight: Film Showcase at Julien Dubuque International Film Festival

We are equally excited to highlight an outstanding enrichment opportunity for our students in the arts. A group of 8th grade students enrolled in our film program recently traveled to Galena, Illinois to showcase their original film at the Julien Dubuque International Film Festival.

This experience represents a significant achievement, as students were selected to present their work on a national stage. During the festival, our student filmmakers not only screened their film but also participated in a live Q&A panel, where they discussed their creative process, storytelling choices, and production experience with an authentic audience.

Students were accompanied by our Film Teacher, Mr. Rosenberg, whose leadership continues to expand opportunities in the arts, as well as Ms. Brown, one of our Culture and Climate Coordinators, who supported students throughout the trip.

This experience exemplifies our commitment to providing students with real-world, project-based learning opportunities that extend beyond the classroom. It also highlights the power of arts education in building student voice, confidence, and creativity.



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

