



*A School That Leads with
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Escuela Avancemos Academy School Education Annual Education Report (AER)

February 2, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Escuela Avancemos! Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Ms. Ana Ulloa for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1823,119,0 (or you may review a copy in the main office at your child's school).

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school **HAS NOT BEEN GIVEN ONE OF THOSE LABELS.**

Escuela Avancemos Academy has several key challenges. Escuela Avancemos Academy has experienced several changes in instructional, support, and administrative staffing. These changes require Escuela Avancemos Academy to develop and implement a robust professional development plan that inculcates our new faculty with our philosophy of providing a full-service community model that values and upholds restorative principles, academic rigor, dual language acquisition, and community engagement strategies that inspire students to be critical thinkers and succeed at the highest level.

We have fully expanded our instructional program from K-5 to K-8 since our inaugural 2015 school year. This transition was completed in 2022. Our analysis of our Annual Educational Report data has been enlightening. Current Annual Educational Report data shows that we have experienced an increase in partially proficient and non-proficient students by 2.2% in MSTEP English Language Arts grades 3 through 7. We have also experienced an increase of 4.1% when monitoring partially proficient and non-proficient 3rd through 7th grade students in MSTEP Math. Our 8th grader students have experienced dramatic swings in data as well when analyzing PSAT Reading and Math assessment results. Between Spring 2022 and Spring 2023, Escuela Avancemos Academy 8th grade students experienced a decrease in



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non-proficient and partially proficient students in Reading by 10.2%, but an increase in partially proficient and non-proficient students in Math by 4.2%.

Science and Social Studies MSTEP assessment results have experienced similar swings in achievement for our partially proficient and non-proficient students. Between Spring 2022 and Spring 2023, Escuela Avancemos Academy 5th and 8th grade Science students experienced an increase in partially and non-proficient students by 2.8%. During the same instructional cycle, 5th and 8th grade students experienced a decrease in partially and non-proficient students by 4.4%.

Escuela Avancemos Academy is committed to its implementation of the Multi-Tiered Systems of Support (MTSS) program. The MTSS program will continue in reading and mathematics for all K-8 students. The delivery system is characterized by small-group instruction. Escuela Avancemos Academy continues its implementation of Success For All for our delivery of English Language Arts instruction and bilingual differentiation. This program focuses on learning through cooperative strategies to enhance our ability to deliver targeted and individualized instruction for our English Language Learners.

State law requires that we also report additional information.

Process of Assigning Students to the School:

1. Escuela Avancemos! is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state laws regarding enrollment.
2. The Academy does not charge tuition, nor discriminate in admission policies or practices based on intellectual ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color, or national origin.
3. In the spring, communication is made with all current families to begin the re-enrollment process for the next school year, with a preference for siblings.
4. In the event that any grade is overenrolled, students are held on a waitlist until enrollment status is determined.
5. The Academy identifies, evaluates, and services all children in the school who may have disabilities.

The Status of the 3–5-year School Improvement Plan

- A. The Single Building District Improvement Plan (SBDIP) is continuously reevaluated. Administrators, teachers, and ancillary staff participate in a comprehensive review of student data and collaborate to create a school-wide plan that includes a hierarchical arrangement of goals, objectives, strategies, and supporting activities. Our current academic focus is on reading and math, as evidenced by the district's DIP goals. All goals are focused on increasing achievement while narrowing achievement gaps between various subgroups.



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- B. There are three strategies that Escuela Avancemos! will focus on. The strategies are:
- (1) Data-Driven Decision Making
 - (2) High-Quality Balanced Assessment Systems
 - (3) implementation of MTSS

The plan is reviewed on an ongoing basis to review curriculum, school initiatives, and programs. Initiatives implemented as a result of this ongoing planning included:

- (1) An instructional coach to assist, monitor, and guide teachers with daily instructional practices.
- (2) MTSS meets monthly with teachers to review and discuss data and implement instructional strategies for Tier I and Tier II students.
- (3) Results from formative assessments are used to develop differentiated instruction in ELA and additional practice and re-teaching in all subject areas.

A Brief Description of the School

Escuela Avancemos! Academy is a public charter school located in Detroit. We are chartered by Central Michigan University and serve students in grades Kindergarten through eighth. Our curriculum offerings meet the State of Michigan requirements, and we strive to prepare students for success. Our school is structured to meet the emerging needs of our diverse multilingual community. Escuela Avancemos Academy is built on an innovative and holistic framework, where each student's identity drives the inclusive learning process. The unique pedagogy incorporates restorative principles, academic rigor, dual language acquisition, and community engagement strategies to inspire students to be critical thinkers and succeed at the highest level.

The core values at Escuela Avancemos form the foundation on which all work is performed and are the guidelines by which staff and students alike conduct themselves. These core values (as identified below) govern personal relationships, guide business processes, clarify what Escuela Avancemos stands for, explain business practices, guide teachers in instructional methodologies, inform decision-making, and underpin the whole organization.

- Academic Excellence
- Community
- Diversity, Equity, and Inclusion Practices



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- Bi-Literacy
- Responsiveness
- Growth Mindset
- Empathy

Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state model

EA Academy utilizes various available curriculum and resources to meet the expectations of the Common Core State Standards (CCSS). These resources aid the teachers in planning, instructing, and assessing in all core subject areas. The academy also uses a curriculum aligned with the New Michigan Science Standards (MSS) for instruction for Science. For Social Studies, they are aligned with Michigan's Grade Level Content Expectations (GLCE). The curriculum is available in the main school office.

Literacy

The Academy has adopted the Success for All reading program to teach reading. The core elements of the instructional model are as follows:

- **Cross-grade ability grouping and regrouping:** students are placed in a reading class that is aligned to standardized testing scores; a placed student may be grouped with younger or older students. Students are regrouped, following the administration of standardized testing during the winter.
- **90-minute reading block:** all ELA lessons are scripted for 90 minutes and mirror the Cycle of Effective Instruction, which contains the following 4 stages of instructional delivery: direct instruction; teamwork; assessment; and celebration. An emphasis on teamwork is evidenced by the majority of instructional time spent within this subcomponent within the scripted lessons.
- **Scripted and timed lessons:** all lessons are accompanied by a script and are timed in order to address all requisite reading skills.
- **Technology-supported instruction:** all lessons are supported with multimedia presentations and Smart Boards
- **Data-driven instruction:** instructors are expected to gather data throughout the lesson cycle in the form of formative and summative assessments. Comprehensive and detailed performance scales accompany all performance tasks within each lesson and students are provided copies of each rubric.



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- **Cooperative learning:** a majority of the learning process occurs in the contexts of student partnerships and teams.
- The Academy has adopted a research-based literacy program called iReady®, noted for its positive effects. iReady® delivers daily differentiated instruction for nonfiction reading and writing that are precisely tailored to each student's Lexile® reading level.

Curricular Program	Resources in program used for:
Success for All www.successforall.org	Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression
iReady login.iReady.com	Foundation writing skills, Vocabulary Acquisition, Development in Writing Purpose

Math

With respect to mathematics, the academy has implemented Eureka math. Eureka Math is fully aligned with Common Core Standards for Mathematics. Through the implementation of the curriculum, students will develop a conceptual understanding of math concepts through carefully sequenced modules. It also provides on-diagnosis, ongoing assessment, and intervention support.

Curricular Program	Resources in program used for:
Eureka Math https://greatminds.org/math	Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving

Science

Science instruction at Escuela Avancemos is led through highly crafted learning



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expeditions that are inquiry-based and have a strong basis in lab work, exploration, and mastery of specific concepts. The science curriculum is grounded from the work outlined by the Next Generation Science Standards (NGSS) from the National Research Council. Place-based education helps students explore their local environment. Science instruction at Escuela Avancemos provides virtual labs for all students that supplement more traditional labs in the core disciplines of science.

Curricular Program	Resources in program used for:
Science - Amplify Science https://www.amplify.com/programs/amplify-science	Biology, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics

Social Studies

The C3 Framework drives the Academy’s approach to disseminating social studies instruction. Students work toward state standards through the use of a wide array of monographs, textbooks, stories, videos, websites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. Students participate in well-crafted learning expeditions that address social justice issues that relate to the immediate environment.

Curricular Program	Resources in program used for:
Social Studies – Atlas Rubicon www.wayneresa-public.rubicon.org	History, Geography, Civics, Government, Economics and Public Discourse

Aggregate Student Achievement Results from Local Competency Testing or National Normed Achievement Tests

M-STEP Projected Proficiency (NWEA)



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As shown in the following table, the district tracks the level of readiness for state-testing (M-STEP). This information, which is sourced from the NWEA Projected Proficiency report, provides a prediction for state-testing outcomes, based on student percentile rankings. Students are counted 'proficient,' once their percentile rank falls somewhere in the 6th decile (it varies slightly for math and reading). Since this generally corresponds to above grade level, it is a more conservative and safer approach to measuring student growth over time. As the source report only covers grades 2–7, the district uses 'Grade Level' reports for kindergarten and first grade to determine the percentage of students at/above grade level. For PSAT8/9, MAP Growth tests are adaptive interim assessments aligned to state-specific content standards and administered in the fall, winter, and spring. Scores are reported on the RIT vertical scale with a range of 100 to 350. NWEA conducts norming studies of student and school performance on MAP Growth assessments to aid the interpretation of scores. Growth norms provide expected score gains for a test from term to term.

Grade	Testing Area	Fall 2021	Spring 2022	Fall 2022	Spring 2023
K	MATH	15.3%	9.5%	9%	66%
K	ELA	15.3%	11.9%	7%	42%
1	MATH	21.2%	20.5%	9%	15%
1	ELA	9%	5.7%	0%	4%
2	MATH	10%	16.7%	4.9%	10.2%
2	ELA	4%	6.1%	4.8%	5.2%
3	MATH	15.9%	9.5%	19.2%	11.6%
3	ELA	11.4%	19%	8.6%	13.3%
4	MATH	5.8%	8.1%	11.4%	13.6%
4	ELA	7.7%	12.3%	13.6%	18.2%
5	MATH	2.4%	12.8%	6.0%	4.2%



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5	ELA	17.1%	25.6%	12.0%	10.4%
6	MATH	2.3%	8.8%	7.0%	11.9%
6	ELA	15.4%	22.3%	13.9%	19.1%
7	MATH	20%	5.6%	7.1%	11.3%
7	ELA	27.5%	24.3%	16.7%	25%
8	PSAT MATH	24.2%	29.4%	32.4%	38.9%
8	PSAT ELA	24.2%	32.3%	32.4%	36.1%

Parent and Teacher Conference Data

February 2022 Parent Teacher Conferences	287 or 76% of student/family attendance during PT conferences (in person/Virtual)
May 2022 Parent Teacher Conferences	282 or 75% of student/family attendance during PT conferences (in person/Virtual)
November 2022 Parent Teacher Conferences	270 or 81.8% of student/family attendance during PT conferences (in person/Virtual)
February 2023 Parent Teacher Conferences	289 or 87.3% of student/family attendance during PT conferences (in person/Virtual)



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The staff, families, and students of Escuela Avancemos Academy have consistently demonstrated resilience and a continued promotion of high-quality education and prioritization of productive social-emotional learning. The constituents of Escuela Avancemos Academy have reflected an unwavering commitment to a holistic educational approach. We look forward to our continued success in years to come. Please feel free to reach out to us with any questions, concerns, or feedback.

Sincerely,

Farida Malik, Interim Principal
Escuela Avancemos Academy