

# Escuela Avancemos Academy



*A School That Leads with  
Heart and Mind*

## Annual Education Report (AER)

15 March 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 Sean Townsin, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HdBt86>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 THESE LABELS**

As evidenced by the combined report, the academy made substantial gains in ALL subgroups, as it relates to proficiency levels for reading in math. Most notably, Escuela Avancemos saw large increases in the percentage of English Language Learners (ELLs) demonstrating proficiency across content areas.

There does appear to be a possible gap in proficiency, according to gender. For the tested content area of ELA, male students surpassed the percentage of female students demonstrating proficiency by 8 percentage points in 3rd grade (29% vs 21%) and nearly doubled the performance of females in 4th grade (28.6% vs 15%). While female students surpassed the proficiency level of male students in 5th grade--23.5%, compared to male performance of 13%--there was a substantial gap in proficiency in math for 3rd grade: 37.5% of boys were proficient, while only 21.4% of girls received proficient designations. Since proficiency levels for both boys and girls was comparably low, it does appear that male students achieved, on average, at higher levels than their female peers. The district is currently targeting female students, based on NWEA MAP percentile data. Using the 'Projected Proficiency Report,' which provides probabilistic outcomes for students on state testing, administrators are monitoring whether projections lead to similar outcomes, according to gender, as well as providing additional support to female students that are close to projected proficient outcomes. Using supplementary instructional programs, such as Achieve3000 and Study Island, the district is targeting specific Common Core skill gaps and prioritizing standards that are specifically targeted on the M-STEP.

State law requires that we also report additional information:

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Escuela Avancemos Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments. The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply. In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list.

## **2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

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.

## **3. A BRIEF DESCRIPTION OF ESCUELA AVANCEMOS ACADEMY**

Escuela Avancemos is a single-district school dedicated to continuous improvement through social, behavioral, and academic outcomes. Striving to be the best local educational option for its students and families, the Academy offers evidence-based curricula and pedagogy to meet the needs of its diverse student population. Escuela Avancemos 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.

- Community
- Diversity and Inclusion
- Empathy
- Responsiveness
- Innovation
- Growth Mindset
- Bi-literacy
- Academic Excellence

## **4. CORE CURRICULUM**

The curricular programs chosen are aligned to the Common Core standards which are adopted by the state of Michigan. More information about the programs, including links to access the website, are listed below:

### ***Literacy***

The Academy has adopted the Success for All reading program to teach reading. 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 administration of standardized testing during the winter.
- **90-minute reading block:** all ELA lessons are scripted for 30 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 assessment and summative assessment. Comprehensive and detailed performance scales accompany all performance tasks within each lesson and students are provided copies of each rubric.
- **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 Achieve3000®, noted for its positive effects. Achieve 3000® 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<br><a href="http://www.successforall.org">www.successforall.org</a> | Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression |
| Achieve 3000<br><a href="http://www.achieve3000.com">http://www.achieve3000.com</a> | Foundation writing skills, Vocabulary Acquisition, Development in Writing Purpose                               |

### *Math*

With respect to mathematics, the academy has implemented Eureka math. This will be the third year the Academy will be implementing the program in grades 1-5<sup>th</sup>. Eureka math is fully aligned to Common Core Standards for Mathematics. Through implementation of the curriculum, students will develop conceptual understanding of math concepts through carefully sequenced modules. It also provides on-diagnosis, going assessment, and intervention support.

| Curricular Program   | Resources in program used for:  |
|--|---|
| Eureka Math<br><a href="https://greatminds.org/math">https://greatminds.org/math</a> | Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving |

### *Science and Social Studies*

Science instruction at Escuela Avancemos is led through highly crafted learning 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.

The C3 Framework, drives the Academy’s approach in disseminating social studies instruction. Students work toward state standards through use of a wide array of monographs, textbooks, stories, videos, web sites, 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.

| <b>Curricular Program</b>  | <b>Resources in program used for:</b>  |
|--|--|
| Science - Amplify Science<br><a href="https://www.amplify.com/programs/amplify-science">https://www.amplify.com/programs/amplify-science</a> | Biology, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics |
| Social Studies - Atlas Rubicon<br><a href="https://wayneresa-public.rubiconatlas.org">https://wayneresa-public.rubiconatlas.org</a>          | History, Geography, Civics, Government, economics, and Public Discourse                                |

## 5. AGGREGATE STUDENT ACHIEVEMENT RESULTS

### M-STEP Projected Proficiency (NWEA)

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—5, the district uses ‘Grade Level’ reports for kindergarten and first grade to determine the percentage of students at/above grade level at any given time.

| Grade | Testing Area | Fall 2017 | Winter 2018 | Fall 2018 | Winter 2019 |
|-------|--------------|-----------|-------------|-----------|-------------|
| K     | MATH         | 4.2%      | 18.6%       | 7%        | 9.4%        |
| K     | ELA          | 20%       | 10.1%       | 3.4%      | 3.2%        |
| 1     | MATH         | 5.3%      | 8.5%        | 8.3%      | 21.3%       |
| 1     | ELA          | 5.4%      | 5.2%        | 6.7%      | 8.2%        |
| 2     | MATH         | 27.3%     | 7.6%        | 3.8%      | 13.8%       |
| 2     | ELA          | 9.1%      | 9.3%        | 1.8%      | 5.7%        |
| 3     | MATH         | 17.7%     | 17.7%       | 11.6%     | 6.5%        |
| 3     | ELA          | 20.4%     | 22.2%       | 11.7%     | 11.1%       |
| 4     | MATH         | 16.7%     | 13.9%       | 27.5%     | 25.6%       |
| 4     | ELA          | 22.2%     | 25%         | 24.4%     | 27.9%       |
| 5     | MATH         | 0%        | 0%          | 2.9%      | 2.9%        |

|   |     |       |       |       |       |
|---|-----|-------|-------|-------|-------|
| 5 | ELA | 16.1% | 19.5% | 24.2% | 25.8% |
|---|-----|-------|-------|-------|-------|

## 6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

| Parent Involvement Initiatives      | Outcome (# of participants) or Impact                  |
|-------------------------------------|--|
| November Parent-Teacher Conferences | 68% student/family attendance during PT conferences    |
| March Parent-Teacher Conferences    | 70% of student/family attendance during PT conferences |
| May Parent-Teacher Conferences      | 59% of student/family attendance during PT conferences |

Escuela Avancemos continues to make exceptional progress in academics and other measures. The recently released State Index, which assigns a value of 0-100 to schools, has awarded the academy 58.32 points, compared to the prior year's overall index of 46.58 points. Schools that fall below 30 points are targeted for improvement and must enter into partnership agreements with the state. The school's present index is higher than EVERY single open-enrollment DPS school and exceeds nearly all nearby charter schools. As the index is based on 6 sub-components, the district is currently working to identify areas for improvement, such as chronic absenteeism, which impacts academic achievement. The academy anticipates a 2019—2020 index score of at least 60, which would further improve its ranking in relationship to neighboring schools.

Sincerely,

Sean Townsin  
Principal