



*A School That Leads with
Heart and Mind*

Escuela Avancemos Academy

School Annual Education Report (AER) Cover Letter

10 January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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/2PyrRsh>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 grades 4th and 5th for ALL subgroups, as it relates to proficiency levels for reading and math. Most notably, Escuela Avancemos saw large increases in the percentage of English Language Learners (ELLs) demonstrating proficiency across content areas. There was, however, a drop in proficiency levels for third graders in both reading and math.

While the 2018--2019 academic year saw ongoing achievement gaps between male and female students, those gaps narrowed. For 4th grade males, proficiency in math and reading was 31.3% in both content areas. Female students for the same grade level were at 22.2% in both content areas, representing a 9.1% gap. A somewhat more modest gap was seen in 5th grade performance, where male performance in math and reading was at 27.3% and 22.7%, respectively. For 5th grade female students, corresponding proficiency levels were both at 20%. It is worth noting that the third grade class saw a much larger achievement gap between male and female

students, where while 20% of male students were proficient in each content area, roughly half of females were proficient. The data for the 2018--2019 academic year suggest a need for an ongoing focus on gender but provide assurances of existing interventions' efficacy.

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 ScootPad, 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, offering K-6th grade. Escuela Avancemos is 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.

- Academic Excellence
- Growth Mindset
- Innovation
- Bi-literacy
- Community
- Empathy

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 instructions 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
Achieve 3000 http://www.achieve3000.com	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 1-6. 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 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 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 in disseminating social studies instruction. Students work toward state standards through the 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.

Curricular Program	Resources in program used for:
Social Studies - Atlas Rubicon https://wayneresa-public.rubiconatlas.org	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—6, 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.

In comparing Fall 2019 projections to Fall 2018 projections, the academy can be noted as being in a stronger relative position, presently. In comparing the overall proficiency projections for K--5th grade in both content areas, one can see that in 8/12 instances, the projections are currently above Fall 2018 levels.

Grade	Testing Area	Fall 2017	Winter 2018	Fall 2018	Winter 2019	Fall 2019
K	MATH	4.2%	18.6%	7%	9.4%	2%
K	ELA	20%	10.1%	3.4%	3.2%	7%
1	MATH	5.3%	8.5%	8.3%	21.3%	20%
1	ELA	5.4%	5.2%	6.7%	8.2%	8%
2	MATH	27.3%	7.6%	3.8%	13.8%	12.5%
2	ELA	9.1%	9.3%	1.8%	5.7%	6.3%
3	MATH	17.7%	17.7%	11.6%	6.5%	9.1%
3	ELA	20.4%	22.2%	11.7%	11.1%	17%
4	MATH	16.7%	13.9%	27.5%	25.6%	11.4%
4	ELA	22.2%	25%	24.4%	27.9%	7.7%
5	MATH	0%	0%	2.9%	2.9%	20.4%
5	ELA	16.1%	19.5%	24.2%	25.8%	28%
6	MATH	n/a	n/a	n/a	n/a	2.8%
6	ELA	n/a	n/a	n/a	n/a	27.8%

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

Parent Involvement Initiatives 18-19	Outcome (# of participants) or Impact
November 2018 Parent-Teacher Conferences	209 or 68% student/family attendance during PT conferences
March 2019 Parent-Teacher Conferences	216 or 70% 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 63.66 points, compared to the prior year's overall index of 58.32 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 65, which would further improve its ranking in relationship to neighboring schools.

Educationally Yours,

Sean Townsin
Principal