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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015—2016 educational progress for Escuela Avancemos Academy District. The AER addresses the complex reporting information required by federal and state law. Our staff is available to help you understand the information contained in this report. Please contact Sean Townsin for help if you need assistance.

The AER that provides relevant state-testing results is available for you to review by visiting the following website: <https://goo.gl/tfCvq2> or you may review a copy in the main office of the academy.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified HAS NOT BEEN GIVEN ONE OF THESE LABELS.

In addressing some of the challenges in meeting proficiency in all core-content areas, the district has completely revamped its curriculum to suit the needs of its learners. Students are grouped according to percentile rankings on NWEA MAP assessment data, as it relates to reading. Subsequent to each testing interval, students are then regrouped for the purposes of accelerating achievement. With respect to math, the district has changed its curriculum to Eureka, which is based on the Engage NY model. This research-based model is aligned to the Common Core and includes embedded scaffolding strategies for our English Language Learners (ELLs). The academy has also begun to transition to a science curriculum that is based on the Next Generation Science Standards (NGSS) through its adoption of the Discovery Education Science Program. Lastly, the district is now more closely aligned to the Michigan Social Studies Standards and has adopted the C3 Framework.

## **Student Assignment to Schools**

Escuela Avancemos! Academy is a tuition free public charter school that holds the following requirements: Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Escuela Avancemos! Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a student who is not a Michigan resident.
- Escuela Avancemos! Academy admissions may be limited to students within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- Escuela Avancemos! Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.
- Escuela Avancemos! Academy shall allow any student who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If Escuela Avancemos! Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

## Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- Escuela Avancemos! Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list is determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- Escuela Avancemos! Academy may neither close the application period nor hold a random selection drawing for unauthorized grades.

## Legal Notice

- Escuela Avancemos! Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. At a minimum, the legal notice must include:
  - A. The process and/or location(s) for requesting and submitting applications.
  - B. The beginning date and the ending date of the application period.

- C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending Escuela Avancemos! Academy.
- Escuela Avancemos! Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

### Re-enrolling Students

- Escuela Avancemos! Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- An enrolled student who does not re-enroll by the specified date can only apply to Escuela Avancemos! Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, Escuela Avancemos! Academy will determine the following:
  - A. The number of students who have re-enrolled per grade or grouping level.
  - B. The number of siblings seeking admission for the upcoming academic year per grade.
  - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
  - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

### Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.

Escuela Avancemos! Academy will use a credible, neutral “third party” to conduct the random selection drawing. Further, Escuela Avancemos! Academy will:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant. Escuela Avancemos! Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

## District Improvement Status

The District Improvement Plan (DIP) 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.

## Core Curriculum

As mandated by the State of Michigan, Escuela Avancemos Academy district has developed a core curriculum for all grade levels it serves. Teachers are responsible for implementing the curriculum, which is driven by content and language objectives drawn from the Common Core. Teachers work in Professional Learning Committees (PLCs) to refine curricula, based on student formative and summative assessment data. Mastery is measured by various formative, benchmark, and standardized assessments. Outcomes are defined based upon CCSS, which can be viewed at:

<http://miccss.org/>

## Aggregate Student Achievement Results

To compare two years of aggregated student achievement data, please go to the following page:

<https://goo.gl/qCXsvY>

## Parent-Teacher Conference Data

Parent-Teacher conferences are held semi-annually to provide opportunities to communicate student progress throughout the year. District participation is reported below:

Parent Involvement Initiatives	Outcome (# of participants) or Impact
September Parent-Teacher Conferences	33% family attendance (65 families)
October Family Night	19% family attendance (37 families)
December Parent-Teacher Conferences	29% family attendance (58 families)
December Family Night	20% family attendance (39 families)

**Student Assessment Data** – Includes the following two assessments:

- M-STEP (Michigan Student Test of Educational Progress)
- NWEA MAP (Measures of Academic Progress)

These reports contain the following information:

- M-STEP assessment information for English Language Arts (ELA) and Mathematics for grades 3-5, compared to state averages for all students, as well as subgroups of students.
- NWEA MAP assessment information in the areas of reading and math for grades K-5. This report helps users understand student achievement in the context of percentile rankings, nationally.

NWEA MAP Performance by Grade (% at/above norm)

	Baseline Data	1 <sup>st</sup> Quarter Data	2 <sup>nd</sup> Quarter Data	3 <sup>rd</sup> Quarter Data	4 <sup>th</sup> Quarter Data
K	n/a	20%	29%		
1	28%	29%	27%		
2	15%	22%	26%		
3	42%	50%	30%		
4	32%	32%	36%		
5	50%	52%	42%		
Schoolwide	29%	34%	31%		
Hot List	28	26	25		
Achieving Expected Growth	n/a	12/26			

<b>End of Year Goal</b>	<b><u>40% or more of students reading at/above grade level as measured by the NWEA</u></b>
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M-STEP Projected Proficiency (NWEA)

<b>Reading</b>	<b>Spring '16</b>	<b>Fall '16</b>	<b>Winter '17</b>
<b>2</b>	<u>n/a</u>	<u>7.8%</u>	<u>8.3%</u>
<b>3</b>	<u>15.5%</u>	<u>12.3%</u>	<u>17%</u>
<b>4</b>	<u>12.7%</u>	<u>15.9%</u>	<u>10.9%</u>
<b>5</b>	<u>15.6%</u>	<u>23.3%</u>	<u>25%</u>
<b>Schoolwide</b>	<u>13.1%</u>	<u>13.8%</u>	<u>14.2%</u>
<b>Math</b>	<b>Spring '16</b>	<b>Fall '16</b>	<b>Winter '17</b>
<b>2</b>	<u>n/a</u>	<u>8.5%</u>	<u>10.6%</u>
<b>3</b>	<u>12%</u>	<u>10.2%</u>	<u>8.7%</u>
<b>4</b>	<u>8.9%</u>	<u>4.8%</u>	<u>0%</u>
<b>5</b>	<u>3.1%</u>	<u>3.3%</u>	<u>0%</u>
<b>Schoolwide</b>	<u>6.6%</u>	<u>7.1%</u>	<u>5.4%</u>

**Accountability Scorecard – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, attendance rates, as well as accountability scorecard status.

**Teacher Qualification Data**

- Identifies teacher qualifications at the district level
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

In further anticipation of this year's state test, the academy critically analyzes and leverages norm-referenced data to project performance on the M-STEP.

We are proud of the work our staff is doing to ensure that students develop into lifelong learners. While the district maintains a laser focus on achievement in all content areas, we are committed to providing student support services with licensed schools social workers and bilingual aides for our ELL population. We offer a diverse educational experience, as evidenced by our rigorous reading program through Success for All, which affords students the opportunity to accelerate into placement levels above their grade level. In honoring our heavily Latino(a) population, we provide a Spanish-immersion program that begins in kindergarten for families that opt for that choice. Through our ongoing analysis of our DIP, we have made changes in our curricula, based on the needs of our learners. At Escuela Avancemos Academy, we have continued to honor our mission to “Prepare, Educate, and Inspire, Every Student Every Day for Lifelong Success!”

Sincerely,

Sean Townsin, Chief Academic Leader

Oswaldo Rivera, CEO