



*A School That Leads with  
Heart and Mind*

## **Escuela Avancemos Academy**

### **School Annual Education Report (AER) Cover Letter**

17 January 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 Lyndsey McClintic, K-3 Instructional Leader, or Dr. Steven Ovares, 4-8 Instructional Leader, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3FZzHC1> or you may review a copy in the main office at Escuela Avancemos! Academy.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. 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 2017-18. 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 2016-17. 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**

100% of students opted out of state testing this past year (20-21), and so the combined report is showcasing state-level data from the 18-19 school year. However, in accordance with state law and in order to continue to have a strong sense of where our students are performing, EA has continued to administer benchmark assessments, both NWEA and iReady to students during fall, winter, and spring testing sessions.

Though the academy has continued to make academic gains and consistently receives high marks for growth – particularly among its EL learners, the overall proficiency level for the academy is not yet where we know it should be. We have high expectations for our students and our educators, and we know that continually working to close the opportunity gap is a strong foundation, but we must continue to pursue strategies and platforms that can further accelerate student growth.

What can be noted from the projected proficiency report for this past academic year is that there is less growth and some stagnation in the area of English Language Arts. With the exception of our first grade cohort, minimal growth can be seen in projected proficiency across the grade levels. In the new virtual model we found ourselves in this past academic year, the academy is working to provide intentional, differentiated, small group instruction daily to all students, utilizing paraprofessional support and the intervention program iReady.

## **KEY INITIATIVES TO FOSTER STUDENT ACHIEVEMENT**

The district is currently targeting students requiring tier 2 and 3 academic supports, 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, as well as providing additional support to students that are close to projected proficient outcomes. Using supplementary instructional programs, such as iReady and Imagine Learning, the district is targeting specific Common Core skill gaps and prioritizing standards that are specifically targeted on the M-STEP.

The district also continues to implement a “What I Need” (WIN) block for all students in grades K-8. This is time embedded into the school day for enrichment or intervention for individual or small groups of students in the homeroom class. We have hired additional instructional support staff to monitor, support, and teach these small groups of students alongside the teacher in the area of need specific to that individual group.

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! Academy is a single-district school, offering K-8<sup>th</sup> 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
- Community
- Diversity, Equity, and Inclusion Practices
- Bi-Literacy
- Responsiveness
- Growth Mindset
- 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 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 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 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.

<b>Curricular Program</b>	<b>Resources in program used for:</b>
Success for All <a href="http://www.successforall.org">www.successforall.org</a>	Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression
iReady <a href="http://login.iReady.com">login.iReady.com</a>	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 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.

<b>Curricular Program</b>	<b>Resources in program used for:</b>
Eureka Math <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**

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.

<b>Curricular Program</b>	<b>Resources in program used for:</b>

<p>Science - Amplify Science  <a href="https://www.amplify.com/programs/amplify-science">https://www.amplify.com/programs/amplify-science</a></p>	<p>Biology, Earth and Space, Force, Matter &amp; Energy, Motion &amp; Energy, Organisms and Environments, Physics</p>
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**Social Studies**

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>
<p>Social Studies - Atlas Rubicon  <a href="https://wayneresa-public.rubiconatlas.org">https://wayneresa-public.rubiconatlas.org</a></p>	<p>History, Geography, Civics, Government, economics, and Public Discourse</p>

**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 2–7, 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 2019	Spring 2020	Fall 2020	Spring 2021
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K	MATH	4.8%	11.6%	64.7%	64.7%
K	ELA	16%	16.2%	64.7%	35.2%
1	MATH	21.5%	32%	45.8%	26.6%
1	ELA	19.6%	26%	22.9%	11.3%
2	MATH	12.5%	11.4%	19.6%	10.8%
2	ELA	2.1%	8.9%	15.8%	4.4%
3	MATH	15.9%	9.7%	12.5%	4.3%
3	ELA	14.6%	10%	7.5%	4.4%
4	MATH	11.4%	10%	4.8%	7.5%
4	ELA	8.3%	17.1%	10%	15%
5	MATH	20.4%	13.9%	2.9%	2.7%
5	ELA	25.6%	31%	13.9%	11.5%
6	MATH	5.6%	7.9%	7.9%	15%
6	ELA	27.8%	13.2%	25.7%	18.5%
7	MATH	-	-	12.1%	18.2%
7	ELA	-	-	15.6%	8.3%

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

<b>Parent Involvement Initiatives</b>	<b>Outcome (# of participants) or Impact</b>
<b>November 2019 Parent-Teacher Conferences</b>	196 or 63% of student/family attendance during PT conferences

<b>February 2020 Parent-Teacher Conferences</b>	179 or 59% of student/family attendance during PT conferences
<b>November 2020 Parent Teacher Conferences</b>	251 or 72% of student/family attendance during PT conferences (virtual)
<b>February 2021 Parent Teacher Conferences</b>	224 or 64.3% of student/family attendance during PT conferences (virtual)
<b>May 2021 Parent Teacher Conferences</b>	240 or 77.68% of student/family attendance during PT conferences (virtual)

Our leadership would like to congratulate our teachers, instructional staff, families and students on a successful school year despite the uncertainty caused by COVID-19. In difficult times, our staff, families and students demonstrated resilience and continued to promote high-quality education and prioritize social-emotional learning in our 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,

Lyndsey McClintic, K-3 Instructional Leader

Dr. Steven Ovaes, 4-8 Instructional Leader