



Escuela Avancemos Academy School Education Annual Education Report (AER)

February 4, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-2024 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 Steven Elam 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.**

The data reveals that early grades, particularly Kindergarten and Grade 1, show the most significant growth over time, especially in Math. Both grades demonstrate sharp improvements from Fall 2022 to Spring 2023, though some declines occur in subsequent periods. ELA performance in these grades also follows a similar trend but remains lower overall compared to Math. This suggests that early interventions are effective but need to be sustained to maintain consistent growth across testing periods.

In contrast, middle school grades (Grades 6-8) exhibit more inconsistent trends, with some grades showing improvement while others decline or stagnate. For example, Grade 6 Math and ELA scores decline significantly after peaking in Spring 2023. Similarly, PSAT Math scores for Grade 8 start strong but drop sharply in later periods, while PSAT ELA scores remain relatively stable. These trends highlight the



need for targeted support in middle school to address declining performance and ensure consistent progress.

To address these findings, Escuela will focus on sustaining growth in early grades by reinforcing successful interventions and extending them. Middle school grades require more targeted strategies to reverse declining trends, particularly in Grade 6 and PSAT Math for Grade 8. Additionally, analyzing the factors contributing to strong initial performance in some areas (e.g., PSAT ELA) could help Escuela replicate success across other grades and subjects.

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.
- 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 Practice
- Bi-Litercary
- 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 Michigan State Standards. 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.
- **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 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:
---------------------------	---------------------------------------



<p>Science - Amplify Science https://www.amplify.com/programs/amplify_science</p>	<p>Biology, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics</p>
---	---

Social Studies

The TSI 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:
<p>Social Studies – TSI https://subscriptions.teachtci.com/</p>	<p>History, Geography, Civics, Government, Economics and Public Discourse</p>

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

Escuela uses a comprehensive approach to assess student readiness for state-mandated assessments (M-STEP) by analyzing data from the NWEA Projected Proficiency report. A student is considered proficient when their percentile rank reaches the 60th percentile, reflecting above-grade-level performance and allowing for robust measurement of academic growth.

Data for kindergarten through 8th grade is included, with the NWEA Projected Proficiency Summary Report generated for grades 2 to 8. For kindergarten and 1st grades, 'Grade Level' reports indicate the percentage of students meeting or exceeding grade-level expectations.

Assessments are conducted triannually—fall, winter, and spring, with scores reported on the RIT (Rasch Unit) scale (100 to 350). Growth norms provide expected score increments for progress monitoring each term.



© 2022 EA Academy
123456789

NWEA Projected Proficiency Summary Report

Grade	Testing Area	Fall 2022	Spring 2023	Fall 2023	Spring 2024
K	MATH	9%	66%	22%	32%
K	ELA	7%	42%	22%	16%
1	MATH	9%	15%	17%	35%
1	ELA	0%	4%	16%	13%
2	MATH	4.9%	10.2%	12.2%	12.2%
2	ELA	4.8%	5.2%	2.3%	0%
3	MATH	19.2%	11.6%	9.7%	18.7%
3	ELA	8.6%	13.3%	5.4%	5.8%
4	MATH	11.4%	13.6%	6.0%	15.3%
4	ELA	13.6%	18.2%	12.5%	12.2%
5	MATH	6.0%	4.2%	8.6%	10.4%
5	ELA	12.0%	10.4%	22.7%	21%
6	MATH	7.0%	11.9%	3.9%	9.5%
6	ELA	13.9%	19.1%	12.2%	7.0%
7	MATH	7.1%	11.3%	11.6%	16.6%
7	ELA	16.7%	25%	21.4%	21.6%
8	PSAT MATH	32.4%	38.9%	16.7%	13.6%
8	PSAT ELA	32.4%	36.1%	28.6%	28.2%



M STEP - Proficient Percentage 2022/23 - 2023/24

Grade	Testing AREA	2023	2024
Grade 3	ELA	13%	<10%
Grade 3	Math	13%	11.4%
Grade 4	ELA	18.6%	12.2%
Grade 4	Math	11.6%	<10%
Grade 5	ELA	16.7%	16.3%
Grade 5	Math	<10%	12.50%
Grade 6	ELA	21.4%	13.3%
Grade 6	Math	<10%	<10%
Grade 7	ELA	23.80%	17.10%
Grade 7	Math	<10%	14%
Grade 8	ELA	PSAT	PSAT
Grade 8	Math	13.9%	14%

The MStep analysis indicates a decline in English Language Arts (ELA) proficiency across all grades from the 2022/23 school year to the 2023/24 school year. Proficiency percentages were higher in 2022/23, peaking at 23.8% in Grade 7, compared to just 17.1% in 2023/24. Grade 6 saw the most significant drop, with a decline of 8.1 percentage points, while Grade 5 experienced a minimal decrease of 0.4 percentage points. This trend underscores the need for targeted interventions to improve ELA proficiency, particularly in the higher grades.

There was a slight overall increase in math proficiency for grades 3-8, rising from 11.42% to 11.98%. Grades 5 and 7 showed significant improvements, with Grade 7 increasing from less than 10% to 14% and Grade 5 improving from less than 10% to 12.5%. However, Grades 3 and 4 experienced declines. The upper grades either maintained or improved their proficiency, indicating a need for interventions in the



lower grades to address these disparities.

Parent and Teacher Conference Data

February 2023 Parent Teacher Conferences	279 or 79%% of student/family attendance during PT conferences (in person/Virtual)
April 2023 Parent Teacher Conferences	281 or 84% of student/family attendance during PT conferences (in person/Virtual)
November 2023 Parent Teacher Conferences	285 or 87.3% of student/family attendance during PT conferences (in person/Virtual)
January 2024 Parent Teacher Conferences	281 or 82.6% of student/family attendance during PT conferences (in person/Virtual)

The staff, families, and students of Escuela Avancemos Academy have consistently shown resilience while promoting high-quality education and prioritizing effective social-emotional learning. Our community reflects a strong commitment to a holistic educational approach. We look forward to continued success in the years ahead. Please feel free to reach out to us with any questions, concerns, or feedback..

Sincerely,

Steven Elam
Chief Academic Officer
Escuela Avancemos