



**2017-18**  
**School Annual Education Report (AER) Cover Letter**

24 April 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the 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 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://theeaacademyk5.org/annual-education-report/> or you may review a copy in the main office at your child's school. It can also be found through mischooldata, here: <https://goo.gl/DQoBsb>

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

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

As evidenced by the 2016—2017 Combined Report, Escuela Avancemos Academy has made significant progress, as it relates to the percentage of students determined to be ‘proficient’ in ELA. More modest progress has been seen in mathematics. The most recent data in the Combined Report indicates the following percentages of students proficient in ELA for grades 3<sup>rd</sup>—5<sup>th</sup>, respectively: 12.8%, 11.9%, and 30.3%. Third grade nearly tripled its percentage of students at a proficient designation from the prior year’s 4.5% result. Both 4<sup>th</sup> and 5<sup>th</sup> grade were at 0% proficient in ELA for the 2015—2016 academic year. For math, 11.1% of students were proficient, based on the most recent data in the Combined Report, which was an improvement over the prior year’s 6.8%. Fourth grade has not seen a similar benefit—proficiency has been at 0% for the past two years. Finally, 5<sup>th</sup> grade’s percentage of students proficient in the most recent data was 3.1%, which was a marginal improvement over the previous year’s 0%. The other content areas—Science and Social Studies—have been the biggest drag on achievement: no students were proficient in science, according to the most recent data, and only 3.1% of students were proficient in social studies.

The district is firmly committed to not only building on its exceptional progress in ELA, but also to addressing persistent deficits in the levels of achievement for other content areas. The mathematics curriculum was completely replaced in the 2016—2017 academic year with Eureka Math, and all staff has received both onsite and offsite professional development. Furthermore, the academy has tapped into its operation as a Professional Learning Community (PLC) to provide peer-peer coaches to support instructional delivery. Two supplemental curricula—Achieve3000 and Study Island—have been fully adopted to further complement instruction and to provide individualized learning plans that can be done both inside and outside of school.

State law requires that we also report additional information. **<TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE TWO MOST RECENT YEARS ON THE FOLLOWING:**

## **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
November Parent-Teacher Conferences	60% family attendance (120 families)
Curriculum Night (Nov. 21 <sup>st</sup> )	33% family attendance (75 families)
March Parent-Teacher Conferences	70% family attendance (140 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

M-STEP Projected Proficiency (NWEA)

As seen below, 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 6<sup>th</sup> 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.

<u>Math</u>	<u>Spring '17</u>	<u>Fall '17</u>	<u>Winter '18</u>
<u>2</u>	<u>n/a</u>	<u>27.3%</u>	<u>7.6%</u>
<u>3</u>	<u>21.3%</u>	<u>17.7%</u>	<u>17.7%</u>
<u>4</u>	<u>9.4%</u>	<u>16.7%</u>	<u>13.9%</u>
<u>5</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
<u>Schoolwide</u>	<u>9.6%</u>	<u>16.4%</u>	<u>9.8%</u>
<u>Reading</u>	<u>Spring '17</u>	<u>Fall '17</u>	<u>Winter '18</u>
<u>2</u>	<u>n/a</u>	<u>9.1%</u>	<u>9.3%</u>
<u>3</u>	<u>14.9%</u>	<u>20.4%</u>	<u>22.2%</u>
<u>4</u>	<u>20.9%</u>	<u>22.2%</u>	<u>25%</u>
<u>5</u>	<u>22.2%</u>	<u>19.5%</u>	<u>25.6%</u>
<u>Schoolwide</u>	<u>21%</u>	<u>16.1%</u>	<u>19.5%</u>

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 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 well above most neighboring charter schools, and is substantially above other competing academies that offer dual-language programs. 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 2017—2018 index score of at least 50, which would further improve its ranking in relationship to neighboring schools.

Sincerely,

Sean Townsin  
Principal