ACADEMIA ANTONIA ALONSO CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2024

I. OVERVIEW

1.1 SCHOOL PROFILE

Academia Antonia Alonso | 300 N. Wakefield Drive | Newark, DE 19702
https://www.academiacharterschool.org

Year Opened	2014	**District(s) of Residence**	Christina School District
2022-23 Enrollment	718	**Approved Enrollment**	690
Current Grade Span	K-6	**Approved Grade Span**	K-8
School Leader	Mercedes Alonso, M.Ed., MSOD	**School Leader Phone & Email**	(302) 351-8200 mercedes.alonso@academia.k12.de.us
Board President	Dr. Maria Alonso	**Board President Email**	maria.alonso@academia.k12.de.us

Mission Statement:

At Academia Antonia Alonso, we are driven by our mission to inspire children to become joyful, confident, creative, bilingual learners.

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	718
Students on Waiting List	
% Male	47.35%
% Female	52.65%
% African American	7.80%
% American Indian	.28%
% Asian	0%
% Hispanic/Latino	82.17%
% White	8.08%
% Multiracial	1.67%
% Native Hawaiian or Other Pacific Islander	0%
%Special Education[3]	6.69%
% English Language Learners	58.64%
% Low-Income	39.28%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		111	
1		115	
2		124	
3		98	
4		101	
5		91	
6		78	
7			
8			
Total	690	718	104%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

In SY23, La Academia's student recruitment plan included the following key components:

1. **Marketing and Branding:** Given our school relocation in SY23 to Newark, our Director of Marketing ensured a strong and consistent brand image for La Academia during SCHOOL CHOICE SY22 and throughout SY23.
   a. La Academia utilized various marketing channels, including social media, local radio stations, and community events, to promote the school's new location, values, achievements, and unique offerings to retain existing students and attract new ones.
2. **Community Engagement:** Established ties with the local community in the new location
   a. To build relationships, La Academia attended community events with its partners (Goldey Beacom, Delmarva Power, and the local Fire Company), collaborated with local businesses for school events (parent-owned local business provided food/decorations etc. for school events) and continued to engage with parents face-to-face in school (Coffee with the ED, Parent University, Booster Club Meetings), on Zoom, through school mailings and social media to build trust and awareness of the school at its new location in Newark.
3. **Open Houses and School Tours:** Organized regular open houses (Family Walk Through's, Jump Start to Success Night, and CHOICE Open Houses to provide school tours throughout the year to allow prospective students and their families experience the new school environment firsthand.

a. La Academia showcased its facilities, introduced faculty, and highlighted academic and extracurricular offerings during school events throughout SY23.
4. **Partnerships with Local Organizations:** La Academia strengthened partnerships with local community organizations (University of Delaware and Goldey Beacom), new preschools (where our students were getting picked-up/dropped off because of the new location), and other neighboring educational institutions (Newark Charter School and St. Elizabeth Ann Seton – our new relocation site in case of an emergency evacuation of our new location)
5. **Word of Mouth Recommendations:** Our Marketing Director worked with parents to share their positive experiences about the school on website testimonials reviews and to help recruit parents they knew were looking for a school for their students. Word-of-mouth recommendations from current parents attracted many new families at our new location.
6. **Online Presence:** La Academia's Director of Communications maintained La Academia's website with relevant information about the school's relocation, expanded academic programming because of the relocation to retain/attract students/families.
   a. La Academia utilized social media platforms to connect with parents and share engaging content (pictures of the construction progress over the summer, building plans and photo updates to attract new families and retain existing ones).
7. **Collaboration with Local Pre-Schools:** In SY22, La Academia's Director of Admissions began collaborating with pre-schools in the Newark area.
   a. La Academia immediately established new connections with potential pre-school feeders to help create a new pool of students entering La Academia in SY23.
8. **Retention Initiatives:**
   a. La Academia implemented school initiatives in SY22 and throughout SY23 to retain existing students and ensure positive word-of-mouth messages and enhance the school's reputation for its opening in the new location. Initiatives included school events encouraging existing families to invite new families to join events, sixth grade Family Information Night, Kindergarten Orientation for incoming SY23 kindergarten students to welcome new families and provide an overview of the objectives, goals, and overall significance of kindergarten at La Academia.
9. **Data Analysis and Feedback:**
   a. At the end of SY23, La Academia analyzed enrollment data, gathered feedback from current and prospective families gathered throughout the school year at Coffees with the Executive Director, School Events and Parent Universities, and adapted its recruitment plan accordingly for SY24. Continuous improvement is crucial for long-term success and lessons learned from SY23 continue to guide us in SY24.

By integrating these elements into a cohesive strategy, La Academia developed a robust student recruitment plan for SY23 that not only attracted new students, but also retained former students in the new location to the new location.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	3	
1	100	81.97%
2	114	95.00%
3	88	88.89%
4	95	91.35%
5	79	84.95%
6	63	84.00%
7		
8		
Total/Avg	**542**	**88.42%**

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

In SY23, La Academia achieved remarkable <u>success</u> in student retention following its relocation from Barley Mill Plaza in Wilmington to 300 N. Wakefield, Newark, DE 19702, with several factors contributing to this accomplishment.

1. First, the new location was strategically chosen to ensure improved accessibility for families, minimizing transportation issues and reducing travel distance concerns for students and parents.
2. Second, the quality of the new school building and its facilities played a pivotal role. La Academia invested in state-of-the-art facilities, creating an enriching learning environment that positively influenced enrollment in SY23, dispelling any concerns about potential subpar facilities.
3. Additionally, the school actively fostered a positive community perception surrounding the move. In SY22, through effective communication, the administration transparently conveyed the reasons for the relocation, highlighting the benefits of the new location, and emphasizing numerous enhancements in facilities and programs that the new location would enable. This proactive approach mitigated uncertainty among parents and students, contributing to a positive reception of the move within the community.
4. Last, La Academia effectively managed the transition of academic programs, extracurricular activities, and the overall educational approach, ensuring continuity in the quality of education and opportunities for its students and families.

This holistic approach, addressing location accessibility, community perception, communication, quality facilities, and academic programming, exemplified La Academia's resilience and adaptability, securing its success in student retention following its relocation in SY23.

One significant <u>challenge</u> in the school's retention plan was the constrained transition period between construction and the school's opening at 300 N. Wakefield Drive. Faced with a brief and compressed turnaround time, the school navigated various obstacles surrounding the construction of the new building exacerbated by the aftermath of the pandemic including, but not limited to, supply chain disruptions, widespread labor shortages, and heightened competition with other

schools for similar pandemic-related construction projects nationwide. These challenges led to increased costs for contracting services; but despite these challenges, the school was fortunate to open on schedule, and successfully overcame the hurdles of a demanding transition period, meeting enrollment targets for SY23. The efficient management of these complexities by La Academia demonstrates the resilience and adaptability of the school's Board and administrative team during this critical phase of growth and transition.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card.
   A. Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
   B. Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school.
   C. School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
   D. Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates.
   E. English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	*30%*		*150*	**26** Well Below Expectations
Proficiency ELA (grades 3-8)	15%	22.33%	75	17
Proficiency Math (grades 3-8)	15%	11.82%	75	9
Academic Progress	*40%*		*200*	**107** Well Below Expectations
Growth in ELA (grades 4-8)	15%	53.47%	75	40
Growth in Math (grades 4-8)	15%	53.07%	75	40
Growth of lowest quartile ELA (grades 4-8)	2.50%	60.74%	12.5	8
Growth of highest quartile ELA (grades 4-8)	2.50%	44.25%	12.5	6
Growth of lowest quartile Math (grades 4-8)	2.50%	57.47%	12.5	7
Growth of highest quartile Math (grades 4-8)	2.50%	49.85%	12.5	6
School Quality/Student Success	*20%*		*75*	**38** Well Below Expectations
On Track Attendance (grade K-12)	10%	74.64%	50	37
Proficiency Science (Grades 5 and 8)	5%	5.90%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	*10%*		*50*	**41** Meets Expectations
Progress toward English Language Proficiency	10%	82.21%	50	41
Total	*100%*		*475*	*212*
		Overall Percentage / Rating		44.63%

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

By September 2027, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
   a. Academic Achievement
   b. Academic Progress
   c. School Quality/Student Success
   d. Graduation Rate (if applicable)
   e. Progress toward English Language Proficiency

School Comments:

A.   ACADEMIC ACHIEVEMENT

SBAC Proficiency in ELA Grades 3-8: 22% of Students Scored Proficient

Successes:
1. 29 students scored "Exceeds" in ELA Proficiency (up from 21 students in SY22)
2. 48 students scored "Meets" in ELA Proficiency (up from 45 students in SY23)

The chart below represents the percentages of students meeting or exceeding proficiency in SY23 (Blue/Exceeding and Green/Meeting).

Performance Distribution, By Test Group: Academia Antonia Alonso, 2022-2023
Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken

Summative ELA
Grades Tested: **3, 4, 5, 6**
Tests Taken: **350**   Date Last Taken: **05/19/2023**

Percent	54%	24%	14%	8%
Count	189	84	48	29

Summative Mathematics
Grades Tested: **3, 4, 5, 6**
Tests Taken: **358**   Date Last Taken: **05/18/2023**

Percent	64%	24%	10%	2%
Count	228	87	36	7

3. The partnership with the New Teacher Center (NTC) which began in January 2023: NTC trained administrators and teachers on preparing students for SBAC. NTC, a national nonprofit organization dedicated to improving student learning by accelerating the effectiveness of new teachers, experienced teachers, and school leaders, provided instructional coaching to school leadership and teachers to help students prepare for the SY23 Smarter Balanced Assessments.

4. <u>NWEA MAP growth scores can predict performance on SBAC</u>. La Academia 'Exceeded' projection of proficiency in Smarter Balanced in MAP from fall to spring from 17.7% (projected proficiency percentage) to 22.33% (actual proficiency percentage – see above). The graph below reflects the MAP fall to spring projection of 3.7% + 14% = 17.7% projected proficiency.

ELA MAP Fall to Spring Projection for SBAC
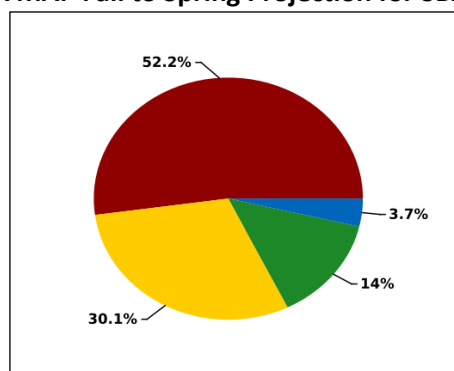
5. During SY23, La Academia provided professional development to teachers in the following targeted areas:
   a. Skill-based small group instruction
   b. Best practices in teaching High-Frequency Words (Science of Reading)
   c. Interim Assessments (IA's) and resources in the Tools for Teachers Platform and how to effectively incorporate IA's during instruction.
   d. Kagan Structures to increase student engagement and foster student talk and extension of student thinking across all content areas.
   e. BeGlad (Guided Language Acquisition) Strategies- We had a training day with staff from BeGlad, followed by a coaching visit in which teachers were observed implementing strategies to make language and content accessible in the classroom and were provided with real-time coaching.

<u>Challenges</u>
1. Expanding from a fifth-grade school to sixth grade in SY23 introduced several challenges for both administrators and teachers. The school had to develop a curriculum that aligned with the more advanced academic requirements of sixth grade, addressing subjects like math, science, and language arts in greater depth. Additionally, adapting to the unique social and emotional needs of older students became crucial and was new for our staff, as the transition from elementary to middle school brings new dynamics that necessitate a supportive environment for the holistic development of students. Managing this transition effectively required time, careful planning, teacher training, and a comprehensive understanding of the challenges associated with growing into a sixth grade.
2. 194 students scored "Well Below" (up from 119 students in SY22).
   It's important to note that yes, the number of students who scored 'well below' increased, but so did the total number of students in the school grew by 100 due to the middle school expansion.
3. 84 students scored "Below" (up from 62 students in SY22).
   It's important to note that yes, the number of students who scored 'well below' increased, but so did the total number of students in the school grew by 100 due to the middle school expansion.
4. Student and staff absenteeism is still due to lingering COVID-19 effects. Quarantines were still up to 10 days, and more in some cases.
5. In SY23, as a part of our charter accountability, La Academia was expected to demonstrate 4% growth in both ELA and Math on Smarter Balanced. In SY23, recognizing the demographics of
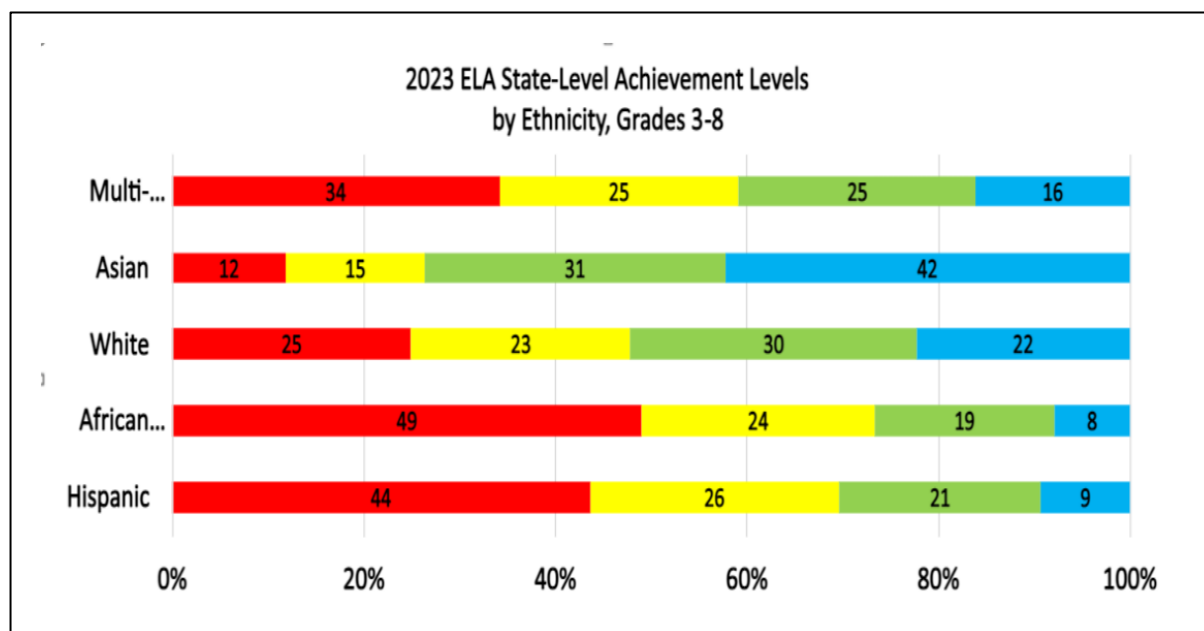
the 357 students in the testing cohort who took SBAC is imperative to note demographics of testing population:
   a. 80% Hispanic/Latino Students with 57.22% EL's
   b. 11.17% were students with disabilities.
   c. 43.32% were classified as low-income. Given our population, we assume that the number of low-income families is much higher but given the undocumented status of many of our families, they won't self-identify as low-income.
   d. 2.17% are homeless students.
6. Research shows students in these subcategories (Hispanic/Latino, low-income, students with disabilities & homeless) historically score lower on standardized assessments.
7. In September of SY23, the school experienced a building move. Transitioning to a new building during the summer 2022 meant we were not able to have summer school in '22 impacting how students started/began SY23- given summer slump. Also, establishing/implementing new school processes, procedures, logistical/technical challenges that came with the move- ongoing construction, delivery/back-orders of classroom furniture/supplies etc. during the month of September '23 presented challenges of their own. Other impacts:
   a. **Disruption to Routine:**
      Impact: Moving to a new location disrupted established routines and daily schedules from former years.
      Effect: The disruption led to adjustments in transportation logistics/processes and procedures that students/staff had to learn anew, altered daily routines from former years, and caused changes in the overall processes and procedures of the operations of the school.
   b. **Emotional and Social Adjustment:**
      Impact: Many students experienced emotional stress and social challenges as they adapted to a new school environment, classmates, and teachers.
      Effect: Some of our more vulnerable populations of students were affected by the mere size of the new building requiring extra support from school staff, parents, and peers to get around, find their way to the nurse/office/dining hall etc.
   c. **Academic Expectations:**
      Impact: With the opening of the first year of middle school (MS) expansion by adding 6th grade, the academic curriculum, grading system, and educational philosophy for MS differed from the elementary which created a period of adjustment for these students in a brand-new location.
      Effect: Students needed time to adjust to new academic expectations and teaching styles in MS, and processes and procedures which impacted academic performance.
   d. **Communication and Information Transfer:**
      Impact: Effective communication between the old location and the new school was crucial to ensure a smooth transition for students and families.
      Effect: Challenges arose in ensuring our old address was changed to the new address, delaying at times important documents/school records/school supplies/student information etc.

Root Causes
   1. According to the **December 2023 AIR Report**, funding for education is falling short at the state level impacting students' academic performance and outcomes.
      1. Delaware's system of funding education is not meeting expectations, as evidenced in state testing results.
      2. Students across the State of Delaware are all affected, but most especially at La Academia due to the high percentages of low income, English Learners, and students with disabilities.

2. More than 82.17% of La Academia students are Hispanic – the highest percentage of any DE public school. African American students represent 7.8%. Together, that represents a total of 89.97% of our students in the demographics of the lowest performing subgroups in the state.
    1. At the state level, Hispanic and African Americans students rank as the lowest scorers in proficiency – see data below.

2023 ELA State-Level Achievement Levels by Ethnicity, Grades 3-8

Ethnicity				
Multi-...	34	25	25	16
Asian	12	15	31	42
White	25	23	30	22
African...	49	24	19	8
Hispanic	44	26	21	9

3. Understanding the demographics of La Academia's student population in grades 3-6 in SY23 who participated in SBAC:
    1. 80% Hispanic/Latino Students with 57.22% EL's
    2. 11.17% were students with disabilities,
    3. 43.32% were classified as low-income. Given our population, we assume that the number of low-income families is much higher but given the undocumented status of many of our families, they won't self-identify as low-income.
    4. 2.17% are homeless students.
4. Sixth grade has the lowest rate of proficiency in the entire state – as well as across the nation – and this is the grade La Academia added in SY2023.
5. Long-term effects of COVID- Learning delays and regressions were most severe among children from low-income backgrounds. And in SY23 students still hadn't been able to catch up. Students who struggled through the height of the COVID-19 pandemic – between March 2020 and early 2023– are still having trouble keeping up with course work, according to a study from the nonprofit NWEA, New NWEA Study Shows Progress Toward Academic Recovery Stalled in 2022-23 – NWEA, which focuses on education research.
6. Our numbers of English Language Learners, low-Income students, and students with disabilities have continued to increase over the years (See chart below). Research shows students in these sub-categories score lower on state standardized assessments).
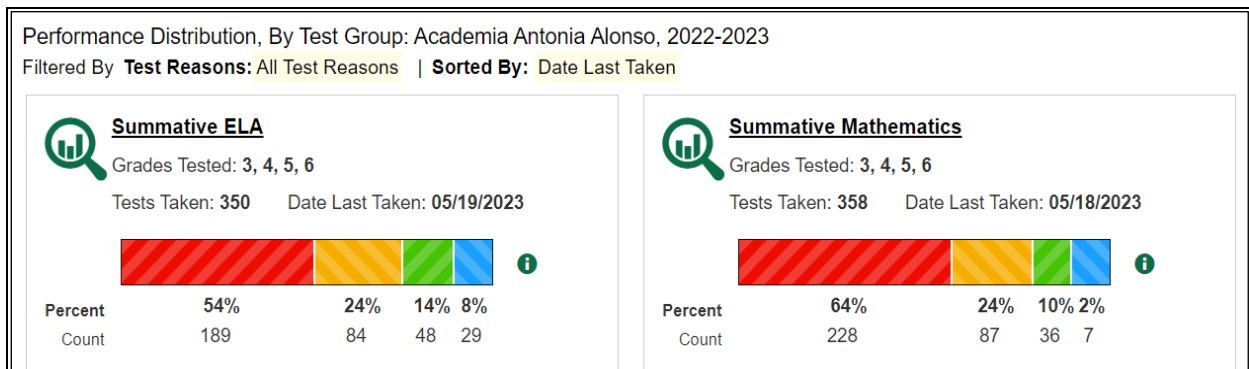
Fall Enrollment
by Other Characteristics

Delaware Report Card — SNAPSHOT CLIMATE & CULTURE ▾ ACADEMICS ▾ EDUCATORS ▾ FINANCE ▾ ACCOUNTABILITY ▾

Translate webpage to : English

○ By Year
○ By Grade
○ By Race/Ethnicity
○ By Gender
● By Other Characteristics
○ By Residence

❝ For an interactive data set, including additional filters and years of data, visit data.delaware.gov. ❞

■ 2022 ■ 2023 ■ 2024

Addressing the Challenges:

1. Strong academic structure: This was initiated with the hiring of a new Director of Curriculum and Instruction. The current operation of Professional Learning Communities (PLC's) and MTSS structures are more functional and efficient than any time in the history of La Academia.
2. Aligned Initiatives: The initiatives that La Academia has taken to support students are high-quality, research-based, and mission/vision aligned (Kagan, GLAD, Sound Wall (Science of Reading), Read 180, System 44, and Corrective Reading.
3. We continue to strategically prioritize and systematize how and when additional initiatives are rolled out so as not to overwhelm the system.
4. SY24 began with a school wide focus on building culture and climate in the classroom using the 'The First Six Weeks' curriculum. The curriculum primed students for academics. NTC's BOY24 assessment, in which over 23 teachers were observed by NTC coaches, reported:
   a. An overwhelming majority of teachers demonstrate care for students' well-being and effective classroom management.
   b. 19/23 core content (ELA and MATH) classrooms had evidence of the use of High-Quality Instructional Materials (HQIM's).
   c. Evidence of exemplary literacy instruction in kindergarten classrooms.
5. Continued partnership with Reading Assist to support 28 of our most struggling Tier 3 readers.
6. All struggling readers are receiving the Phonics Screener for Intervention (PSI) to ensure that they are receiving appropriate reading interventions during small group instruction/RTI.
7. Continuing the transition from Word Walls to Sound Walls (Science of Reading): Sound Walls support students with learning high-frequency words. They also support students in retaining and learning to read unfamiliar words on their own. It does the work of matching articulation of speech sounds/phonemes to the letters/graphemes that represent those sounds. The research confirms Sound Walls are more effective in supporting students reading and spelling than Word Walls.
8. We have a new Curriculum Director and Reading Specialist with special training in how to teach reading. She heads the MTSS Team and provides coaching to teachers to strengthen Tier 1 strategies in ELA instruction with the following key questions in mind:
   a. What do students need to know, understand, and be able to do? (Standards)
   b. How do we know what students have learned? (Assessment)
   c. How do we teach effectively to ensure students learn? (Core Instruction)
   d. What do we do when students don't learn or do not reach mastery before expectation? (Instruction and Intervention)
   e. What are Tier 1 Instructional Best Practices for our population of students?

- Teacher Lesson Preparation is evident.
- Building Background for the student during any given lesson.
- Ensuring Comprehensible Input for English Language Learners.
- Ensuring strategies for student engagement (KAGAN) and making content accessible (GLAD).
- Providing opportunities for Practice and Application is incorporated for students during teacher lessons.
- Ensuring Review and Assessment are present.

9. Continued partnership in SY24 with the New Teacher Center (NTC) is planned to train administrators and teachers on preparing students for Smarter Balanced through SBAC resources such as Tools for Teachers. NTC continues to work with La Academia to provide instructional coaching for school leadership and teachers. With NTC guidance, we are implementing two Focused Interim Assessment Blocks (FIAB's)/and two Interim Assessment Block (IAB) cycles where students will take the assessments, analyze data, and teachers will reteach the tested skills using the Smarter Balanced resources.

10. Providing ongoing professional development to support school administrators and teachers in providing the most effective strategies with instruction, progress monitoring, and assessment. Thus far in SY24, Professional Development has included, but is not limited to, training and coaching on the Sound Wall from 95% Group (facilitated by the originator of the Sound Wall himself, Dr. Antonio Fierro); Kagan training and teacher coaching on cooperative structures and teacher lesson planning; Responsive Classroom training and coaching from Positive School Solutions; New Teacher Center training on Smarter Balanced prep and resources.


Proficiency in Math Grades 3-8

Successes:
1. In SY23, 7 students scored "Exceeds" in SBAC
2. In SY23, 36 students scored "Meets" in SBAC

Performance Distribution, By Test Group: Academia Antonia Alonso, 2022-2023
Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken

Summative ELA
Grades Tested: **3, 4, 5, 6**
Tests Taken: **350**   Date Last Taken: **05/19/2023**

Percent	54%	24%	14%	8%
Count	189	84	48	29

Summative Mathematics
Grades Tested: **3, 4, 5, 6**
Tests Taken: **358**   Date Last Taken: **05/18/2023**

Percent	64%	24%	10%	2%
Count	228	87	36	7

3. In SY23, African American students at La Academia exceeded the state average by achieving a proficiency score of 27% in Math (23% Meets + 4% Exceeds = 27%). The state average for the African American subgroup was only 15% (11% meets + 4% Exceeds = 15%). (Lt. green refers to: Meets" and dark green refers to 'Exceeds")

African American

Delaware	59%	26%	11%
Alonso	59%	🔒	23% 🔒
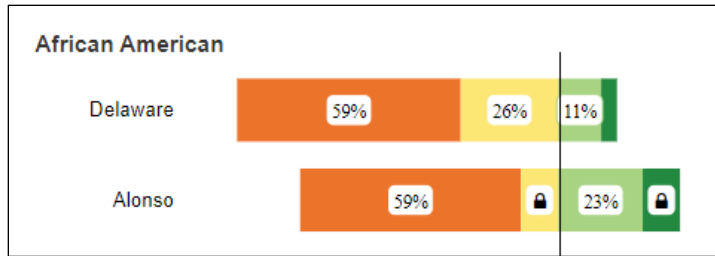
4. In SY23, we began our work with the New Teacher Center to train teachers on better preparing students for Math SBAC using Smarter Balanced resources such as Tools for Teachers. NTC began working with La Academia in January 2023.
5. During SY23, La Academia provided professional development to teachers in the following areas for Math:
   a. Skill-based small group instruction: Grouping, resources, and data collection.
   b. Effective use of MAP Skills Checklist for grades K-2.
   c. Interim assessments and resources in the Tools for Teachers Platform and how to effectively incorporate them during Math instruction.
   d. Kagan Structures to increase student engagement and foster student talk and extension of student thinking in the Math classroom.
   e. BeGlad (Guided Language Acquisition) Strategies: We had a training day with staff from BeGlad, followed by a coaching visit in which teachers were observed implementing the strategies and provided with real-time coaching..
6. The addition of a Summer Academy Program targeting Tier 2 and 3 students provided extensive opportunities for growth in Reading and Math.

Challenges:
1. 87 students scored "Below" (up from 57 in SY22)
   It's important to note that yes, the number of students who scored 'well below' increased, but so did the total number of students in the school grew by 100 due to the middle school expansion.
2. 228 students scored "Well Below (up from 155 in SY22)
   It's important to note that yes, the number of students who scored 'well below' increased, but so did the total number of students in the school grew by 100 due to the middle school expansion.
3. Student and staff absenteeism continues due to COVID-19 and other causes related to COVID (teacher and student quarantines- up to, and sometimes beyond 10 days. New NWEA Study Shows Progress Toward Academic Recovery Stalled in 2022-23 - NWEA
4. As a part of our charter accountability, La Academia was expected to demonstrate 4% growth in Math on the annual state assessment. In SY23, the testing cohort included 357 students who took SBAC representing the following student demographics:
   a. 80% Hispanic/Latino Students with 57.22% EL's
   b. 11.17% were students with disabilities,
   c. 43.32% were classified as low-income. Given our population, we assume that the number of low-income families is much higher but given the undocumented status of many of our families, they won't self-identify as low-income.
   d. 2.17% are homeless.
   e. Research shows students in these sub-categories score lower on standardized assessments.
5. In September of SY23, the school experienced a building move. Transitioning to a new building during the summer 2022 meant we were not able to have summer school, exacerbating the 'summer slump' impacting how students started/began/ended SY23.

Root Causes
1. Long-term learning effects of COVID-19 have seriously impacted students who were in foundational grade levels when the pandemic began.

a. SY23 third graders were in kindergarten in March 2020 when the pandemic began.
b. SY23 fourth graders were in first grade March 2020 when the pandemic began.
c. SY23 fifth graders were in second grade March 2020 when the pandemic began.
d. SY23 sixth graders <u>were in third grade March 2020</u> when the pandemic began which means instruction was severely compromised and should have been the first year these students took SBAC.
e. Due to the continued pandemic, fourth and fifth grade SBAC scores continued to be compromised.
f. The trend of the lowest performing grade level in SBAC was sixth grade students and was experienced nationwide.

2. Our current K-4 Math Curriculum, *McGraw Hills Mis Matematicas,* lacks the depth we had anticipated for our students.
3. Our numbers of English Language Learners, low-Income students, and students with disabilities have continued to increase (See chart below). Research shows historically students in these sub-categories score lower on standardized assessments.

Addressing the Challenges
1. **Bridges Intervention** is being implemented in Grades K-3: **Bridges Intervention** provides targeted instruction and assessment for essential K–5 mathematics skills and concepts. It is a strengths-based approach which builds on each student's abilities—starting with manipulatives, then moving to two-dimensional representations and mental images. It complements regular math instruction. The small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RTI) and the Multi-Tiered System of Support (MTSS) frameworks.
2. We are piloting a new Math curriculum, Zearn, in one classroom in grade 1 and in all 5th grade classrooms with the intention of switching from McGraw Hill's *Mis Matematicas* to Zearn in SY25 across all elementary grades. Zearn is top rated on EDReports and is already beginning to prove more effective than our current K-4 curriculum, *Mis Matematicas.* Zearn also provides **summer growth** activities for grades K-5 and a summer intensive series for grades K-7 filling a real need after the pandemic slowed math learning down. In addition, Zearn offers a summer school curriculum and a math acceleration guide which we successfully piloted during our summer school SY22, with excellent results. A new 2023 Summer Academy accelerated learning for those students who were able to participate. *Summer Academy outcomes data is included in Section 2.3 Supplemental Academic Performance Data.*
3. We are implementing two **Focused Interim Assessment Blocks (**FIAB)/ and two **Interim Assessment Block** (IAB) cycles where students take the assessments, analyze data, and teachers reteach the tested skill using the Smarter Balanced resources.
4. We are continuing to work with students on how to break down and complete **Performance Tasks for Math** on SBAC
5. Math Coach, Deans, and the Director of Curriculum and Instruction are working together with teachers in PLCs to **strengthen Tier 1 instruction**, including coaching teachers to strengthen Math routines, ensuring utilization of Math manipulatives, and increasing student engagement using interactive whiteboards and Kagan structures during instruction.
6. Strengthening the **Math instructional block** by providing ongoing professional development to teachers in the following to support teachers in providing the most effective strategies in:
a. Creating Skill-Based Small Groups: Grouping, Resources, and Data Collection
b. Effective use of MAP Skills Checklist
c. Use of Interim Assessments (IAB's, FIAB's) and instructional resources from Tools for Teachers (grades 3-6)
7. Continued implementation of a **Math Lab** to build foundational skills in the younger grades and facilitate support in Math inquiry for all students K-2. The following are some ways in which our

Math Lab continues to help our students learn and build on the instruction they receive during their Math block to prepare them well for third grade and onward. Math Lab activities:

a. Help students learn 'to do' through concrete activities to lay down a firm foundation for more abstract thinking in the upper grades.
b. Offer more scope for student participation. The teacher encourages students to become independent learners and allows them to learn at their own pace.
c. Enable students to engage with puzzles and games to help make learning math fun.
d. Help develop meta-cognitive abilities. Students rethink and rework problems with teacher support and modeling.
e. Strengthen students' confidence towards learning and doing mathematics.

Overall Strategies and Next Steps to Increase Proficiency in Both ELA and MATH for SY24 include:

1. Mapping key professional learning opportunities for the remainder of the 2024 year to align curriculum, instruction, and assessments.
2. Organizing to prioritize improving Tier-1 instruction.
3. Through effective teacher coaching, ensuring instruction in the classroom focuses on:
   a. Teachers providing opportunities for student discussion and metacognition (justifying their thinking, providing reasoning/evidence, engaging in student-to-student discussion using protocols and stems)
   b. Teachers using a variety of methods to check for understanding, eliciting evidence from students, and intentionally using formative information and knowledge of content to adapt lessons with scaffolds, supports, and strategic grouping for students at all levels as needed.
4. Rolling out coaching cycles during PLC's that consider planning, observation, debriefs, and celebrations as soon as possible. As of 11/6/23, La Academia's new PLC structure includes the following cycle:
   a. Data Analysis- Facilitated by teachers (includes Exit Tickets, Small Group Instruction, RTI/MTSS/Interim Assessments)
   b. Curricular Planning-Facilitated by teacher teams. Teacher teams review current and future curriculum to embed most critical instructional strategies.
   c. Instructional Strategy- Facilitated by teachers, will introduce new instructional strategies which will be observed over 2-week period.
   d. Data Analysis- see above.

B. ACADEMIC PROGRESS
Growth in ELA Grades 4-8
Successes:

1. 35.48% of students met their growth target in ELA as measured by SBAC. This is an increase of 5% from 2019.   See chart below.

Growth in Math
compared to ELA

Percent (%) of Students

Legend: 2019, 2023
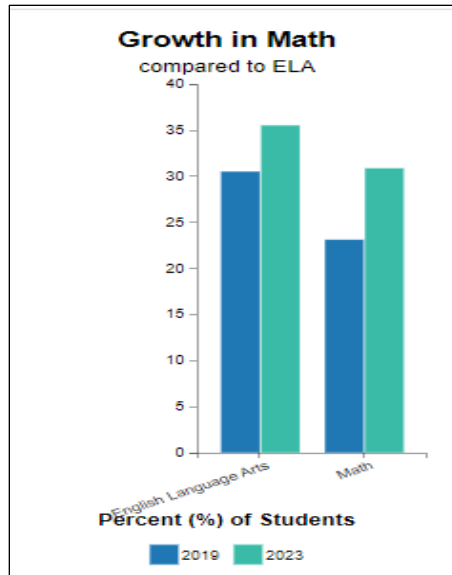
2. 33.33% of ELs met their growth target in ELA by SBAC.
3. In MAP ELA, students in grades 3, 4, and 6 met and exceeded their ELA growth projection from fall to spring.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Academia Antonia Alonso

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Academia
Language Arts: Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | | Student Norms | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	110	132.9	7.2	24	148.9	10.7	21	16	0.8	16.8	-0.34	37	110	51	46	39
1	106	147.4	11.0	6	162.0	11.8	7	15	0.9	14.7	-0.04	48	106	51	48	46
2	118	161.7	13.7	5	173.1	14.1	4	11	0.8	12.9	-0.60	27	118	46	39	37
3	95	165.2	15.4	1	182.5	16.4	2	17	1.1	11.4	2.76	99	95	59	62	64
4	93	183.7	15.8	4	194.3	15.8	7	11	0.9	8.9	0.82	80	93	47	51	48
5	86	193.3	15.2	6	197.7	15.2	3	4	1.1	7.1	-1.36	9	86	43	50	45
6	70	199.4	15.0	7	204.8	14.5	6	6	1.6	5.8	-0.25	40	70	28	40	38

Language Arts: Reading

Legend: Observed Growth; Grade-Level Norms Projected Growth

Challenges

1. Learning gaps increased by COVID-19 in SY23- students and staff still being quarantined up to 10 days and, more at times, including whole classrooms. *Look at NWEA report for impact of COVID on 2023 Academics.* New NWEA Study Shows Progress Toward Academic Recovery Stalled in 2022-23 - NWEA

2. In September of SY23, the school experienced a building move. Transitioning to a new building during the summer 2022 meant we were not able to have summer school, exacerbating the 'summer slump' and impacting how students started/began SY23. *See above for additional impacts of relocating the school.*

Root Causes

1. Post-Covid 19 Test Score Recovery- we are still in the thick of recovering from learning loss. *Look at NWEA report on impact of Covid on 2023 academics.* *New NWEA Study Shows Progress Toward Academic Recovery Stalled in 2022-23 - NWEA*

Addressing the Challenges

1. The Dean and Director of Curriculum are members of Delaware's Literacy Cadre and Coalition. The Coalition is committed to long-term initiatives focused on establishing sustainable literacy programs aimed at enabling every student to meet the Common Core State Standards in English Language Arts. This involves designing and implementing best practices in literacy instruction.
2. Continuing to partner with New Teacher Center who is facilitating Interim Assessment Professional Learning (PL) on how to use the data to provide feedback to improve instructional practices and quality of assessments.
3. Continuing La Academia's after-school tutoring program which will begin in January 2024 using the Tools for Teachers resources to support students.

Growth in Math Grades 4-8

Successes:

1. 30.83% of students met their growth target in Math as measured by SBAC. This is a 7.75% increase from 2019.
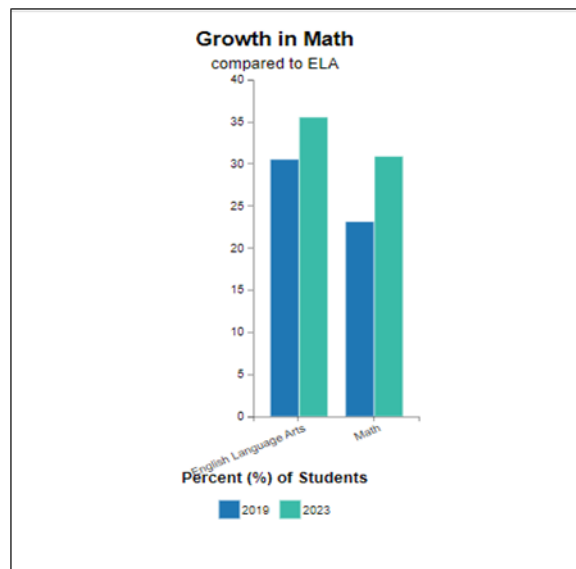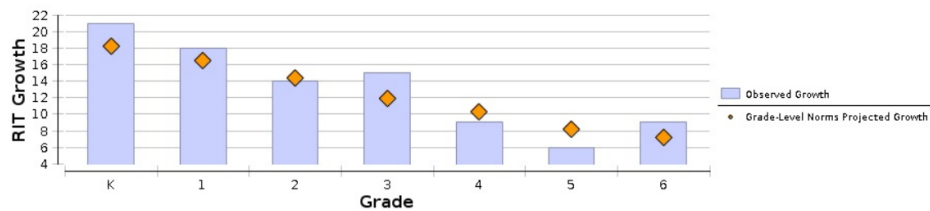

2. 11 EL's students met their growth targets in Math.
3. In MAP, students in grades 3 and 6, met and exceeded their Math growth projections from fall to spring.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Academia Antonia Alonso

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)

Grouping: None
Small Group Display: No

Academia

Math: Math K-12

| Grade (Spring 2023) | Total Number of Growth Events‡ | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2022 | | | Spring 2023 | | | | | Grade-Level Norms | | | Student Norms | | | |
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	107	134.9	8.9	20	156.0	10.8	41	21	1.1	18.2	1.28	90	107	73	68	65
1	99	154.1	10.8	15	172.2	11.1	25	18	1.1	16.5	0.63	74	99	54	55	51
2	117	168.6	11.6	13	182.5	14.3	13	14	0.8	14.3	-0.20	42	117	54	46	43
3	94	173.1	12.2	1	188.3	13.4	3	15	0.8	11.9	1.57	94	94	57	61	59
4	88	188.0	13.3	4	196.8	13.8	3	9	0.7	10.2	-0.73	23	88	32	36	32
5	85	194.5	11.2	2	200.9	13.5	2	6	0.8	8.2	-0.79	21	85	27	32	35
6	67	198.1	12.7	2	206.5	13.3	3	9	0.8	7.2	0.55	71	67	38	57	55

Math: Math K-12

Legend: Observed Growth (bars); Grade-Level Norms Projected Growth (points). X-axis: Grade (K, 1, 2, 3, 4, 5, 6). Y-axis: RIT Growth.

4. In SY23 an after-school tutoring program was developed for students in grades 3-6. The tutoring sessions for these specific groups ran from March to May of the SY2023.
5. Math Lab: During SY23, La Academia implemented a **Math Lab** to facilitate support in math inquiry for all students K-2.   The following are some ways in which a math lab helped our students learn and build on the math instruction they receive during their regular math block. Math Lab:
   a. Through activities students learned to do through concrete activities to lay down a firm foundation for more abstract thinking.
   b. Offered more scope for student participation. It encouraged students to become independent learners and allows them to learn at their own pace.
   c. Enabled students to engage with puzzles and games to help make learning math fun.
   d. Helped develop meta-cognitive abilities. Students could rethink and rework problems with teacher support and modeling.
   e. Built up confidence in the student towards learning and doing math.

Challenges

1. Learning gaps increased by COVID-19. Post Covid 19 Test Score Recovery- we are still working to help students recover from learning loss.
2. Transitioning to a new building during the summer and not being able to have a summer school during summer 2022.
3. Supplementing the schools K-4 Math curriculum to meet the rigor and complexity required for students to succeed and grow given the lack of rigor in McGraw Hills *Mis Matematicas.*

Root Causes

1. The long-term impact of interrupted schooling with COVID-19 when the students were in lower (foundational grades).
2. Gaps in the *Mis Matematicas* curriculum that do not meet the rigor or complexity of items in state testing.

Addressing the Challenges

1. Continuing to partner with New Teacher Center to train teachers in using the resources in Tool for Teachers to effectively to support Math instruction/assessment, ensure continued student

growth in Math. NTC continues to guide Interim Assessment Professional Learning (PL)- how to use Math data for improving instructional practices in the classroom.
2. La Academia's Math Coach attends the Math Cadre and Math Coalition meetings.
3. Continuing the after-school tutoring program in January, right after the holidays.
4. Continued focus on foundational grades (K-2) to build foundational skills in **Math Lab**. Math Lab will continue to help our students learn and build on the math instruction they receive during their math block to strengthen counting/cardinality, use of manipulatives and covering gaps in the curriculum identified in EdReports.
5. Partnering with the SummerCollab who is offering free before/after care for our families through a 21st Century Grant we received to ensure Math Minutes on Imagine Learning for elementary students and Math Minutes on ALEKS for middle school.

C. School Quality/Student Success

On-Track Student Attendance

Student attendance is measured in two very different ways. The Performance Framework uses 'On Track' attendance which calculates the percentage of students who missed less than 10% of school days for the entire school year. Because gathering this data is not possible until after the last day of school, this EOY calculation only provides one narrow view of student attendance and does not accurately reflect a true 'report card' view of school performance in this area.

La Academia and other district and charter schools use eSchoolPLUS to record daily attendance and access Average Daily Attendance/Member (ADA-ADM) reports. These reports are most helpful in providing timely access to data that may be viewed in multiple ways – for example by grade level, by classroom, monthly daily average attendance, and other such methods. This is an important tool for monitoring student attendance, trends, successes, and areas that need special attention.

Both measures of school attendance serve different purposes and create different pictures of the successes, challenges, root causes, and the extraordinary efforts the school is using to address the challenges. To that end, most of the responses below will target the data we monitor throughout the school year in eSchoolPLUS.

Successes
1. La Academia's Average Daily Attendance/Member (ADA/ADM), as measured by eSchool attendance reporting, was 91.67% for SY23. This is a success for our student demographics due to the predominance English Learners, students living in poverty and dealing with food/housing insecurity, living in dangerous/violent environmental conditions, experiencing transience, cultural traveling needs, and immigration fears – just to name a few.
2. La Academia maintains a robust Student Attendance Policy with extensive intervention strategies embedded, and multiple recognitions and rewards are highlighted for students regularly attending school.
3. ADA-ADM Data has demonstrated increased numbers of students earning monthly recognition for Perfect Attendance (Certificates) and other related awards.
4. To date, our school Average Daily Attendance/Member (ADA-ADM) has increased to 93.22% for SY24 – already showing growth since SY23.
5. La Academia has also begun to work with the Student Truancy Module in DSC which enables an additional layer of attendance-related documentation.

Challenges

1. As noted above, the demographics of our student population present numerous challenges for regular student attendance.
2. Many of our students have families of origin in other countries such as Mexico, Puerto Rico, Guatemala, Dominican Republic, Haiti, and others in that region. Families traveling to visit for holidays or urgent family matters must rely on travel costs, flight availability, and other conditions to determine when they can afford and/or are able to travel.
3. Data entry into the DSC Truancy module to document interventions, support, and follow-up with families in a timely manner is challenging and time consuming with limited resources to assist.
4. Changes in the filing of truancy charges in Truancy Court started in February 2023 (forms, proceedings, and court staff) and have created barriers to timely court interventions with families of truant students.

Root Causes

1. Root causes related to student demographics are noted above.
2. The relocation of our school has presented complex circumstances for some students with getting to school. Again, many of these are connected to demographic issues.
3. La Academia's Visiting Teacher transitioned into a new role that includes serving as Dean of Culture and Climate with additional responsibilities further limiting staff bandwidth to manage student attendance while fulfilling other leadership roles.

Addressing the Challenges

1. **An administrative assistant** was hired for the Dean of Culture/Climate to support with data entry in DSC as well as supporting the Dean of Culture/Climate with weekly monitoring of student attendance, scheduling meetings with parents, following up with parents and teachers about communications regarding attendance to ensure accurate records with absences, tardies, early dismissals and with families traveling while school is in session. The addition of an Administrative Assistant is already demonstrating rewards: *as of Nov 30, 2023, the School Attendance Percentage was 93.22%. ADA-ADM – a 1.55% increase in ADA/ADM.*
2. **Continued monthly recognition program** for Students with Perfect Attendance has helped to increase student attendance.
3. The use of Zoom has allowed a helpful option for parents/caregivers when needing to meet to discuss attendance/tardy issues.
4. **Before and after-care program with the SummerCollab** (who wrote and received a 21st Century Grant) has enabled La Academia to offer free before/after school care for families.

Proficiency in Science

Science Assessment (DeSSA)

1. 92 students in fifth grade took the DeSSA Science Assessment in Spring 2023
   a. At this time, La Academia did not yet have any other grade level that was eligible to take the Science assessment.
2. La Academia had a participation rate of 96.84% in the Science Assessment, meeting and exceeding the state requirement.
3. The demographics of the student population who took DeSSA Science was as follows (obviously some of these students were dual tagged):
   a. 10 students were students with disabilities,
   b. 60 students were English Learners (EL) (Test is in English and only students with English proficiency lower than 2.5 get the accommodation of the test being in Spanish),
   c. 44 students were low-income,
   d. 1 student was homeless.

4. The above demographics represent a challenging and traditionally underserved student population which likely had an impact on the low percentage of **5.43%** of students who were able to achieve Science Proficiency (Meets and Exceeds), as measured in the DeSSa Science Assessment.
5. Specific to English Learners at the state level, 2% of EL's were proficient in Science. This is in contrast to the 3.33% of the EL's at La Academia demonstrated proficiency in Science. In other words, La Academic outperformed the state-average in the category of EL's and Science proficiency.
   a. The proficiency growth in EL's was remarkable when compared to previous years.

EL Proficiency Over Time in Science

English Learners	2021	26	0.00
English Learners	2022	37	0.00
English Learners	2023	60	3.33

School strategies to advance performance in Science for All Students:
1. La Academia continues to participate in the Delaware Science Coalition to improve the teaching and learning of Science at La Academia for our teachers/students in K-8.
2. In the <u>elementary grades</u>:
   a. K, 1, and 5, Science instruction is aligned to the NGSS Science Standards expectations.
   b. La Academia has continued to use the Amplify curriculum for grades 2, 3, and 4.
3. In SY23, La Academia adopted the Amplify Curriculum for <u>middle school</u>.
   a. Amplify science curriculum blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and debate like real scientists and engineers. Amplify Science for grades 6–8 has been rated 'all-green' (meets expectation) by EdReports.
4. During SY23, La Academia celebrated its first Science Fair in which sixth grade students conducted research and presented their findings to our school community as they grew in their science knowledge and application in the real world which is the goal of the Next Generation Science Standards (NGSS).
5. As we have advanced to SY24, La Academia continues to use the Amplify Curriculum for middle school.
6. During SY24, La Academia intends to celebrate its second Science Fair in which sixth and seventh grade students will conduct research and present findings to our school community as they continue to learn and grow in their science knowledge and application in the real world which is the goal of NGSS.

Proficiency in Social Studies

1. La Academia continues to be a member of the Social Studies Coalition.
2. During SY23 students in Grade 4 participated in the Interim Field Tests for Civics and History. Since this was a field test, there were no summative assessments.
3. Students in Grade 6 participated in the Geography Interim Field Test.
4. This was the first year for both grades' interim testing which has been a part of the DeSSa shift in Social Studies Standards.
5. La Academia's sixth grade Social Studies teacher at the time (SY23) participated in the state's Professional Learning Cohort that reviewed the Social Studies items for the test.

D. High School Graduation N/A

E. Progress Towards EL Proficiency

Most students at La Academia are English Learners with Spanish as their primary language (L1). The academic program includes a Spanish Dual Language Immersion Program for grades K-5 and a Middle School World Language path for Heritage and Non-Heritage Learners for grades 6-8. While the goal is for students to learn in both Spanish and English, it is the mastery of the English language that is key to learning in ELA, Math, Science, and Social Studies.

Successes
1. 25 students exited the EL program during SY23 as opposed to 24 students in SY22.
2. 32% of EL students met their growth targets in ACCESS.
3. La Academia had a 100% participation rate in the annual ACCESS assessment testing.
4. In SY22, former English Learners (ELs) represented 4.2% (3 students) of fourth grade ELs and 17.6% (9 students) of fifth grade ELs.

For SY22:
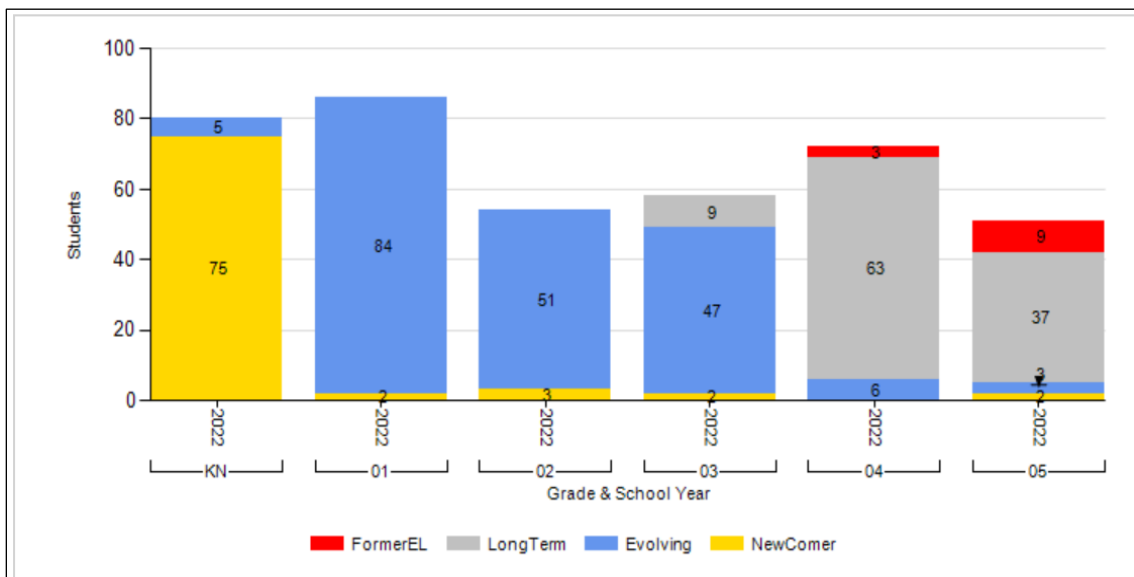
5. By SY23, the landscape shifted with former ELs comprising 3.4% (2 students) of fourth grade ELs and a notable 23.5% (19 students) of fifth grade ELs. Additionally, in the newly introduced sixth grade, former ELs accounted for a significant 24% (13 students) of the EL population, showcasing a positive trajectory in English language proficiency across grade levels.

For SY23:
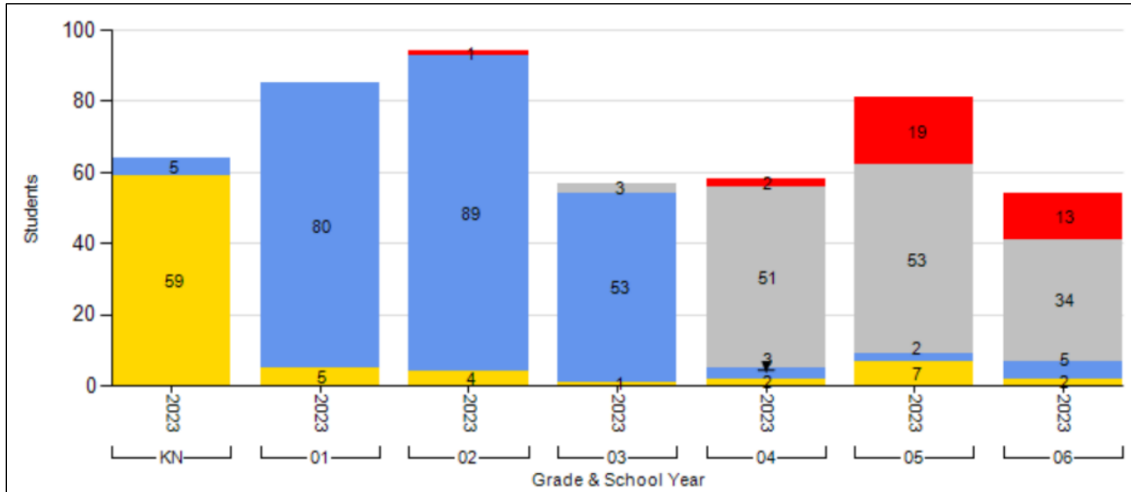
6. During SY23, La Academia hired an ESL Teacher who worked specifically with middle school students and supported K-6 teachers in PLCs to scaffold and lesson plan in a way that helps to make content and language accessible to meet students' needs based on their language proficiency levels in the classroom.

<u>Challenges</u>
1. Many EL's come to us without a solid set of foundational skills in their native language. This factor makes second language acquisition more challenging and creates gaps in their learning.
2. Gaps in foundational skills due to COVID-19. Research shows that it will take years for this population to close the learning gaps. <u>See NWEA Research cited below.</u>

> *Using data from 6.7 million U.S. public school students currently in grades 3 – 8, the study examined academic gains in the 2022- 23 school year relative to pre-pandemic years. It also tracked the gap in achievement between the COVID year student group compared to their pre-pandemic peers.*

Key Findings of the Study

> *While students grew academically in the 2022-23 school year, achievement gains fell short of pre-pandemic trends in most grades, with the exception of the youngest students who bucked this trend and made above average achievement gains.*

> **The gap in achievement levels between the COVID cohort and their pre-pandemic peers did not shrink in 2022-23, and in some grades widened slightly.**

> *With these latest numbers, it's estimated that most students would now need, on average, an additional 4.5 months of mathematics instruction and 4.1 months of reading instruction to recover in these two subjects. All groups showed sluggish achievement gains, but traditionally marginalized students (Black, Hispanic), remain furthest from recovery.*

"COVID-19 may no longer be an emergency, but we are very much still dealing with the fallout from the crisis. These data reiterate that recovery will not be linear, easy, or quick and we cannot take our foot off the gas pedal," said Dr. Karyn Lewis, co-author of the study and director of the Center for School and Student Progress at NWEA. "Disappointing as these results may be, it's important not to lose sight of the fact that things would likely be so much worse without the enduring work of educators and schools to support students in this moment."

To help contextualize the scale of the gaps, the report estimated the amount of additional learning that will be required to catch students up to pre-pandemic achievement levels. It stated that the average student would need support and interventions equivalent to an additional 4.1 months of school to catch up to pre-COVID levels in reading and 4.5 months in math. This amount of additional schooling cannot be compressed into a single year or achieved in a short-term intervention but rather will require sustained effort over several years. For traditionally marginalized students, the road ahead is even longer. These estimates are only to return students to the pre pandemic status quo, which does nothing to address the achievement disparities that pre-date the pandemic.

Root Causes

1. **Socioeconomic status of EL's**: 46.7% of La Academia's English Learners in SY23 were also Low Income (LI). LI students encounter socioeconomic factors that impact their educational outcomes. These factors include inadequate access to healthcare, unstable housing, low literacy levels in their L1 (primary language) and others.
2. La Academia caters to a **higher proportion of students at Levels (AL) 1 and 2** of English proficiency compared to the state (see chart below). Research indicates that students entering Levels 1 and 2 typically require seven to ten years to develop the cognitive English academic language essential for achieving proficiency in state tests.

Subject	Organization	Number Tested	Scale Score Mean	Proficient	Not Proficient	AL 1	AL 2	AL 3	AL4	AL5	AL6
CMP	Academia Antonia Alonso	441	290.48	5.44	94.56	20.18	24.26	36.28	16.78	2.04	0.45
		441	290.48	5.44	94.56	20.18	24.26	36.28	16.78	2.04	0.45
	State of Delaware	15909	318.14	7.40	92.60	17.25	19.76	38.20	21.11	3.44	0.25

3. ELs bring diverse **cultural and linguistic backgrounds** to the learning environment. While this diversity is enriching, it can also present challenges in aligning instructional methods with the unique needs and experiences of these students.
4. **Language Barriers:**
   a. Challenge: Students from diverse cultural backgrounds at La Academia have different levels of proficiency in Spanish/English.
   b. Impact: This can affect comprehension, participation, and academic performance in the classroom- across content areas.
5. **Differing Learning Styles:**
   a. Challenge: Our EL students have distinct learning styles and preferences influenced by their cultural backgrounds.
   b. Impact: Teaching strategies that align with one cultural style may not be as effective for students with different preferences/styles.
6. **Varied Educational Backgrounds:**
   a. Challenge: Students enter our classrooms with diverse educational backgrounds, including differences in curriculum, educational systems, and prior knowledge.

  b. <u>Impact:</u> Teachers need to address gaps in foundational knowledge and adapt instructional strategies to accommodate.
 7. **Parental Involvement:**
  a. <u>Challenge:</u> Differences in cultural norms and expectations regarding parental involvement in education sometimes impacts communication between teachers and parents.
  b. <u>Impact:</u> Limited parental engagement sometimes hinders students' progress

<u>Addressing the Challenges</u>

At La Academia we are committed to continue to address these challenges noted above with evidence-based teaching practices and create a classroom culture that celebrates diversity, promotes open communication, and values each student's unique background.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:
Overall School-Wide Growth: Grades K-6 SY23

<u>English Language Arts</u>

Growth in ELA
1. During SY23, 89.52% of students demonstrated growth from fall to spring as measured by MAP ELA.
2. 48% of students met their growth goal from fall to spring as measured by MAP ELA.
3. Grades 3 and 4 exceeded the grade level projected growth from fall to spring during SY23 as measured by MAP ELA.

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map GROWTH

Student Growth Summary Report

Aggregate by School

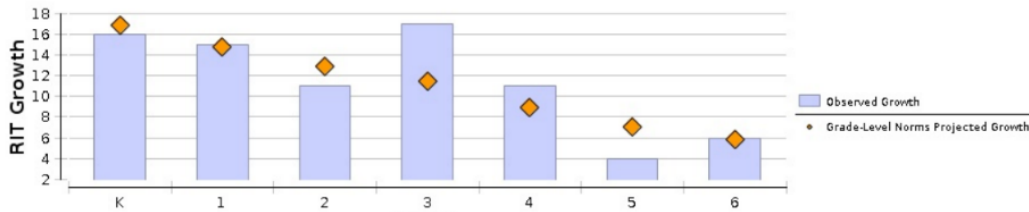|		
Term:	Spring 2022-2023	
District:	Academia Antonia Alonso	

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2022 - Spring 2023
Weeks of Instruction:	Start - 4 (Fall 2022)
	End - 32 (Spring 2023)
Grouping:	None
Small Group Display:	No

Academia

Language Arts:
Reading

| Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	110	132.9	7.2	24	148.9	10.7	21	16	0.8	16.8	-0.34	37	110	51	46	39
1	106	147.4	11.0	6	162.0	11.8	7	15	0.9	14.7	-0.04	48	106	51	48	46
2	118	161.7	13.7	5	173.1	14.1	4	11	0.8	12.9	-0.60	27	118	46	39	37
3	95	165.2	15.4	1	182.5	16.4	2	17	1.1	11.4	2.76	99	95	59	62	64
4	93	183.7	15.8	4	194.3	15.8	7	11	0.9	8.9	0.82	80	93	47	51	48
5	86	193.3	15.2	6	197.7	15.2	3	4	1.1	7.1	-1.36	9	86	43	50	45
6	70	199.4	15.0	7	204.8	14.5	6	6	1.6	5.8	-0.25	40	70	28	40	38

Language Arts: Reading

Growth in Imagine Language and Literacy (K-5)

In SY23, students demonstrated growth from the beginning to the end of the year in the following:

1. 14% increase in students above grade level
2. 7% increase of students on grade level
3. 10% decrease in students below grade level
4. 12% decrease of students 2 years below grade level
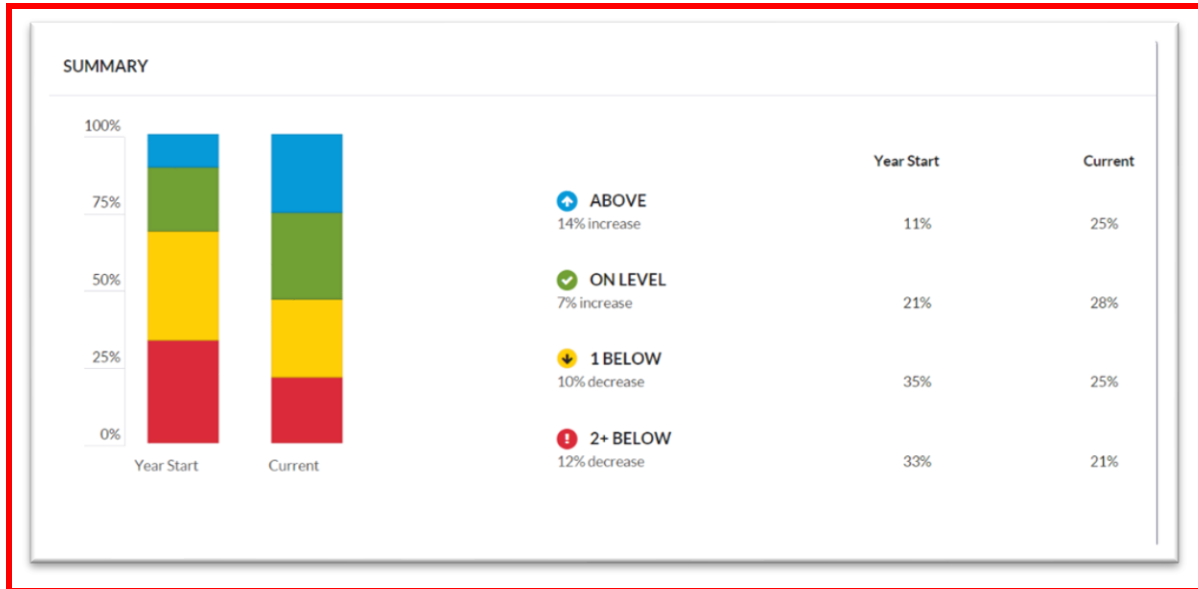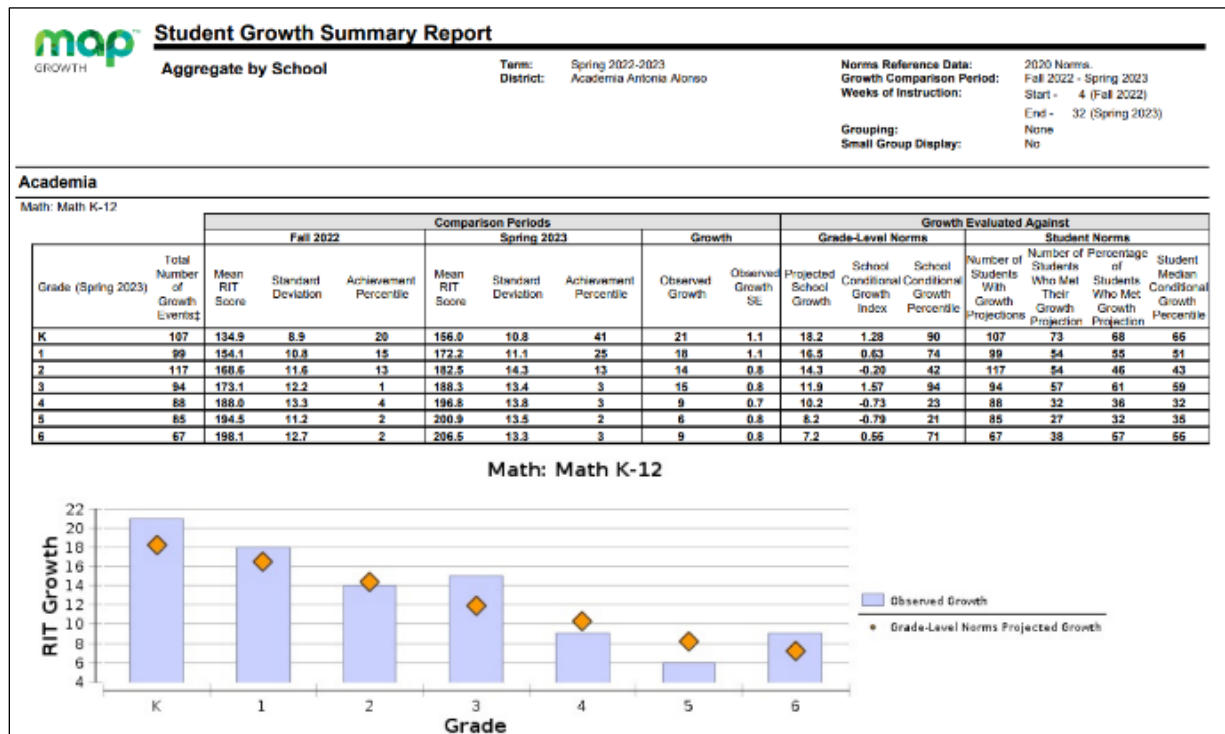

Reading Assist

Reading Assist continues to provide much needed support to struggling readers. Their data shows the students with whom they worked were able to progress in their Reading growth. Please see the

Reading Assist SY22-23 Report for summary results. [La Academia - Reading Assist SY22-23 Report › Summary of Results (google.com)](google.com)

The limitation with Reading Assist continues to be the limited numbers of students RA staff are able to serve because their interventions are one-on-one.
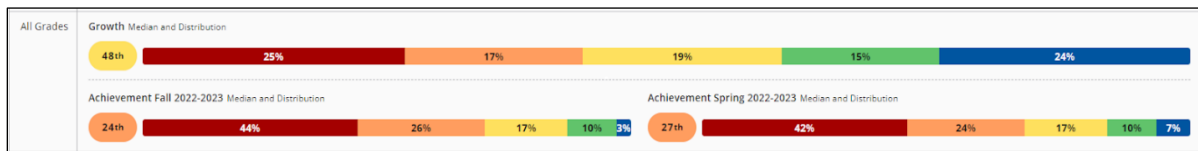
MATH

Growth in MAP

1. During SY23, 96.80% of students demonstrated growth from fall to spring as measured by MAP Math
2. 50% of students met their projected growth goal from fall to spring as measured in MAP Math.
3. Grades K, 1, 3, and 6 met and exceeded their projected growth from fall to spring during SY23 as measured by MAP.

Student Growth Summary Report

Aggregate by School — Term: Spring 2022-2023 — District: Academia Antonia Alonso

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022), End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Academia
Math: Math K-12

| Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	107	134.9	8.9	20	156.0	10.8	41	21	1.1	18.2	1.28	90	107	73	68	66
1	99	154.1	10.8	15	172.2	11.1	25	18	1.1	16.5	0.63	74	99	54	55	51
2	117	168.6	11.6	13	182.5	14.3	13	14	0.8	14.3	-0.20	42	117	54	46	43
3	94	173.1	12.2	1	188.3	13.4	3	15	0.8	11.9	1.57	94	94	57	61	59
4	88	188.0	13.3	4	196.8	13.8	3	9	0.7	10.2	-0.73	23	88	32	36	32
5	85	194.5	11.2	2	200.9	13.5	2	6	0.8	8.2	-0.79	21	85	27	32	35
6	67	198.1	12.7	2	206.5	13.3	3	9	0.8	7.2	0.55	71	67	38	57	55

Math: Math K-12

4. The charts below show growth and achievement comparison percentiles across two testing terms: Fall and Spring of 2022-2023SY, as measured by MAP Math.

Growth in Imagine Math (K-5)

1. Students in K-5 showed growth in Imagine Math Benchmark from the beginning to the end of the 2023 school year, especially in the lower grades.
2. Notably, Grades 4 and 5 faced challenges due to the impact of COVID-19 on foundational skill acquisition.

3. Despite these hurdles, efforts were made to foster growth across all grades. Finishing the SY23, 45% of students performed at or above grade level, marking a 3% increase from SY22, and 42% of students achieved or surpassed grade level expectations.
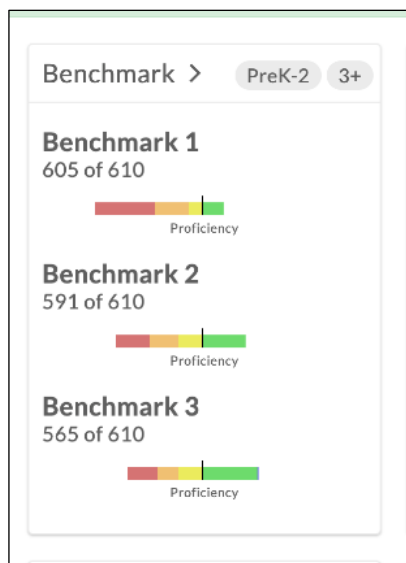
Name	Benchmark	Completed	Performance Levels ⓘ
Grade 1	Benchmark 1	112	
	Most Recent	112	
Grade 2	Benchmark 1	119	
	Most Recent	109	
Grade 3	Benchmark 1	99	
	Most Recent	99	
Grade 4	Benchmark 1	97	
	Most Recent	95	
Grade 5	Benchmark 1	95	
	Most Recent	95	
Kindergarten	Benchmark 1	111	
	Most Recent	111	

Math Lab Outcomes

A Math Lab was implemented in grades K-2 to strengthen math skills in foundational grades. Math Lab focuses on implementing activities that focus on "how many" and utilize the manipulatives included with the curriculum, McGraw Hill *Mis Matematicas*, and covers the gaps in the curriculum identified in EdReports.

Following the winter 2023 MAP screener, students who were still struggling received additional interventions in Math. There was marked success demonstrated with some of those students were able to advance enough to meet their projected growth MAP Goal by the end of FY23.

Grade	# of Students who received interventions	# of Students who met MAP Goal	Percentage of students who met MAP Goal
K	27	14	52%
1	29	12	41%
2	23	7	30%

Middle School Math

ALEKS (Middle School)
ALEKS (Assessment and Learning in Knowledge Spaces) Through adaptive questioning, ALEKS assesses students' knowledge in math skills and tailors their instruction to address specific learning needs. Designed to assist teachers and support students, ALEKS identifies instructional gaps, personalizes

learning paths, and tracks student progress. In SY23, ALEKS was used with students in sixth grade only – as it was the only MS grade at the time.

Successes with ALEKS
1. 77 sixth grade students actively used ALEKS during the 2022/2023 school year.
2. 8% of students completed the Foundations I Grade-Level Pie and began the seventh grade Foundations II Pie.
3. Data collected in February of 2023 showed the following:
   a. Students spent between 1.4 and 48.4 hours practicing ALEKS from the start of the school year.
   b. 86% of students mastered at least 25% of the grade-level topics.
   c. 44% of students mastered at least 50% of the grade-level topics.
   d. 21% of students mastered at least 75% of the grade-level topics.

Challenges
1. Data collected in February of 2023 showed the following:
   a. 14% of students mastered less than 25% of the grade-level topics.
   b. 12% of students spent less than 5 total hours on the platform.

Root Causes
1. MS classes are 45 minutes, and curriculum lessons are paced for 45 minutes, leaving little in-class time for ALEKS use.
2. Consistent internet access is an issue for some of our students, limiting the ability to connect at home.

Addressing the Challenges
1. MS teachers in grades 6-7 were trained/further trained by McGraw Hill in ALEKS at the start of the school year.
2. High needs students were assigned ALEKS RTI pathways based on the previous year's data to help close the achievement gap.
3. All Study Hall class periods for students will begin with 15 minutes on ALEKS, using GoGuardian to monitor student activity, beginning in January. This will increase the number of minutes students spend on the platform, with the goal of more topics being mastered.
4. Students attending the after-school program with SummerCollab will do ALEKS minutes every day with supervision.

Outcomes and Learnings from the Summer Academy

The goal and purpose of La Academia's Summer Academy was to focus on accelerating our students' learning from rising kindergarten through 7th grade with a 5-week Summer Academy School session. With academics focusing on reading, writing and math in the morning and social emotional learning in the afternoon, students will get a summer of fun, learning and support.

Through our pre and post assessments, we learned that Summer Academy was beneficial and a necessity for our students to close the learning gap. We found growth in each grade level.

The rising Kindergarten students were assessed using the Bracken Test at the beginning of the summer and the end of the summer. All 12 students showed growth. The time spent at Summer Academy gave the students the extra skills they needed and prepared them better for the upcoming school year. On
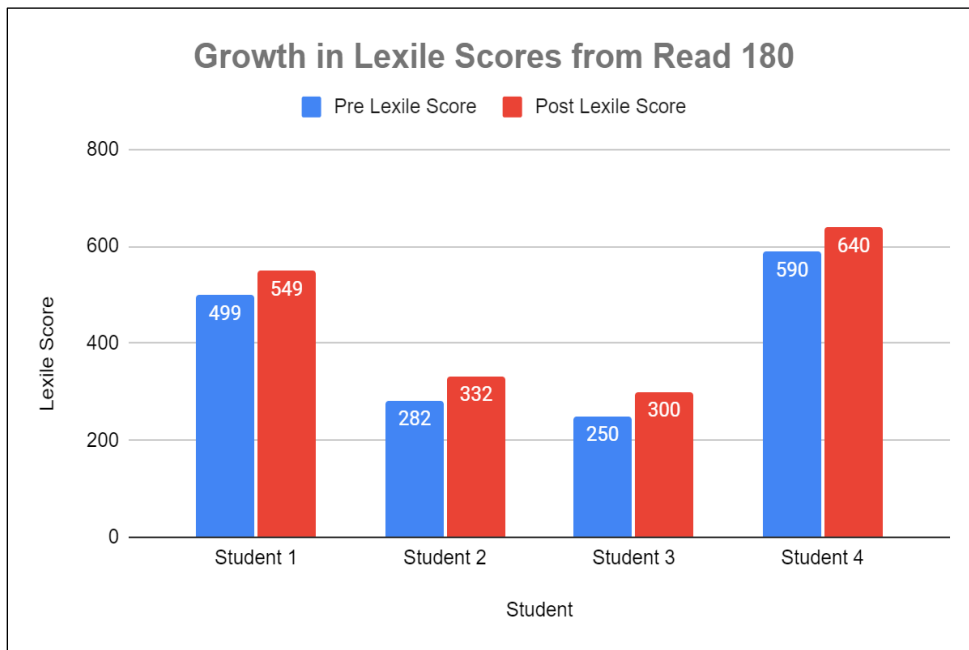
average students learned 4 additional letters, 4 additional numbers ranging from 1 to 20, and 3 additional shapes over the course of the 5-week summer session.
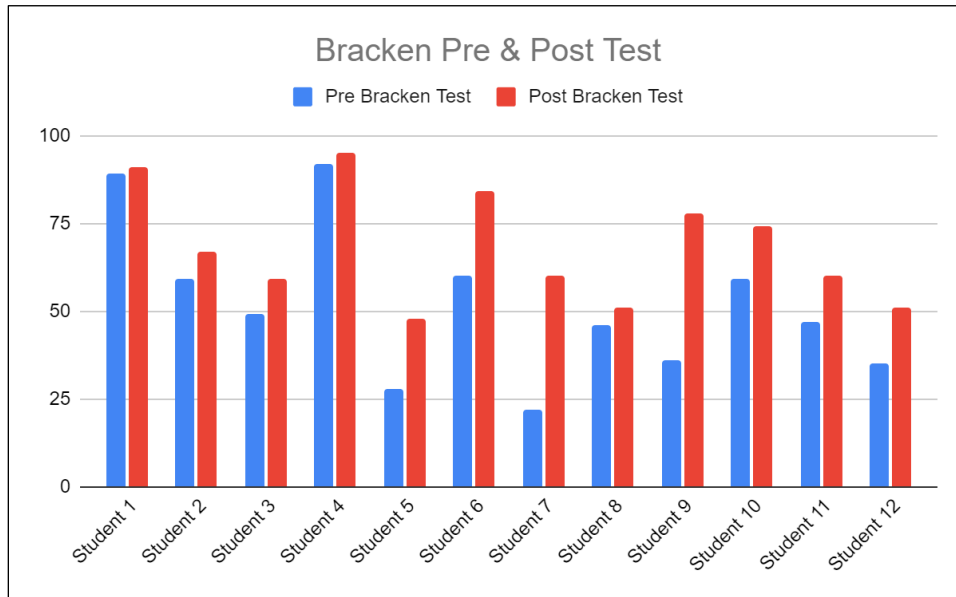
The 1st through 6th grade students were tested and measured on their phonics skills. At the end of the 2023 school year students were tested on their phonics skills using 95% Groups PSI. Most students that participated in the Summer Academy were identified as Tier 2 or Tier 3 students in RTI. According to the results, each grade level saw growth in the students. These students either increased their knowledge of the skill they were working on or moved up skills. In the academic portion of the day, students worked in SFI (Skilled Focus Instruction) where they worked on the individual skills they needed the most help with. This is the area in which we saw the growth.
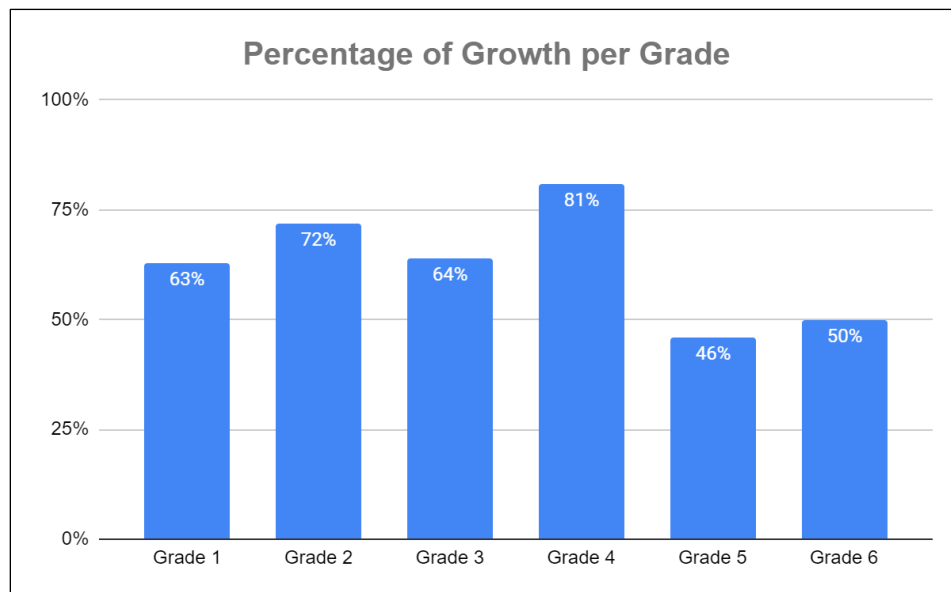
The 7th grade students participated in an adaptive learning program called System 44 or Read 180, depending on their literacy levels. For the students that participated in System 44, they showed growth in their skills, each advancing to more complex skills in the reading process. For the students who connected to Read 180, each student showed growth in their Lexile score.

Growth in Lexile Scores from Read 180

Legend: Pre Lexile Score (blue), Post Lexile Score (red)

Student	Pre Lexile Score	Post Lexile Score
Student 1	499	549
Student 2	282	332
Student 3	250	300
Student 4	590	640

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

AAPL Assessment Measuring Spanish Proficiency

During SY23, students in third to fifth grade took the **ACTFL Assessment of Performance toward Proficiency in Languages** (AAPPL). This comprehensive assessment evaluates standards-based language learning, specifically focusing on Interpersonal Speaking and Listening, and introducing Presentational Writing to fifth grade students. In SY23, La Academia demonstrated remarkable achievements, surpassing the national average in the following key areas:

Interpersonal Listening and Speaking
1. Third Grade:
   a. *National Average:* 3.9
   b. *La Academia Score:* 4.1
2. Fourth Grade:
   a. *National Average:* 3.9
   b. *La Academia Score:* 4.4
3. Fifth Grade:
   a. *National Average:* 5.1
   b. *La Academia Score:* 5.7

Presentational Writing
1. SY22:
    a. *Fifth Grade students scored above the National Average:* 19%
2. SY23:
    a. *Fifth Grade students scored above the National Average:* 44%

La Academia's score in Presentational Writing represents a significant 25% increase in student performance from SY22. These remarkable results not only highlight the growing proficiency of our students but also underscores the effectiveness of our language learning curriculum.

The chart below represents the results of the AAPL Assessment.

12/23/2022 to 03/22/2023	All Students		Spanish

Grade	Interpersonal Listening & Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
3	N4 (4.1)	N/A	N/A	N/A
4	N4 (4.4)	N/A	N/A	N/A
5	I1 (5.7)	N3 (3.6)	N/A	N/A

Parent/Family Engagement (PFE)

Parent/Family Engagement is an important core component of all facets of student achievement. At La Academia, we have many tools and programs throughout the year to facilitate and improve PFE.

Successes
1. For SY23 we held most of our **community events** in-person (Family Walk Through's, Jump Start to Success Nights, Hispanic Heritage/Black History Month Celebrations, Winter Concert, Talent Show, etc.) The lifting of Covid mitigation strategies as well as our transition to the new building, provided ample space for gatherings and supported larger family turnouts. We publicize events through Student Communication Folders and Class Dojo.

2. **Meetings such as**: Parent University, Coffee with the Executive Director, Parent Teacher Conferences, Special Education and English Learner Parent Advisory Council meetings were most successful on Zoom. Families explicitly stated that childcare as well as transportation factors stood as barriers to attend all school events in person. The events with the strongest participation, more than 350 guests, were our new building Family Walk Through tours, Hispanic Heritage Month Celebration, Winter Concert, Parent Teacher Conferences (Zoom), "Encanto" Theater production, Kindergarten End of Year Celebrations, and our 5th grade Moving Up Ceremony. Two Book Fairs were successful events and promoted PFE, along with Sunday Nights Read Aloud via Zoom.

3. **One School One Book Initiative**
   In SY23, in our commitment to foster a culture of reading within La Academia families, we introduced a new initiative: a collective reading experience where ALL students, teachers, and staff will read the same book together.

   Participating students not only embarked on a literary journey together but also received a copy of the chosen book to enrich their home library. This initiative serves as a proactive response to learning loss by reinforcing essential reading skills both in English and Spanish, extending the impact beyond the classroom.

   At school, students came together to celebrate and explore the chosen novel with their classmates. This was a crucial strategy that not only enhanced the educational experience but also significantly increased parental involvement. adventure, we aspire to build a true community of readers, fostering a lifelong love for learning and literacy among our students and their families.

Challenges

1. Our programming that yielded least participation took place at the end of the year as we experienced some glitches with communication and some rescheduling of events. Normally, text blasts prior to events are an effective way to remind families of upcoming events and these did not always happen. Our Director of Communications went on Maternity Leave during the second half of the year- and communication efforts were not always timely/consistent with past successes.

2. It is also worth noting that in SY23 our Booster Club had little to no participation and failed to support the school effectively due to poor/ineffective leadership. Morale was low among the parent community and, as a result a restructuring took place and Bylaws were amended. SY24 began on a different note, and the Booster Club with new leadership is back up and thriving.

Root Causes

1. Root causes generally have to do with issues related to the school's student demographics and are covered multiple times throughout this report.

2. Transportation, ability to access remote digital communications, and parent employment schedules were among additional issues.

Addressing the Challenges

The following are some of the strategies that we will be continuing/implementing in SY24 to maximize family participation and engagement:

1. By parent request, continue to hold Parent University, Coffee with Executive Director, Parent Advisory Council meetings (Special Education and English Learner) both in person and through Zoom to maximize attendance.

2. Continue our promotion of school events via parent flyers, Class Dojo, social media, classroom newsletters as well as on our weekly parent newsletter in both English and Spanish.
3. Continue to offer all our Parent Engagement programming in both English and Spanish.
4. Provide childcare for families for regularly scheduled meetings held in-person.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

School Culture

Successes
1. **MOU** with the Center of Child Development (CCD) was signed in January 2023. CCD provided staff on a weekly basis to offer mental health services to students struggling with anxiety, depression, low self-esteem, self-harm, and bullying – issues that we see regularly increasing in students.
   a. SY23 CCD served 5 La Academia students for weekly sessions. The families of participating students were required to have insurance that would cover the visits.
   b. Families without insurance were able to access services directly through CCD.
2. MTSS structure was launched and able to serve some students in a limited way due to staffing constraints.

Challenges
1. Due to the school location move in August 2022 and timeframe connected with setting up the MTSS structure, the process and services were unable to start until January 2023.
2. SY23 was the first year adding a middle school grade and required some restructuring with our process, service model and staffing.
3. Fewer staff members were available to support the MTSS process. During SY23, La Academia lost its school counselor, a licensed therapist, and mental health professional externs.
4. RTI support was fragmented with staff, and student attendance and service consistency was a challenge.
5. Properly tiering students with Social Emotional Learning (SEL) issues has been an ongoing learning curve.
6. Adequate time for the MTSS team to meet with students and teachers remained a serious issue.

Root Causes
1. Lack of a School Counselor and other SEL staff to provide teachers with Tier I support.
2. Lack of a data system to support SEL student development and appropriate interventions.
3. Lack of guidance regarding positive behavior incentives due to our school counselor leaving in October 2022.

Addressing the Challenges

1. The addition of a **Director of Curriculum/Instruction** was pivotal, and she became the MTSS coordinator and enabled the ability of the Team to name the academic issue, type of support needed, and improve the functionality of the MTSS structure.
2. New Hire: **Culture/Climate Admin Assistant** – enabling a call center for all care support calls, tracking data for intervention purposes, and data entry and monitoring support.
3. The **MOU with (CCD)** was renewed, and their staff are currently providing therapeutic counseling services 2 days per week for 16 La Academia students. The MOU has been very successful in providing students and families with a place here in school to support students suffering from trauma or other social emotional conditions.
4. **Fastbridge** – a research-based universal screening and progress monitoring tool for social-emotional behavior (SEB) with intervention recommendations – was purchased. This tool provides data to implement interventions, SEL Lessons in Cycles, and SEL Morning Meeting lessons that target the needs for students in all grade levels.
5. La Academia's **Playground** was completed. Recess time plays a crucial role in supporting students' social and emotional and physical safety, in all aspects of their well-being. On the playground students learn essential social and emotional skills, such as conflict resolution, empathy, and communication during unstructured playtime, which supports their SEL and physical needs.
   a. A security **camera system** was purchased to better monitor activity on the playground, resolve conflicts, and ensure school and student/staff safety.
6. The purchase of additional school buses and hiring of bus aids to support safety of students through more effective implementation of bus expectations.
7. Implementation of a middle school athletic **program**. Athletics teach students essential skills that they use throughout their lives – motivating and supporting students' effort and determination, self-discipline, teamwork, and time management.

Discipline

Successes

1. The **new school building** has expanded space to advance academic programming, create a functional and safe playground, and establish common areas to extend classroom learning.
   a. The additional space has helped to reduce student overcrowding and provide more opportunities for student engagement and learning.
2. **Referral Action Profile (RAP)** is an incident referral and reporting tool offered through DSC that helps to monitor discipline referrals and interventions.
   a. Implementing RAP referrals as a tool for staff/teachers to document behavior incidents/concerns in school, on buses and during school field trips.
   b. Total Students Enrolled at La Academia - 707:
      - Students with +6 RAP Referrals: 1.70%
      - Students with 2-5 RAP Referrals: 4.67%
      - Students with 0-1 Rap Referrals 93.64%

Challenges

1. The new and **larger school building** presented a challenge for adequate supervision.
2. Challenges of developing and teaching **new school expectations**, processes, and procedures in a new building.

3. **Playground** – students had an empty parking lot to play in for all of SY22-23. Playground construction did not begin until summer of SY23. Given that students had no green space or proper playground, recess incidents were an issue.
4. **Buses**: Challenges in hiring bus drivers and bus aids and getting enough buses.

Root Causes
1. **Lack of a school counselor** to address important conversations with students (health, vaping, proper use of social media, equity, healthy relationships, kindness, empathy, career goals or inspiration).
2. **Discipline on buses**: mixing elementary and middle school students on buses presents a challenge and will remain a root cause until we have an adequate number of buses and bus aids.

Addressing the Challenges
1. **Staff**: Addition of one SEL Staff member and Culture/Climate Administrative Assistant to provide support with attendance, SEL calls, imputing data, parent calls etc.
2. **MTSS**: Hiring a Director of Curriculum/Instruction with experience, knowledge and leadership skills to head the MTSS team has been pivotal. The MTSS Team now can properly assess and tier our students. She ensures effective, research-based interventions, academic programming, and is critical with helping to create support plans for students to meet their specific and unique needs.
3. **Fastbridge** – a research-based universal screening and progress monitoring tool for social-emotional behavior (SEB) with intervention recommendations – was purchased. This tool provides data to implement interventions, SEL Lessons in Cycles, and SEL Morning Meeting lessons that target the needs for students in all grade levels.
4. **Buses:** The purchase of additional school buses and hiring of bus aids to support the safety of students through implementation of bus expectations. We are already seeing a 10% decrease in bus incidents.
5. The AAACS Board recently approved changes to Board Policy numbers 202 (Admissions-Enrollment Duration) and 203 (Student Attendance). These changes amended the duration of choice enrollment to include conditions tied to students' compliance with the school's Attendance Policy and the Student Code of Conduct.   These amended policies allow for the termination of a student's choice permission at the end of the school year. The implementation of these amended policies requires ongoing communications with parents/caregivers of students who are unable to comply with these policies, frequent documentation of interventions and outcomes, evidenced-based data presented during parent meetings, and notification of benchmark timelines.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Education Program				Governance & Reporting			Students & Staff			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring	Facilities, Transportation, Health, & Safety	
YEAR	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2022-23	M	M	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve and overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

7. Describe the school's organizational performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

La Academia **Meets the Standard** for each section.

8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
    - School leadership
    - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

La Academia **Meets the Standard** for each section.

9. Address any measure(s) where the school did not meet standard or is approaching standard.

School Comments:

La Academia **Meets the Standard** for each section.

3.2 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at- risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

Students with Disabilities

1. In response to the SY22 audit findings, La Academia proactively addressed areas of improvement in its support for students with disabilities during SY23. While achieving 100% compliance in SY22, the institution recognized the need for targeted enhancements in the realm of Special Education Teacher support, particularly in the formulation of Individualized Education Programs (IEPs).
2. A strategic approach was taken to fortify two critical aspects: Student Goal Setting and the Description of Student Needs.
    a. La Academia recognized the importance of evidence-based interventions and, as a result, in SY23, La Academia implemented Key Math and Step Up to Writing as pivotal tools to enhance the efficacy of interventions.
    b. In SY24, we continue to hone-in on implementation with greater fidelity. This deliberate effort signifies La Academia's commitment to not only meeting compliance standards but also continually refining its practices to better serve the diverse needs of students with disabilities – despite achieving 100% compliance in SY22.

English Learners

Changes and enhancements related to English Learners has been fully described in Section 2.2, Question 3, E.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

Students with Disabilities

1. Student Identification Process: In the process of implementing the Multi-Tiered System of Supports (MTSS) at La Academia, significant strides were made to enhance the identification process for students with disabilities in SY23.
2. Recognizing the need for a more refined and effective approach, a systematic process was developed. These involved:
   a. Students undergoing three **Response to Intervention (RTI) cycles**, with meticulous data digs conducted at each stage. These data analyses considered various facets of the student's academic performance, attendance, behavioral record, and family history.
   b. **Comprehensive data evaluation**: By comprehensively evaluating data collected throughout the three RTI cycles, the MTSS team aimed to gain a holistic understanding of the student's progress.
   c. Following this thorough assessment, the **MTSS team made informed decisions** about whether to recommend the student for further evaluation or not.
3. This structured and data-driven methodology reflects La Academia's commitment to continuously improving its processes for the benefit of all students.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

1. An ESL teacher was hired to work w middle school students with acquiring English language proficiency.
2. ESL teacher collaborates w/ PLC's K-6 to support teachers in planning and preparation for instruction and the different levels of students' English proficiency in classrooms.

3. Continued PD and coaching will be provided to teachers in Collaborative Structures (Kagan) and Guided Language Acquisition Design (BeGLAD strategies) to make instructional content accessible to students.

3.3 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

La Academia's Board has always played a crucial role in providing oversight and governance to ensure the effective functioning of our school. Historically, oversight extends to three main areas: Academics, Finance, and Operations, with a focus on Legal Compliance. The following is a breakdown of how La Academia's Board provides oversight in these areas:

1. **Academics:**
   a. **Curriculum and Instruction:** The Board's Academic Committee works closely with the school's Academic and MTSS teams to ensure that La Academia provides a high-quality education for its students. The Board's Academic Committee meets every 3 months and consists of: three members of the Board, the Executive Director, Director of Curriculum and Instruction, Elementary Dean of Curriculum and Instruction, Middle School Director, Special Education Dean, and Dean of Culture and Climate.
   b. **Student Achievement:** Monitoring student performance and academic outcomes is a key aspect of Board oversight. The Board reviews standardized test scores, MAP data, and other performance metrics to assess the effectiveness of La Academia's educational program.
   c. **Policy Development:** La Academia's Board also develops policies that guide the academic program, student conduct, and other educational aspects. They collaborate with our administrators to create policies that support the overall educational goals of the school.
2. **Finance:**
   a. **Budget Approval:** La Academia's Board is responsible for approving the annual budget of the school. This involves reviewing finances, ensuring that resources are allocated efficiently, and making decisions that prioritize educational objectives.
   b. **Financial Reporting:** Oversight from the Board includes monitoring financial reports during quarterly CBOC and monthly Board meetings to ensure transparency and accountability. At these meetings, the Board receives regular updates on the financial health of the school.
   c. **Resource Allocation:** The Board and Executive Director work collaboratively regarding how resources are allocated, including but not limited to, areas of staffing, facility maintenance, and the purchase of educational materials and technology as needed.
3. **Operations:**
   a. **Personnel Management:** The Board is involved in hiring and evaluating the performance of the Executive Director.
   b. **Facilities Management:** In SY23, oversight extended to the building of the new school facilities. This included approving the construction project, finances related to the project, ensuring compliance with safety standards, and making decisions related to the use of the school building.

       c. **School Safety Plans:** The Board oversees the development of the school's Safety Plans, and ensures compliance with federal, state, and local requirements.

4. **Legal Compliance:**
      a. **Policy Development and Review:** The school Board plays a role in developing, reviewing, and updating policies to ensure legal compliance. This includes staying informed about changes in education laws and regulations.
      b. **Legal Compliance:** Ensuring legal compliance is a critical aspect of oversight for the La Academia Board. The Board is aware of and adheres to federal, state, and local laws governing education, employment, and other relevant areas. This includes compliance with laws such as the Individuals with Disabilities Education Act (IDEA), Title IX, HB198, and others.
      c. **Monitoring Compliance:** The Board monitors the school's activities to ensure adherence to legal requirements. This involves regular assessments, audits, and reviews to identify and address any areas of non-compliance.
      d. **Legal Counsel:** The school Board may work with legal counsel as needed to interpret and navigate legal issues. Legal advisors help the Board ensure that the La Academia's policies and actions align with applicable laws and regulations.

In summary, La Academia's Board's oversight in academics, finance, operations, and legal compliance is multifaceted and involves collaboration with various stakeholders, including the executive director, teachers, school administrators, parents, consultants, and legal professionals. By actively engaging in these areas, the Board contributes to the overall success and well-being of La Academia.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:
- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

Board-related Success and Challenges during SY23:

1. **Membership and Recruitment:**
   a. **Success:**
      - Diverse Representation: La Academia's school Board reflects the diversity of the community it serves, including a mix of professional backgrounds, experiences, perspectives, races, and ethnicities.
   b. **Challenges:**
      - Limited Interest: Recruiting suitable candidates is challenging, especially individuals who have time, with the right skills and commitment to contribute to the Board's goals/objectives.
      - The Board continues to work to create awareness of the mission/vision of La Academia and recruit qualified candidates as/when needed.
2. **Training:**
   a. **Success:**
      - Ongoing Professional Development: The Board ensures that new members undergo DDOE required trainings to contribute to their knowledge and effectiveness. This includes DDOE mandated trainings on governance, special education, finance, and leadership.
   b. **Challenges:**
      - Resource Constraints: Providing ongoing training, beyond those mandated by the DDOE, is challenging because there is limited time for professional development. All Board members have full-time jobs, and face challenges in finding time for regular training sessions/frequent Board retreats.
3. **Meeting Attendance:**
   a. **Success:**
      - Consistent Attendance: Board members consistently attend quarterly CBOC and Academic meetings, monthly Board meetings, and governance, academic and personnel meetings as needed. They actively participate in discussions and contribute to decision-making.
      - Meetings run efficiently, ensuring that time is used effectively and that all relevant agenda items are addressed.
   b. **Challenges:**
      - Conflicting Commitments: Board members sometimes face challenges in attending meetings if they have conflicting personal or professional commitments.
4. **Board Self-Evaluation:**
   a. **Success:**
      - Constructive Feedback: Board Members of La Academia have created a Board environment where members feel comfortable providing and receiving constructive feedback from each other and from outside consultants and auditors.
5. **Progress on Particular Board-Level Projects:**
   a. **Success:**
      - Collaboration and Accountability: The La Academia Board ensures effective collaboration among members and holds individuals accountable for their roles as issues arise.
   b. **Challenges:**
      - Unforeseen Challenges: Unforeseen events/reactions from Board members, have posed challenges to progress in certain areas.

Achieving success in these areas requires a commitment to effective governance, ongoing communication, and a willingness to address challenges as they arise. Continuous improvement and a focus on the overall mission of the school are key elements that make La Academia's Board successful.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The process used by the Board to evaluate school leadership at La Academic is dynamic and ongoing, emphasizing continuous communication, feedback, and mentorship. This approach is beneficial for fostering a collaborative and supportive relationship between the Executive Director and the Board Supervisor. Here's a description of the various supervisory components:

1. **Frequent Communication:**
   a. The Board and the Executive Director engage in monthly, open, and transparent communication. This involves scheduled meetings at times, updates and discussions to ensure that both parties are well-informed about ongoing activities, challenges, and successes occurring at the school.
2. **Supervisory Dialogue:**
   a. Instead of a once-a-year evaluation, the evaluation process is characterized by ongoing supervisory dialogues. Feedback and discussions occur regularly, allowing for a more nuanced understanding of the school leadership's performance and areas for improvement.
3. **Feedback Mechanism:**
   a. Feedback between the ED and the Board Supervisor is specific, actionable, and tied to the school's mission, goals, and objectives.
4. **Mentorship:**
   a. The Board Supervisor plays a mentorship role, providing guidance and support to the ED. This mentorship involves sharing experiences, offering advice, and helping navigate challenges and opportunities as they arise.
5. **Goal Alignment:**
   a. The Board and ED work collaboratively on an ongoing basis to establish clear, measurable goals, and the assessment of progress toward these goals.
6. **Professional Development:**
   a. Based on ongoing feedback and assessments, the Board Supervisor may identify areas for professional development for the ED. This could involve targeted training, workshops, or other opportunities to enhance their leadership skills.
7. **Data-Informed Evaluation:**
   a. The evaluation process may be informed by data related to student performance, school achievements, financial health, and other relevant metrics. Data-driven assessments provide an objective basis for evaluating the impact of the ED's decisions on the overall performance of La Academia.
8. **Adaptability and Flexibility:**
   a. The ongoing nature of the supervisory dialogue suggests an adaptable and flexible approach to evaluation. The Board and ED adjust strategies, goals, and actions in response to changing circumstances and emerging needs.

9. **Documentation and Records:**
   a. The Board Supervisor maintains records of the ongoing evaluation process, documenting discussions, feedback, and milestones. This documentation serves as a valuable resource for assessing the ED's progress over time.
10. **Celebrating Successes:**
    a. The evaluation process includes recognizing and celebrating achievements and successes.

This dynamic and ongoing approach to school leadership evaluation at La Academia reflects a commitment to continuous improvement and a collaborative relationship between the Board and Executive Director. It fosters a culture of communication, learning, and adaptability, contributing to the overall success of the school.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

The success planning process for identifying, developing, and retaining school leaders at La Academia involves a strategic and comprehensive approach. Here's a description of the Board's process:

1. **Needs Assessment:**
   a. In collaboration with the Executive Director, the Board identifies the leadership qualities and skills required to meet the goals and mission of La Academia. This involves considering specific challenges and opportunities within the school which are dynamic and ever changing.
2. **Succession Planning:**
   a. A robust succession plan was developed for the Charter Renewal in 2023 to ensure a pipeline of qualified individuals for key leadership positions. This plan outlines strategies for identifying and grooming internal candidates.
3. **Collaborative Goal Setting:**
   a. The Board collaborates with the Executive Director and members of the Academic and MTSS team to set clear, measurable goals aligned with the school's vision and objectives. This process ensures that leadership development efforts are directly tied to the overall success of La Academia.
4. **Identification of Leadership Potential:**
   a. The Executive Director may consult with the Personnel Committee to identify individuals with leadership potential within the school community. This identification process may involve assessing professional skills, educational background, and leadership qualities of individuals.
5. **Professional Development Programs:**
   a. School wide professional development addresses the specific needs and goals identified for potential leaders. These PD's may include workshops, training sessions, mentorship opportunities, and may even include participation in relevant conferences. In SY23 two of our school leaders attended Writing for Multilingual Learning Across Grades in Wisconsin for example.

6. **Mentorship and Coaching:**
    a. Established school leaders or external mentors/consultants may be assigned to work closely with emerging leaders. This mentorship and coaching provide guidance, support, and a platform for sharing experiences with seasoned professionals, ultimately contributing to the development of leadership skills in greener leaders.
7. **Performance Assessment:**
    a. The Board uses data on academic outcomes, school culture, and other relevant metrics to evaluate the effectiveness of the Executive Director.
8. **Feedback Mechanism:**
    a. Quarterly Academic Committee Meetings facilitate open communication between the Board and school leaders. Constructive feedback is provided to guide leadership development and address areas for improvement.
9. **Retention Strategies:**
    a. The Board has successfully implemented strategies to retain its school leader. This involves providing a supportive working relationship between the Board and the Executive Director.
10. **Succession Reviews:**
    a. Periodic reviews of the succession plan may be conducted to ensure its relevance and effectiveness in another year. Adjustments will be made based on changing circumstances, emerging leadership needs, and shifts in the school landscape.
11. **Cultivation of Inclusive Leadership:**
    a. The Board places emphasis on cultivating inclusive leadership, ensuring that leadership development efforts promote diversity, equity, and inclusion.
12. **Celebrating Leadership Achievements:**
    a. The Board actively recognizes and celebrates the achievements of school leaders. This positive reinforcement fosters a culture of excellence and motivates school leaders to continue making significant contributions to La Academia.

This comprehensive approach to success planning demonstrates the Board's commitment to the long-term success and sustainability of La Academia by investing in the identification, development, and retention of its school leadership.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The Board's support for the school at La Academia extends beyond governance and oversight to include active involvement in events, operations, and fundraising activities. Here's how the Board supports the school in these key areas:

1. **Events:**
    a. **Attendance and Participation:** Whenever possible, Board members actively attend and participate in school events and extracurricular activities- whether its Hispanic Heritage Night, Graduation, the Holiday Concert etc. This demonstrates their commitment to the school community and allows them to stay connected with students, parents, and staff.

Their presence at events showcases their engagement and support for the school's mission and values.

b. **Recognition:** The Board acknowledges and celebrates student achievements and milestones during events. They may speak at an event or make a donation/contribution. This involvement reinforces a sense of community and encourages a positive school culture.

2. **Operations:**
   a. **Strategic Planning:** The Board actively engages in ongoing strategic conversations to align the school's mission and goals with effective operational strategies. This may involve discussions on resource allocation, program development, and/or facility management as needed.
   b. **Policy Development:** Board members contribute to the development and review of school policies that impact daily operations. Their insights help ensure that policies align with educational standards, legal requirements, and the best interests of the school community.
   c. **Collaboration with Administration:** The Board collaborates closely with the ED to address operational challenges, provide guidance on decision-making, and offers support in areas such as personnel management and facility maintenance.

3. **Fundraising Activities:**
   a. **Grant Oversight:** As the school pursues grants, the board oversees the grant writer and application process.

Overall, the Board's multifaceted involvement in events, operations, and fundraising activities at La Academia reflects a hands-on approach to supporting the school's mission, contributing to its overall success. This collaborative engagement strengthens the relationship between the Board, school leadership, and the broader school community.

3.4 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

La Academia serves a challenging community comprising sometimes undocumented, unschooled, unemployed, and low-income parents often facing significant challenges when it comes to filling out school surveys. These challenges are multifaceted and can impact the effectiveness and inclusivity of survey data. Here are some key challenges we face:

1. **Educational Background:**
   a. Limited educational attainment among parents at La Academia leads to difficulties in responding to survey questions.
2. **Digital Divide:**
   a. Families at La Academia face limited access to technology most importantly phones and the internet. Online surveys are often inaccessible to those without reliable phones,

internet access or digital literacy skills, excluding a significant portion of the community we serve.

3. **Work and Time Constraints:**
   a. Many of our parents are in low-income or unemployed situations and face time constraints due to work schedules, multiple jobs, or other responsibilities. Finding the time to fill out surveys becomes a challenge, impacting both survey completion rates and the depth of responses.

4. **Fear and Mistrust:**
   a. Undocumented parents often harbor fear and mistrust of surveys due to concerns about the confidentiality of the information they provide. Fear of potential repercussions, such as immigration-related issues, discourage participation in surveys even when anonymity is assured.

5. **Housing Instability:**
   a. Many families at La Academia face housing instability, leading to frequent relocations. This transient nature of our families disrupts communication channels and makes it difficult to maintain consistent engagement for survey participation.

Addressing these challenges requires a thoughtful approach. Overcoming these challenges is essential to ensure that the voices of all parents are heard. While surveys may be the most common method, there are various alternative approaches we use to gather parent feedback without relying solely on formal survey instruments. Here are some creative and interactive ways we engage parents and elicit their input:

1. **Monthly Coffees with the Executive Director:**
   a. Face-to-face / Zoom focus group sessions where parents openly discuss their thoughts and experiences of the school. This provides a more conversational and dynamic environment for sharing opinions/concerns/suggestions etc.

2. **Parent University Meetings:**
   a. These are interactive workshops on topics of parent and school interest to build opportunities for parents to learn and share opinions/ thoughts. This approach combines parent learning opportunities with school feedback collection.

3. **Parent-Teacher Conferences:**
   a. Two times per year, we dedicate time to parent-teacher conferences for open discussions. Teachers actively seek feedback on various aspects, fostering a collaborative partnership between school and parents. When issues of concern/ feedback regarding parent issues arise, teachers seek out an administrator to contact that parent, or hold a parent meeting of concern.

4. **Open Forums:**
   a. Creating informal settings, such as *La Academia Live* where parents can drop in and chat with school administrators, teachers, or other parents to discuss open topics has proven extremely successful. This casual approach encourages more relaxed and candid conversations between parents/caregivers and school staff.

5. **Parent Advisory Committee:**
   a. In SY23 an EL parent advisory committee met monthly to discuss school-related matters pertaining to our EL population. This committee acted as a structured platform for ongoing dialogue and collaboration between EL parents and school leadership regarding needs/to provide feedback to the school.

6. **Social Media Platforms:**
   a. At La Academia, we utilize social media platforms to create online forums or groups where parents can share their opinions, ask questions, and engage in discussions. This

digital space is an accessible and convenient way for parents to connect and for administration to see what is on their minds.

7. **Celebration and Recognition Events:**
   a. La Academia hosts events that celebrate and spotlight student achievements and uses these opportunities to engage parents in conversations about their overall satisfaction and areas for improvement.

By employing a mix of these methods, La Academia creates a more inclusive, ongoing, day to day, diverse feedback-gathering process that accommodates different preferences and encourages open communication between school staff and parents daily/weekly/monthly.

3.5 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2022-23	76%	35	46

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

Successes of La Academia's Retention Plan (SY23):

1. **Teacher Retention Rate:**
   a. La Academia's retention plan in SY23 achieved a commendable 76% retention rate for teachers, with 35 out of 46 educators returning to La Academia. This reflects positively on the work environment, culture, and support provided by the school.
2. **Exit Interviews:**
   a. The use of exit interviews is a valuable practice for understanding the reasons behind departures. Out of the 11 teachers who left, three moved out of state and two returned to their home countries, one was not hired back, four left for higher pay at different districts and one left to coach football at a private local school which was always a dream of his. This feedback mechanism allows the school to identify patterns and specific factors contributing to teacher attrition.

Challenges of La Academia's Retention Plan (SY23):

1. According to the **December 2023 AIR Report,** funding for education is falling short at the **state level** impacting students' academic performance and outcomes, and well as funding to provide for adequate teacher compensation.
   a. Insufficient funding has presented a significant challenge in maintaining a stable teaching staff, as the current compensation in schools across the state falls short of reasonable levels.
   b. The shortfall in financial support has resulted in difficulties retaining qualified educators who find themselves receiving inadequate remuneration for their valuable contributions.
   c. This funding deficit not only impacts the morale and job satisfaction of our teaching staff, but also jeopardizes the overall quality of education provided.
   d. Retaining skilled teachers is crucial for the success of all schools, yet the financial constraints have created an environment where educators are compelled to seek better-compensated opportunities elsewhere or leave the profession.
   e. Addressing this issue is imperative to ensure a sustainable and motivated teaching workforce, fostering a positive learning environment for students and enhancing the overall educational experience.
2. **Competition with Districts:**
   a. A notable challenge is the competition with neighboring districts, particularly in terms of salary offerings and sign-on bonuses. The exit interviews revealed that four out of

five teachers who chose to leave La Academia left for districts that provided higher salaries and financial incentives, posing a financial challenge in retaining staff.

3. **Family Matters and International Ties:**
   a. The presence of faculty and staff with loved ones in other countries presents a unique challenge. Family matters, especially those requiring urgent attention, can compel employees to leave the school and return to their home countries, limiting La Academia's ability to retain these individuals.

4. **Inability to Match District Salaries:**
   a. The identified reason for teachers leaving for districts seeking higher salaries underscores a financial constraint. La Academia faces a challenge in competing with the salary packages offered by neighboring districts, particularly because these districts can provide more lucrative compensation.

Recommendations for Improvement:

1. **Financial Considerations:**
   a. While it may be challenging to match district salaries, La Academia continues to explore alternative methods of incentivizing teachers, such as professional development opportunities, mentorship programs, or other non-monetary benefits such as its commitment to teacher professional development and establishing a great culture and climate where staff love coming to work.

2. **Support for International Staff:**
   a. Recognizing the impact of family matters on international staff, La Academia is exploring support systems and policies that accommodate employees facing such challenges. This will include flexible leave options, remote work arrangements, or other measures to assist those with international ties.

3. **Building a Unique Work Culture:**
   a. Focusing on building a unique, supportive, and collaborative work culture that distinguishes La Academia from neighboring districts is a key component of teacher/faculty/staff retention. Fostering a sense of pride and commitment among staff is also important for faculty/staff retention.

4. **Professional Development Opportunities:**
   a. Investing in professional development opportunities within La Academia and promoting from within provides avenues for career growth and skill enhancement making the school an attractive long-term option for teachers.

5. **Community Engagement:**
   a. Strengthening community by fostering a sense of belonging and camaraderie creates a supportive community and contributes to higher job satisfaction and employee retention at La Academia.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

The following is a comprehensive overview of various areas the school is providing professional development to support teacher development. The key components are:

MTSS Framework for Reading and Math:
1. **Components:** Screening, diagnostics, evidence-based interventions, and progress monitoring.
2. **ELA Focus Areas:** Phonological/Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.
3. **MATH Focus Areas:** Creating Skill Based Small Groups, interpreting math data to inform instruction (MAP, IL, ALEKS and SBAC), Effective use of MAP Skills Checklist, Use of Interim Assessments (IAB's, FIAB's) and instructional resources from Tools for Teachers (grades 3-6)
4. **Objective:** Enhancing student achievement in core math and reading components.

English Language Development Program:
1. **Program:** English 3D by HMH.
2. **Target Audience:** Tier 2 and 3 English Learners (EL) in middle school.
3. **Purpose:** Accelerating English language proficiency and building academic language skills for college and career success.

Hybrid Learning with Imagine Learning:
1. **Approach:** Hybrid learning model integrating Imagine Learning software for Math and Language and Literacy support for K-5.
2. **Components:** Personalized math and language and literacy support, teacher-led skill-focused groups.
3. **Reading Strategies:** Evidence-based Science of Reading strategies, explicit phonemic awareness, phonics instruction, decodable texts, and vocabulary building.

Professional Learning Opportunities:
1. **Provider:** New Teacher Center.
2. **Focus:** Aligning ELA and Math curriculum, instruction, and assessments.
3. **Goal:** Increasing student achievement through teacher professional development including in PLC's.

Kagan Cooperative Structures:
1. **Purpose:** Promote language and content learning for students, especially English Language Learners
2. **Method:** Implementing Kagan Cooperative Structures for increased student engagement.

Guided Language Acquisition Design (BeGLAD) Strategies:
1. **Strategy:** Implementing GLAD strategies across all content areas.
2. **Objective:** Teaching academic language, making grade-level content accessible, especially for English Learners.

After School Tutoring Program:
1. **Target Grades:** 3-7.
2. **Goal:** Increasing student literacy and math achievement and SBAC scores through targeted after-school support.

Restructured Professional Learning Communities (PLC's):
1. **Cycle:** Three-week cycles.
2. **Components:** Teaching new math and literacy instructional strategies, curricular planning, reviewing, and preparing achievement data.

Implementation of Accelerated Reader:
1. **Target Grades:** 2-5.
2. **Purpose:** Assisting students and teachers in managing and monitoring independent reading practice.
3. **Process:** Students select books at their own level, read at their own pace, and take quizzes to assess understanding.

These initiatives collectively create a comprehensive and integrated approach to Math and literacy development, encompassing various tiers of support, language development, teacher professional development, and targeted intervention programs. The combination of technology, evidence-based strategies, and after-school support reflects a commitment to addressing the diverse needs of students, the professional development of teachers and promoting overall academic excellence at La Academia.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

Prior to SY22-23, Academia Antonia Alonso (La Academia) utilized the Teacher Excellence Framework (TEF) process for evaluating its teachers.

DTGSS Pilot
For a variety of reasons in SY22-23, La Academia opted to pilot the newly created Delaware Teacher Growth and Support System (DTGSS) promulgated by the Department of Education. While TEF and DTGSS are both coaching models, they differ in many material respects, including the frequency, quality, and purpose of observations.

During SY23, La Academia actively engaged in the Delaware Teacher Growth and Support pilot to enhance our comprehension of the system, and its expectations, and to better prepare both evaluators and teachers for its implementation in the subsequent academic year. As a pivotal aspect of this transition, 21 teachers at our school completed the Skillful Teacher course, aligning instructional practices with the DTGSS performance areas.

By utilizing this comprehensive system, the team was able to effectively ensure that teachers were supported by multiple administrators throughout the school year as the framework was piloted. La Academia completed 100% of the teacher observations and forms required by DTGSS during SY23.

For SY24, La Academia is building upon its success during the pilot year by increasing the number of trained evaluators in the system to allow for more personalized teacher support, dividing the teachers among the evaluators by school division to ensure coaching consistency (while still allowing flexibility for inter-related reliability where needed), and introducing an in-depth training program for teachers regarding the DTGSS framework and process.

Comprehensive Induction Program (CIP) Pilot

La Academia participated in the state's new Comprehensive Induction Program (CIP) cohort, pioneering a Mentoring Program tailored to our school's needs while complying with the state's requirements. Our dedicated building team not only took part in shaping the local CIP Program but also laid the groundwork for its implementation in SY24.

Our Comprehensive Induction Program is intricately designed to provide new teachers with professional learning experiences aligned with the Delaware Teacher Growth and Support System (DTGSS). By engaging in coaching cycles, educators undertake activities corresponding to DTGSS Performance Areas 1, 2, and 3.

During SY24, the Lead Induction Coach will conduct monthly meetings with Induction Coaches, focusing on DTGSS teaching practices and Delaware Teaching Standards. In collaboration with La Academia's DTGSS team, the Lead Induction Coach will effectively convey the needs of new educators, planning tailored support in coordination with their Induction Coaches and school administration.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2022-23	M	M	M	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Financial Performance Framework. Each year, we will show growth within each metric area, putting us on track to achieve our financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school's financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

La Academia **Meets the Standard** for each section.
Student Retention was not rated.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

La Academia **Meets the Standard** for each section.

24. Address any measure(s) where the school did not meet the standard.

School Comments:

La Academia **Meets the Standard** for each section.

25. Describe how the schools developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments:

There were **no audit findings**.

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

Effective systems, structures, and processes that lead to significant school improvement at La Academia involve a combination of leadership, professional learning, instructional transformation, equity, culture and climate shifts, and collaboration/partnerships. Here's a description of practices at La Academia in each of these areas along with potential data indicators:

1. **Leadership:**
   Practice:
   a. **Distributed Leadership:** At La Academia we empower school leaders, teachers, and staff to take on leadership roles based on their expertise and strengths.
   Data:
   a. **Increased Teacher Efficacy:** Measured through informal walkthroughs and feedback to assess teachers' confidence in their ability to positively impact student learning.
   b. **Decrease in Staff Turnover:** Tracking reasons teachers/leaders leave the school through HR Exit Interviews, as a measure of faculty satisfaction and commitment.

2. **Professional Learning:**
   Practice:
   a. **Job-Embedded Professional Development:** Providing ongoing (monthly and weekly), relevant professional learning opportunities that are directly connected to classroom practices.
   Data:
   a. **Student Achievement Growth:** Analyzing student assessments to correlate professional development initiatives with student performance and noting continuous growth of students across grade levels in both ELA and Math (see data referenced in Academic section)
   b. **Teacher Feedback Surveys:** Evaluating the effectiveness of professional learning through teacher feedback at the end of PD's.

3. **Instructional Transformation:**
   Practice:
   a. **Data-Driven Instruction:** Using real-time data and teacher coaching to inform instructional decisions and personalize learning experiences.
   b. **HB 198 Compliance:** Annual HB 198 reports continue to be filed to ensure compliance and enrich the learning experiences for our mostly non-Caucasian student population.

Data:

a. **Student Progress Metrics:** Examining individual student growth over time based on formative and summative assessments and making adjustments as needed.

b. **Classroom Observation Data:** Collecting data on instructional strategies employed and their impact on student engagement and understanding during weekly PLC's.

4. Equity:

Practice:

a. **Culturally Responsive Teaching:** Implementing practices that acknowledge and honor students with diverse needs. Ensuring the fidelity to implementation of HB198 requirements and the MTSS process.

Data:

a. **Closing Achievement Gaps:** Analyzing data to ensure that all students are making progress and achieving – specifically EL's and students with disabilities.

b. **Discipline Disparities:** Monitoring and addressing any disparities in disciplinary actions based on demographics.

5. Culture and Climate Shift:

Practice:

a. **Restorative Practices:** Fostering a positive school culture through restorative justice and conflict resolution practices between students, with parents, and between faculty and staff.

Data:

a. **School Climate Surveys:** Measuring improvements in students' perceptions of safety, respect, and belonging.

b. **Reduction in Disciplinary Incidents:** Tracking incidents of disruptive behavior and evaluating changes over time.

6. Collaboration/Partnerships:

Practice:

a. **Community and Family Engagement:** Building strong partnerships with parents and the local community to support student learning and academic programing.

Data:

a. **Parental Involvement Metrics:** Monitoring attendance and participation in parent-teacher conferences, school events, and volunteer activities.

b. **Community Outreach Impact:** Assessing the impact of community partnerships on student support services and resources.

Overall Data Metrics:

a. **School Improvement Plan Progress:** Yearly review of the school improvement plan based on ongoing data analysis.

b. **Teacher Collaboration Time:** Ensuring and tracking the amount and effectiveness of collaborative planning time for teachers.

c. **Student Attendance and Engagement:** Monitoring attendance data and student engagement indicators.

The success of these practices is often reflected in a combination of quantitative and qualitative data. Continuous monitoring and adjustment of these systems, structures, and processes based on data trends contributes to sustained improvement and may provide valuable insights for replication at other schools.

Name of School:	Academia Antonia Alonso Charter School
Location:	300 N. Wakefield Drive, Newark, DE 19702

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief.

Mercedes Alonso   1-15-2024

Signature: **Executive Director**   Date

Print/Type Name:	Mercedes Alonso, M.Ed., MSOD
Title (if designated):	AAACS, Executive Director
Date of Approval by Executive Director:	January 15, 2024

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Maria J. Alonso   1/15/2024

Signature: **Chairperson of Board of Directors**   Date

Print/Type Name:	Dr. Maria Alonso
Title (if designated):	AAACS Board of Directors, President
Date of Approval by Board of Directors:	January 15, 2024