



ACADEMIA ANTONIA ALONSO

ANNUAL REPORT

Report Date: January 15, 2025

Delaware Department of Education

Charter School Office

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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
2023-24 Enrollment	805	Approved Enrollment	793
Current Grade Span	K-7	Approved Grade Span	K-8
School Leader	Mercedes Alonso, 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: 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).

	2023-24
Total Enrollment	805
Students on Waiting List	34
% Male	47.2%
% Female	52.8%
% African American	5.84%
% American Indian	0.12%
% Asian	0%
% Hispanic/Latino	85.47%
% White	7.58%
% Multiracial	0.99%
% Native Hawaiian or Other Pacific Islander	0%
%Special Education ³	6.21%
% English Language Learners	59.63%
% Low-Income	38.51%* 65.7%**

*State calcs for Opportunity Funds includes Direct Cert (SNAP/TNAF) only

** Federal calcs include SNAP/TNAF and Medicaid enrollees

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		102	
1		114	
2		119	
3		116	
4		88	
5		95	
6		100	
7		71	
8			
Total	793	805	102%

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

School Comments:

In SY24, La Academia's student recruitment plan included the following key components:

1. Given our school relocation to Newark, Delaware in SY23, La Academia continued to ensure a strong brand image in SY24 in the following ways:
 - a. To encourage enrollment and build relationships with potential kindergarten families, La Academia visited local early childhood centers and Head Start programs, where we held informational sessions for parents to consider enrolling their children in kindergarten at La Academia. Additionally, we hosted Tour Tuesdays (by appointment) and Walk Thru Wednesdays (no appointment needed), which were effective in both retaining current students and attracting new families.
 - b. La Academia continued to enhance its learning environment by branding walls in common areas with inspiring quotes, personal standards, and core values. We also built and furnished three libraries (K-1, 2-5, 6-8) — comfortable and collaborative spaces
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designed to foster a love of reading, support literacy development, encourage independent and group learning, and inspire creativity. These libraries also serve as hubs for exploration and connection, contributing to a strong sense of community among students and staff.

2. La Academia continued to strengthen former partnerships with local businesses and establish new partnerships with neighboring organizations:
 - a. To raise awareness, La Academia hosted school events that were open to the public, for example Hispanic Heritage Night, as well as community events for community partners (Goldey Beacom, Delmarva Power etc.), collaborated with local businesses for school events, and partnered with parent-owned local businesses. All school events were posted on school social media. Postings also highlighted the school's academic programming, values, achievements, and unique offerings.
 - b. To ensure retention, La Academia engaged with families throughout the school year, both in person and by Zoom. Initiatives such as Coffees with the Executive Director, Parent University, and Booster Club Meetings provided valuable opportunities for the school to engage with parents and families face-to-face to build community. These initiatives also provided the school with valuable feedback to learn and grow.
 3. La Academia organized a beginning of the year Open House, as well as CHOICE Open Houses throughout the school year to allow current and prospective students and families to experience the school environment firsthand.
 4. We continued to actively encourage parents to share their experiences about the school through website testimonials. Word-of-mouth recommendations attracted many new families to our new location.
 5. In SY24, La Academia partnered with SummerCollab, an organization that has been supporting schools since 2013 to meet the growing demand for high-quality out-of-school programming. Through this partnership in SY24, La Academia launched (at no cost to families) an in-house before- and after-care program, as well as a summer program, to provide enhanced opportunities for students and families.
 6. At the end of SY24, the Director of Admissions and Marketing analyzed enrollment data, including feedback from current and prospective families who attended Coffees with the Executive Director, school events and Parent Universities to refine its recruitment plan for SY25. Lessons learned from SY24 guide us in SY25.
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1.5 SCHOOL REENROLLMENT

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	0	
1	103	92.79%
2	102	88.70%
3	111	89.52%
4	82	83.67%
5	89	88.12%
6	81	89.01%
7	67	85.90%
8		
Total/Avg	635	88.44

It is important to note that the number and percentage of students re-enrolled (Total/Avg) in the chart above does not account for the significant influx of kindergarten (KN) students, which averages around 120 students annually. The attrition of the remaining number of students who leave our program is mostly due to factors such as moving to a different state/country and/or a transition to private/district schools.

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

School Comments:

During the SY24 school year, La Academia achieved success in student retention due to several key factors.

1. The quality of the new school building and its state-of-the-art facilities played a crucial role, complemented by continued investments in an enriched learning environment that positively influenced enrollment. Additionally, the school's strong academic programs, robust athletics, and diverse extracurricular activities continued to attract and engage both students and families.
2. The school's commitment to accessibility, strong community relationships, effective communication and robust academic programming highlighted its resilience and adaptability, reinforcing positive perceptions in the community.
3. Additionally, the final stage of expansion to include 8th grade for the 2024-2025 school year contributed to the increased retention seen in SY24. In previous years, when La Academia was only a K-5 school, many families withdrew not only their graduating 5th graders, but their younger siblings as well to avoid having their children in two different schools. By expanding to include 8th grade, La Academia provided a seamless K-8 educational experience, which encouraged families to keep all their children enrolled.

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](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- 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
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- 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	24 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	19.49%	75	15
Proficiency Math (grades 3-8)	15%	12.12%	75	9
Academic Progress	40%		200	98 Well Below Expectations
Growth in ELA (grades 4-8)	15%	48.24%	75	36
Growth in Math (grades 4-8)	15%	48.08%	75	36
Growth of lowest quartile ELA (grades 4-8)	2.50%	59.14%	12.5	7
Growth of highest quartile ELA (grades 4-8)	2.50%	40.88%	12.5	5
Growth of lowest quartile Math (grades 4-8)	2.50%	57.70%	12.5	7
Growth of highest quartile Math (grades 4-8)	2.50%	59.42%	12.5	7
School Quality/Student Success	20%		75	43 Well Below Expectations
On Track Attendance (grade K-12)	10%	82.38%	50	41
Proficiency Science (Grades 5 and 8)	5%	6.75%	25	2
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	48.17%	50	24 Well Below Expectations
Total	100%		475	189
Overall Percentage / Rating				39.79% Well Below Expectations

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

SY24 Proficiency in ELA Grades 3-7

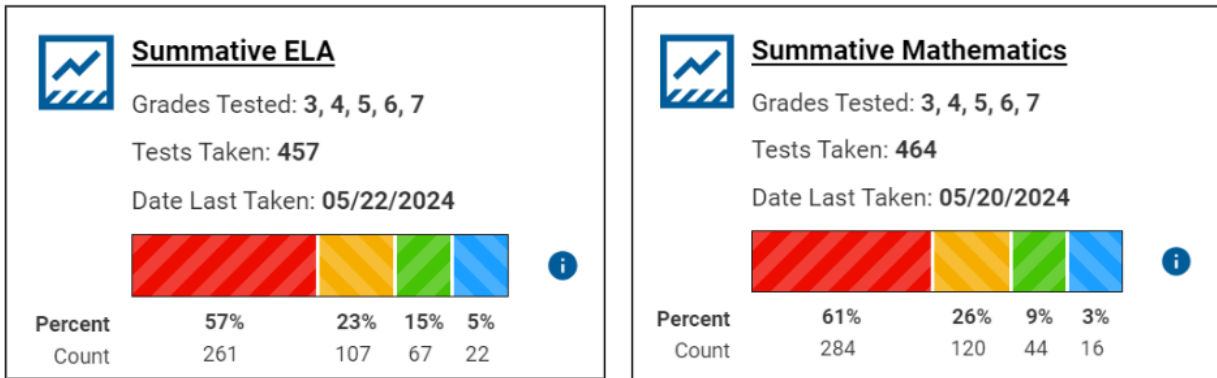
Successes:

1. In SY24, La Academia had an SBAC Assessment participation rate of 99.35%
2. A total of 89 students, or 19.51% scored proficient in ELA in SY24
3. Of those 89 students, 22 students scored “Exceeds” in ELA Proficiency
4. Of those 89 students, 67 students scored “Meets” in ELA Proficiency (up from 48 students in SY23)

**NOTE: La Academia grew into its 7th grade in SY24, increasing the number of students taking SBAC from 412 students in SY23 to 488 students in SY24. With this addition of a new grade level, and 76 more students in testing grades, our school continued to welcome diverse language learners at all levels of proficiency. While overall proficiency rates saw a slight decrease in ELA, we believe this can be attributed to the natural adjustments of expansion. For SY25 we continue to implement targeted strategies to support students, ensuring continued growth and proficiency for every learner.*

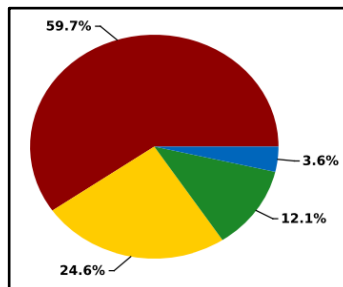
The chart below represents the percentages of students meeting or exceeding proficiency in SY24 (**Blue**/Exceeding and **Green**/Meeting).

SY24 Smarter Balanced Assessment Consortium (SBAC) Summative Data for ELA & Math

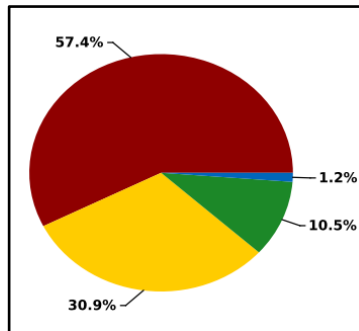


5. A partnership with the New Teacher Center (NTC) began in January 2023. NTC, a national nonprofit organization dedicated to improving student learning by accelerating the effectiveness of new teachers, experienced teachers, and school leaders, provided instructional coaching to school leadership and teachers to help students prepare for the SY23 Smarter Balanced Assessments.
 - a. In SY24 the partnership continued focusing on Assessment Literacy to implement cycles of Interim Assessment Blocks (IAB's) and data analysis. In addition, NTC helped us establish clear practices and protocols, as well as assisted with identifying tools to support effective teacher coaching. Instructional rounds and classroom walks provided insights into the implementation of instructional practices helping to refine support for teachers and instructional coaches while aligning efforts to improve student outcomes.
6. La Academia surpassed projected proficiency rates on state assessments as measured by MAP Growth, achieving 19.51% in ELA (projected 15.7%) and 12.96% in Math (projected 11.5%). The graph below reflects the MAP projection.

ELA MAP Fall to Spring Projection for SBAC



MATH MAP Fall to Spring Projection for SBAC



7. During SY24, La Academia provided professional development to teachers in the following targeted areas to support student growth and proficiency in ELA:
 - a. Skill-based small group instruction
 - b. High-Frequency Words (Science of Reading)
 - c. Interim Assessments (IA's) and resources in the *Tools for Teachers* platform to effectively incorporate IAB's and other resources during instruction
 - d. *Kagan* Structures to increase student engagement and foster student talk and extension of student thinking across all content areas
 - e. *Sound Wall* Training for K-5 ELA teachers
 - f. The Assessment Ready Professional Learning Opportunities to align best practices to state standards for teachers grades 3-7
 - g. The Advancing Literacy Initiative to build understanding of a coherent approach to support early literacy, specifically third grade
 - h. La Academia continued to participate in the Assessment Professional Learning Fall Institute to deepen their understanding of Smarter Balanced Assessment tools
8. The addition of a Summer Academy Program targeting Tier 2 and 3 students to help them maintain reading and math skills acquired during SY24. The Summer Academy Program was a 4-week program during July 2024 and served rising K-8th graders
9. During SY24, school administrators facilitated Parent University sessions to educate parents on key student assessments, including MAP, ACCESS, DeSSA Social Studies, DeSSA Science, and Smarter Balanced. Parents/Guardians learned what each test measured, scheduling of tests, and strategies to support students before, during, and after testing.

Challenges

1. Expanding from 6th to 7th grade in SY24 introduced several challenges for both administrators and teachers. The school had to continue to develop and strengthen a curriculum that aligned with the more advanced academic requirements of 7th grade, addressing subjects like Math, Science, and Language Arts in greater depth. Additionally, adapting to the unique social and

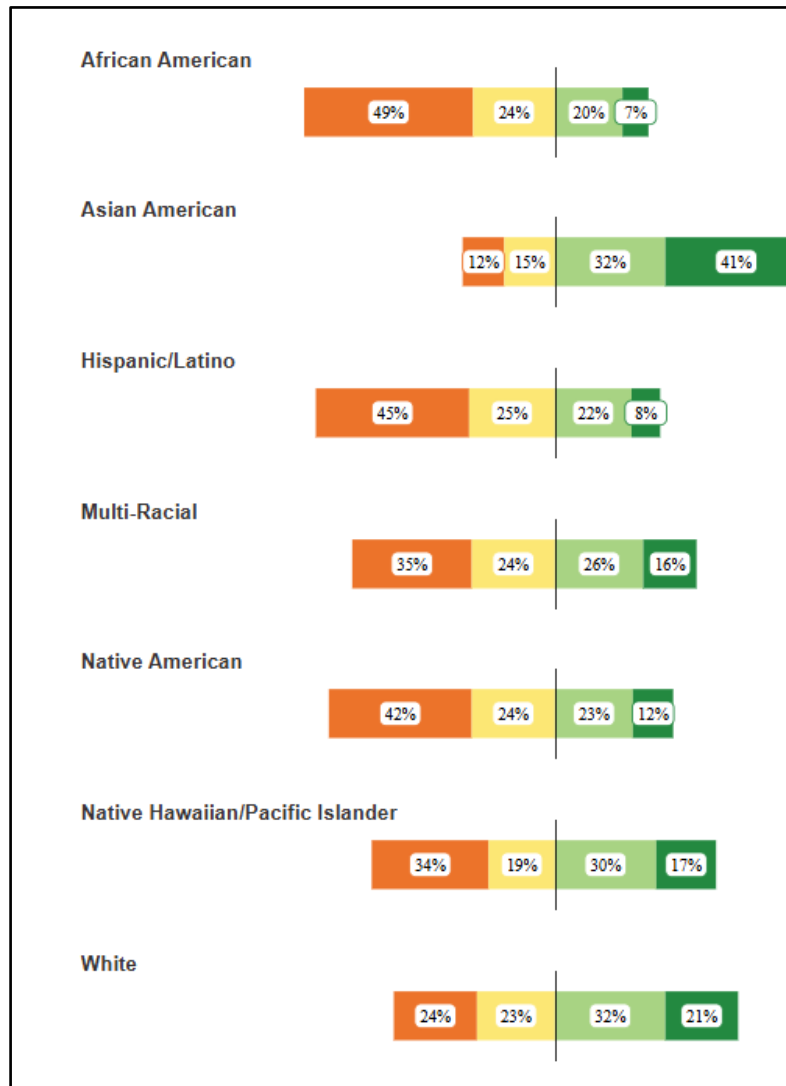
emotional needs of older middle school students was new for our staff, as the transition from a K-6th grade to a K-7th grade brought new dynamics. Managing this growth effectively required time, careful planning, teacher training, new staff, and a comprehensive understanding of the challenges associated with a growing middle school.

2. 261 students scored Well Below (up from 194 students in SY23). It is important to note, however, that while the number of students scoring Well Below did increase, this was partly due to the overall school population growing by 76 students due to the continued middle school expansion.
3. 107 students scored Below (up from 84 students in SY23).
Once again, it is important to note that while the number of students scoring Below did increase, so did the overall school population, by 76 students, due to the middle school expansion.
4. In SY24, as a part of our Charter Accountability Performance Goals, La Academia was expected to demonstrate 4% growth in both ELA and Math on Smarter Balanced. In SY23, recognizing the demographics of the 464 students in the testing cohort who took SBAC, it is also imperative to note the demographics of our testing population in SY24:
 - a. 82.89% Hispanic/Latino Students (up from 2023 by 4.02%) with 59.21% English Learners (EL's) – up by 2.88% in SY23
 - b. 10.08% were students with disabilities
 - c. 37.28% were classified as low-income. (NOTE: Given our population of students, we assume the actual number of low-income families is much higher but given the undocumented status of many of our families, they don't self-identify as low-income.)
 - d. 1.11%, or 9 students, were homeless students
5. Research shows students in the subcategories mentioned above (Hispanic/Latino, low-income, students with disabilities, and homeless) historically score lower on standardized assessments
6. Our 3rd grade proficiency in literacy reflected a broader state-wide challenge in addressing achievement gaps particularly among EL's and low-income students. A significant portion of our testing grades consisted of EL's with lower levels of English proficiency adding to the complexity and lower proficiency score.

Root Causes

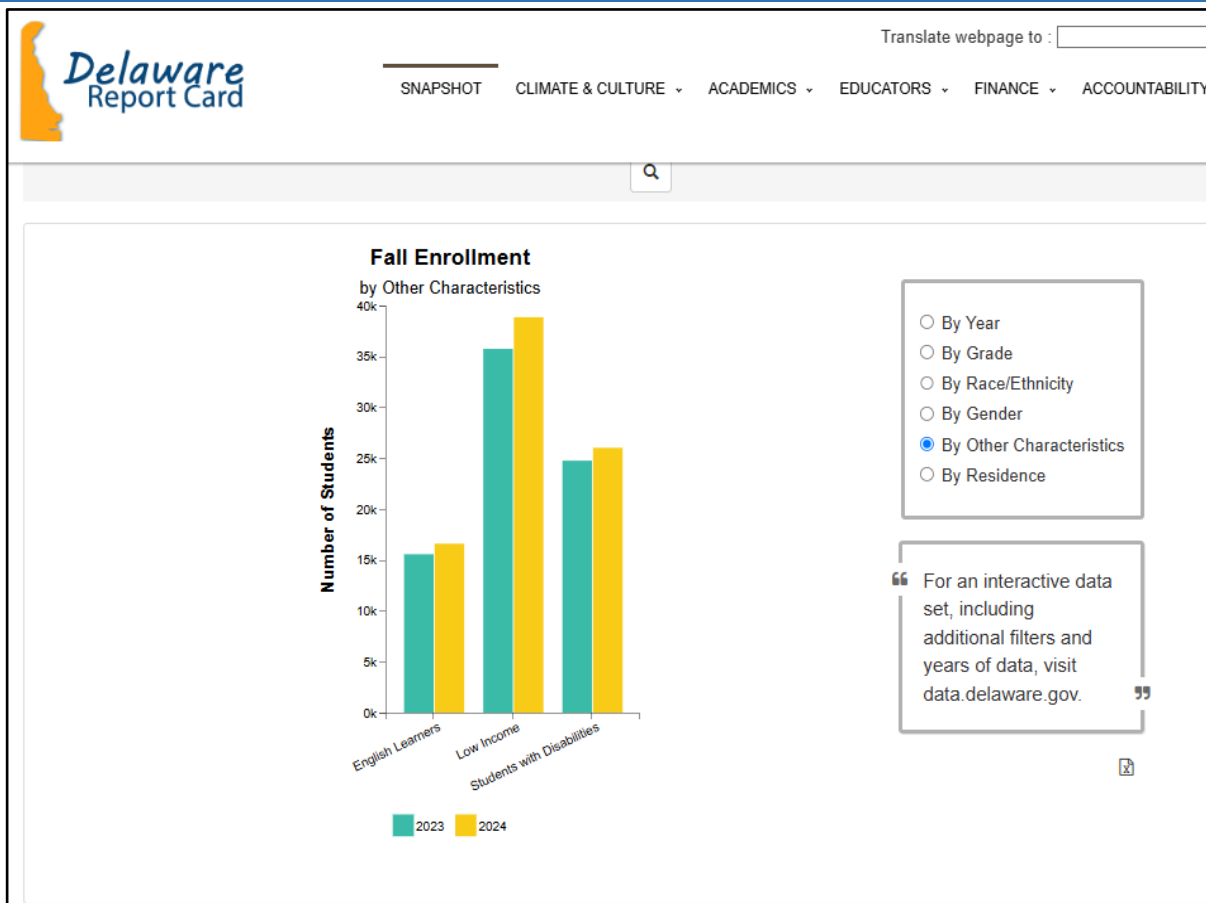
1. According to the [December 2023 AIR Report](#), funding for education continues to fall short at the state level impacting students' academic performance and outcomes
 - a. Delaware's system of funding education is not meeting the needs and expectations, as evidenced in state-wide testing results
 - b. Students across the State of Delaware are all affected, but most especially the demographics at La Academia due to the high percentages of low income and English Learners
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2. 82.89% of La Academia students were Hispanic – the highest percentage of any DE public school. African American students represented 5.84%. Together, that represented a total of 90.84% of our students in the demographics of the lowest performing subgroups in the state
 - a. At the state level, Hispanic and African Americans students ranked as the lowest scorers in proficiency – see data below.



3. Understanding the demographics of La Academia’s student population in grades 3-7 in SY24 who participated in SBAC is important:
 - a. 82.89 % Hispanic/Latino Students with 59.21% being English Language Learners (EL) with varying levels of proficiency ranging from Newcomers to Long-term EL’s

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- b. 10.08 % were students with disabilities
 - c. 37.28% were classified as low-income. Note: Given our student population, we assume that the number of low-income families is much higher, however, given the undocumented status of many of our families, they are afraid to self-identify as low-income.
 - d. 1.11%, or 9 students were homeless
- 4. Across the state of Delaware, 4th and 6th grades were identified as the lowest-performing grades. This trend was also reflected at La Academia, where these same grade levels showed significant academic challenges.
 - 5. Long-term effects of COVID-19: Learning delays and regressions were most severe among children from low-income backgrounds. The long-term effects of the pandemic continued to plague our students academically, given the socioeconomic challenges they continued to face. In SY24, students *still had not been able to catch up* across the state, across the nation, and at La Academia. Those who struggled through the height of the COVID-19 pandemic – between March 2020 and early 2023 – continued having trouble keeping up with coursework, according to a study from the nonprofit NWEA. The study, [New NWEA Study Shows Progress Toward Academic Recovery Stalled in 2022-23 – NWEA](#), focuses on this education research.
 - 6. Our numbers of English Language Learners, low-Income students, and students with disabilities continued to increase in SY24 (See chart below). Research shows students in these subcategories score lower on state standardized assessments than students not in these sub-categories.
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Addressing the Challenges:

1. Retaining La Academia’s veteran and extremely knowledgeable Reading Specialist in SY24 was a key factor in addressing the challenges. The operation of Professional Learning Communities (PLCs) at La Academia, along with the quality of PLC and overall offerings for educators, has continued to improve and strengthen under her guidance. Additionally, the Multi-Tiered System of Supports (MTSS) structures continued to develop and strengthen, further enhancing the effectiveness of MTSS initiatives for our most challenged students – both academically and socially-emotionally.

The Reading Specialist provided 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?

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- 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
2. Key initiatives at La Academia continued to be aligned in SY24 with high-quality, research-based, and mission/vision aligned purposes (*Kagan*, *GLAD*, *Sound Wall*/ Science of Reading, Read 180, System 44, and Corrective Reading). The Director of Curriculum and Instruction, along with the Deans of Curriculum and Instruction, strategically prioritized and systematized how and when such initiatives were rolled out so as not to overwhelm the system
 3. SY24 began with a school-wide focus on building culture and climate in the classroom using *The First Six Weeks* curriculum. The curriculum primed students for academics. NTC's Beginning of Year (BOY)24 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 was present
 4. Continued partnership with Reading Assist to support 28 of our most struggling Tier 2 and 3 readers K-4
 5. All struggling readers K-4 received the Phonics Screener for Intervention (PSI) to ensure that they were receiving appropriate reading interventions during small group instruction/RTI.
 6. Continuing the transition from *Word Walls* to *Sound Walls* (Science of Reading) in grades K-5: *Sound Walls* supported students with learning high-frequency words. They also supported students in retaining and learning to read unfamiliar words on their own. The research confirms *Sound Walls* are more effective in supporting students reading and spelling than *Word Walls* ([HMH Houghton Mifflin Harcourt](#))
 7. In SY24, La Academia provided ongoing professional development to support school administrators and teachers to ensure the most effective strategies in instruction, progress monitoring, and assessment. Professional Development included, but was not limited to, training and coaching on *Sound Walls* 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; and New Teacher Center training on Smarter Balanced prep and resources.
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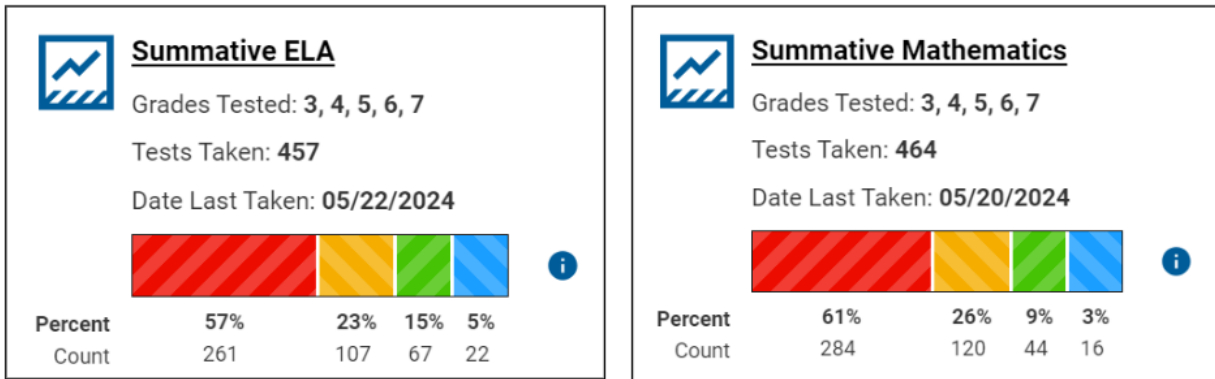
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8. Continued partnership in SY24 with the New Teacher Center (NTC) trained administrators and teachers on preparing students for Smarter Balanced through SBAC resources such as Tools for Teachers. NTC continued to work with La Academia to provide instructional coaching for school leadership and teachers. With NTC guidance, we implemented two Focused Interim Assessment Blocks (FIAB's)/and two Interim Assessment Block (IAB) cycles where students took the assessments, analyzed data, and teachers re-taught the tested skills using the Smarter Balanced resources.
 9. Work continued with students on how to break down and complete Performance Tasks for ELA on SBAC.
 10. For six weeks, students bordering on proficiency participated in after-school tutoring using resources from *Tools for Teachers*. This program focused on providing targeted support through formative assessments, lesson plans, and instructional materials aligned with Smarter Balanced standards. This personalized approach helped these students improve in key academic areas and build the skills needed for greater success in future assessments.

SY24 Proficiency in Math Grades 3-7

Successes:

1. In SY24, La Academia had an SBAC Assessment participation rate of 99.36%
2. A total of 60 students, or 12.96%, scored proficient in Math in SY24
3. Of those 60 students, 16 students scored *Exceeds* in SBAC, an increase of 78% from SY23
4. Of those 60 students, 44 students scored *Meets* in SBAC, an increase of 18% from SY23

SY24 Smarter Balanced Assessment Consortium (SBAC) Summative Data for ELA & Math



5. In SY24, African American students at La Academia exceeded the state average by achieving a proficiency score of 17.39% in Math. The state average for the African American subgroup was 16%
6. In SY24, we continued our work with the New Teacher Center (NTC) to train teachers to assist students by using better preparation strategies for Math SBAC incorporating Smarter Balanced resources such as *Tools for Teachers*
7. During SY24, 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 to build a strong/solid foundation of Math testing skills in subsequent testing years
 - c. Interim Assessments and resources in the *Tools for Teachers* platform and how to effectively incorporate them during Math instruction for teachers in testing grades 3-7
 - d. Implementation of *Kagan Structures* to increase student engagement and foster student talk and extension of student thinking in the Math classroom
 - e. Effective implementation of *BeGlad* strategies in the Math classrooms to promote academic language development for all students
 - f. The addition of a Summer Academy Program targeting Tier 2 and 3 students provided opportunities for growth in Math using Zearn in small groups

Challenges:

1. In SY24, 120 students in Math scored *Below* (up by 33 students in SY23)
As mentioned previously, it is important to note that yes, the number of students who scored *Below* increased from SY23, but so did the total number of students in testing grades due to the continued middle school expansion

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2. 284 students in Math scored Well Below (up by 53 students in SY23) Again, it is important to note that yes, the number of students who scored Well Below increased from SY23, so did the total number of students in testing grades due to the middle school expansion.
 3. As a part of our charter accountability, La Academia was expected to demonstrate 4% growth in Math on the annual state assessment. In SY24, the testing cohort included 463 students who took SBAC representing the following student demographics:
 - a. 82.93 % Hispanic/Latino Students with 59.61% being English Language Learners (EL) with varying levels of proficiency ranging from Newcomers to Long-term EL's. SBAC may not accurately reflect ELs' mathematical abilities, as it focuses heavily on language-dependent questions
 - b. 9.93% were students with disabilities
 - c. 37.58% were classified as low-income. Note: Given our student population, we assume that the number of low-income families is much higher, however, given the undocumented status of many of our families, they have shared they are afraid to self-identify as low-income
 - d. 1.11 %, or 9 students were homeless

Research shows students in these subcategories score lower on standardized assessments

4. Students continued to struggle with test-taking skills, instructional engagement, and regular school attendance, yet maintained stable outcomes for SY24

Root Causes

1. Math achievement and growth in grades 3-7 during SY24 continued to be impacted state and nationwide, as well as at La Academia with significant challenges highlighted by [NWEA](#) :
 - a. Recovery Lag: Math recovery post-pandemic is slower than in Reading, with many students still rebuilding foundational skills
 - b. Achievement Gaps: Low-income and underserved students continued to face persistent disparities in proficiency due to inequitable access to resources
 - c. Engagement Issues: Student absenteeism and lower motivation continued to hinder Math growth for many students
 - d. Instructional Challenges: Math teacher shortages affected the quality of Math instruction in several grades

Addressing these issues has required continued focused support in SY24, high-dosage tutoring, extended learning time, and equitable resource allocation.

2. In SY24 our K-4 Math Curriculum, *McGraw Hills /Mis Matematicas*, continued to lack the depth we had anticipated for our students when we selected *Mis Matematicas K-4*
 3. Because our middle school was only in its second year, Math teachers were still adapting/learning the Math curriculum in grades 6 and 7
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4. The numbers of our English Language Learners, low-income students, and students with disabilities continued to increase (See chart above)). Research shows historically students in these subcategories score lower on standardized assessments.

Addressing the Challenges

1. Bridges Intervention continued to be 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 strategies are consistent with Response to Intervention (RTI) and the Multi-Tiered System of Support (MTSS) frameworks
 2. In SY24, we piloted a new Math curriculum, *Zearn*, in two classrooms in grade 1 and in all 5th grade classrooms with the intention of switching from McGraw Hill’s *Mis Matemáticas* to *Zearn* in SY25 across additional elementary grades. *Zearn* is top rated on *EDReports* and in SY23 had begun to prove more effective than our K-5 curriculum, *Mis Matemáticas*. *Zearn* also provided summer growth activities for grades K-7 in SY24 during La Academia’s summer intensive
 3. La Academia implemented two Focused Interim Assessment Blocks (FIAB) and two Interim Assessment Block (IAB) cycles where students took the assessments, teachers analyzed the data, and retaught the tested skill using Smarter Balanced resources
 4. In SY24, we continued to work with students on how to break down and complete Performance Tasks for Math on SBAC
 5. La Academia’s Math Coach, Deans, and the Director of Curriculum and Instruction worked 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. Continued to strengthen the Math instructional block at every grade level by providing ongoing professional development to teachers in the following:
 - 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 the Math Lab to build foundational skills and facilitate support in Math inquiry for all students K-2 to help them prepare for testing years. The following are some ways in which our Math Lab assists our students to learn and build on the instruction they receive during their Math block to prepare them well for 3rd grade and onward. Math Lab activities:
-

-
- a. Help students learn ‘to do’ through concrete activities that create a firm foundation for more abstract thinking in the upper grades
 - b. Offer a broader scope of activities to enhance 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 Math
8. Students in grades 6-7 continued to work on *ALEKS*, an adaptive Math platform, to strengthen their fluency and problem-solving skills in Math
 9. In SY24 La Academia provided After School Tutoring for students bordering on proficiency in Math.

Action Plan and Next Steps based on SBAC Results to Increase Proficiency in Both ELA and MATH for SY25 include:

Given our SBAC scores, La Academia is implementing the following initiatives to drive academic improvement and better support our students in SY25:

1. Aligning Curriculum, Instruction, and Assessments

- a. Professional development sessions are strategically planned to align with our curriculum, instruction, and assessments
- b. Prioritize enhancing the quality of core classroom instruction (Tier 1 instruction) to ensure all students have access to high-quality learning experiences

2. Strengthening Teacher Support

- a. ESL coaches facilitate Professional Learning Communities (PLCs) focused on lesson planning and coaching teachers on differentiating instruction to support all learners
- b. Coaching efforts focus on ensuring classroom instruction emphasizes:
 - Student Discussion and Metacognition: Provide structured opportunities for students to justify their thinking, provide reasoning/evidence, and engage in student-to-student discussions using established protocols and stems (e.g., Kagan Structures and Sheltered Instructional Strategies)
 - Pre-Teaching Academic Language: Utilizing cognitive content dictionaries across grades K-8 to build students' academic vocabulary
 - Formative Assessment Practices: Employing a variety of methods to check for understanding, eliciting evidence of student learning, and intentionally adapting lessons with scaffolds, supports, and strategic grouping to meet diverse student needs

3. Enhancing PLC and Coaching Structures

- a. Coaching Cycles in PLCs: Coaching follows a structured cycle of planning, observing, debriefing, and celebrating successes. These cycles support teachers' instructional growth and student outcomes across grades K-8
4. La Academia's PLC Structure include:
- a. Data Analysis: Reviewing and analyzing exit tickets, small group instruction data, RTI/MTSS progress, and interim assessments to identify trends and inform instruction
 - b. Curricular Planning: Collaboratively reviewing current and upcoming curricula to integrate critical instructional strategies that align with student needs
 - c. New Instructional Strategies: Introducing new instructional strategies, followed by a two-week observation period for implementation and refinement

By focusing on these areas, we aim to build stronger systems of support for our teachers and students in SY25, ultimately improving learning outcomes and ensuring the success of all learners.

B. ACADEMIC PROGRESS

Growth in ELA

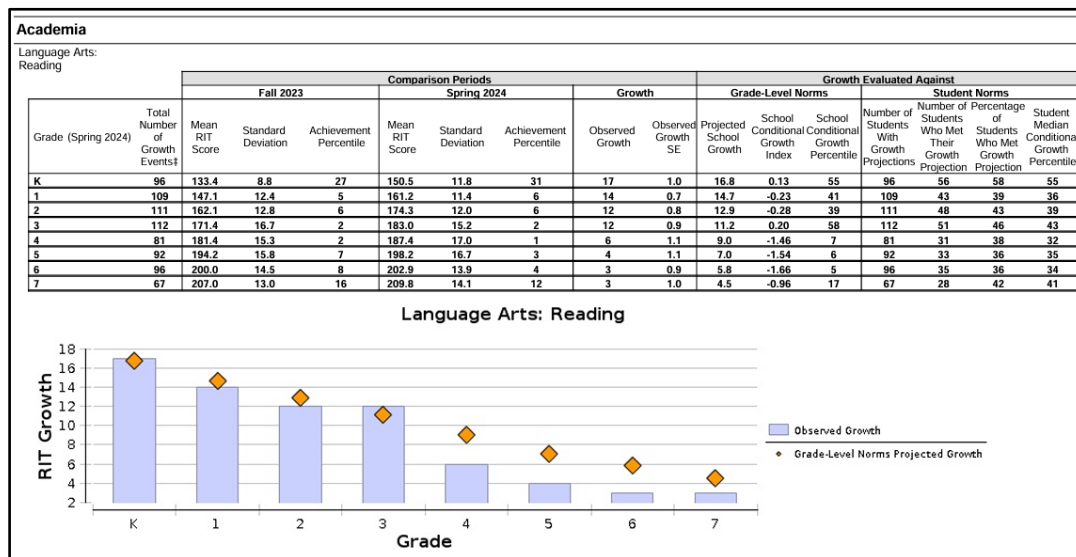
Successes:

1. In SY24, 30.45% of students, or 102 students, in grades 3-7 Met their growth target in ELA as measured by SBAC.
2. In SY24, 35.29% of African American students Met their growth target in ELA as measured by SBAC (up by 7.5% in SY23). See chart below:



3. In SY24, 29.41% of students with disabilities met their growth target in ELA as measured by SBAC (up by 6.33% in SY23). See chart above.
4. 90% of students in K-7 showed growth in MAP ELA from fall to spring.
5. In SY24, 42.25% of students K-7 Met their projected growth goal.

See chart below:



Challenges

1. Students in dual language programs like those at La Academia:
 - a. Must divide their time between developing literacy in the students native and second language, often resulting in slower initial progress in English literacy when compared to monolingual peers. (*Thomas & Collier, 2012*).
 - b. Have limited academic vocabulary and difficulty transferring skills between languages. This hinders EL students' reading comprehension and writing proficiency. (*August & Shanahan, 2006*).
2. The most recent National Assessment of Educational Progress (NAEP) report stated that average reading scores for 9-year-old students in 2022 declined by 5 points compared to 2020, marking the largest drop since 1990. Unfortunately, as stated in NAEP, this seems to be a long-term trend. [NAEP](#)
3. In SY24, the aftermath of the COVID-19 pandemic continued to exacerbate existing disparities, with African American and Hispanic students experiencing more pronounced declines in Reading performance than their Caucasian peers. This has led to a continuing widening of the achievement gap. [USA Facts](#)

4. The achievement gap between pre-pandemic and current test score averages widened in SY24, increasing by an average of 36% in Reading. This indicates that students were not only struggling to recover lost ground but were also falling further behind. [NWEA](#)
5. In SY24, students from low-income backgrounds continue to face greater challenges in reading proficiency, partly due to the limited access to resources during remote learning periods during the pandemic. This has contributed to a slower recovery in Reading skills among these students.

Root Causes

1. In SY24, the significant percentage of EL's in grades K-3, particularly in 3rd grade (77%), indicates that many students were still in the early stages of language acquisition. Limited English proficiency, as we know, directly impacts students' ability to comprehend and engage with grade-level reading materials (See Chart Below).
2. In SY24, the percentage of EL's in grades 5-7 (47%-49%), although lower than K-4, is still significant. The slight drop, however, may have been attributed to the number of students who exited the EL program in K-4 who naturally struggle with the transition to higher expectations for reading comprehension, academic language, and content-area literacy (See Chart Below).
3. With 62%-77% of students in early grades identified as EL's, the dual challenge of developing Cognitive Academic Language (CALPS) while acquiring English (Basic Communication Skills) slows their academic progress compared to native English speakers. See Chart Below:

<u>Number of ELs per Grade Level</u>		
Grade Level	Number of ELs	Percentage
KN	58/104 Students	56 %
1st	72/116 Students	62 %
2nd	80/119 Students	67%
3rd	90/117 Students	77%
4th	58/89 Students	65%
5th	45/93 Students	48%
6th	48/102 Students	47%
7th	35/71 Students	49%

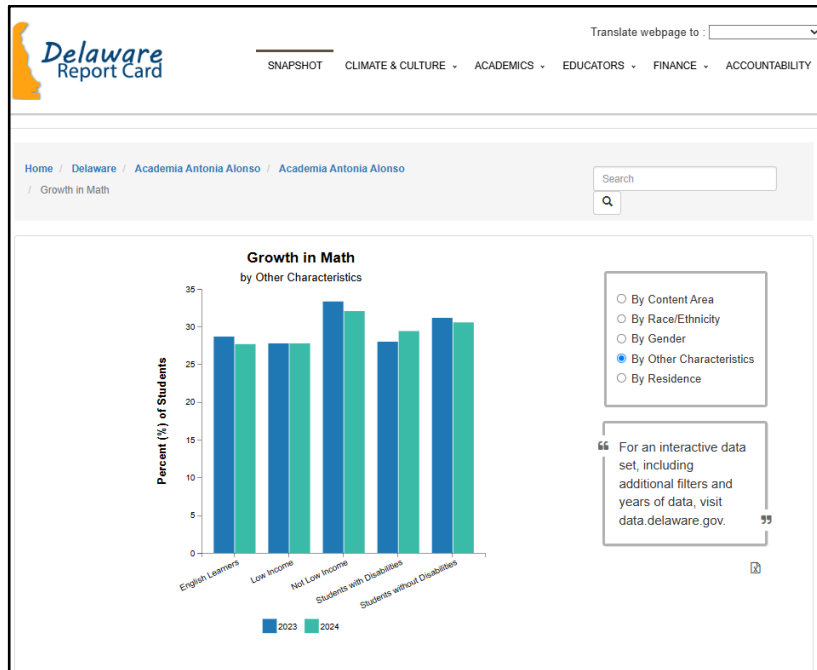
Addressing the Challenges

1. In SY24, academic leaders at La Academia remained 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.
2. Continuing to partner with New Teacher Center who facilitated Interim Assessment Professional Learning (IAPL) on how to use data to provide feedback to improve instructional practices and quality of assessments in the classroom was important.
3. Continuing La Academia's after-school tutoring program using the *Tools for Teachers* resources to support student learning was also critical.

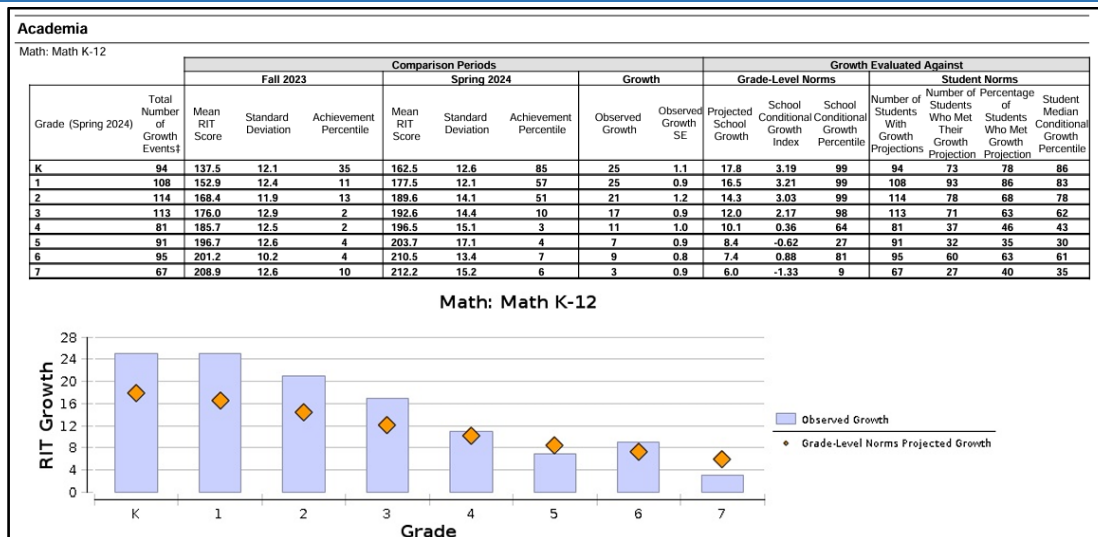
Growth in Math

Successes:

1. 30.45 % of students Met their growth target in Math as measured by SBAC.
 2. In SY24, 30.91%, or 85 Hispanic/Latino, students Met their growth target in Math as measured by SBAC. (Up by 28 students from SY23). See chart below.
 3. In SY24, 29.41% or 10 students, with disabilities Met their growth target in Math as measured by SBAC. (Up by 3 students in SY23). See chart below.
 4. In SY24, 27.68%, or 49 EL's students, Met their growth targets in Math (Up by 38 students in SY23). See chart below.
-



5. In MAP, students in grades 3, 4 and 6, Met or Exceeded their Math growth projections from fall to spring. See chart below.
6. 98% of students in K-7 showed growth in MAP Math, an increase of 1% from SY23. See chart below.
7. In SY24, 60% of students in K-7 Met their projected growth goal in MAP Math, an increase of 9% from SY23 (See chart below). La Academia met its Charter Renewal objective of 50% of its students achieving their projected growth goal.



- In SY24, the after-school tutoring program continued for students in grades 3-7.
- During SY23, La Academia implemented a Math Lab to facilitate support for students K-2. The Math Lab continued in SY24 to help our students learn and build on the Math instruction they received during their regular Math blocks.

Challenges

- Given our student demographics, students in grades 3-7 continued to face challenges in SY24 interpreting language-heavy Math problems on the state assessments. Research highlights that English Learners (EL's), especially in schools like La Academia with its high English learner (EL) population, struggle with word problems due to limited academic vocabulary, which directly impacts Math growth and achievement. (NWEA, 2023).
- In SY24 Math growth continued to be affected by pandemic-era learning disruptions, with students still recovering from foundational gaps. According to NWEA's 2023 research, Math growth for grades 3-7 nationwide remains significantly below pre-pandemic trends, requiring an estimated 4-6 months of additional instruction to close learning gaps.
- As a Hispanic-majority low-income school, La Academia continues to experience slower Math growth; therefore, requiring additional funding to access additional high-quality resources, tutoring, interventionists, teachers/coaches and intervention programs. Research indicates that students from underserved communities recover Math skills at a slower pace, prolonging the achievement gap. (McKinsey & Company, 2023).
- In SY24 the need to supplement the schools K-4 Math curriculum continued to meet the rigor and complexity required for students to succeed and grow given the lack of rigor in McGraw Hill's *Mis Matemáticas*.

Root Causes

1. As stated above, the COVID-19 pandemic caused significant interruptions in learning for our linguistic minority low-income students, leaving many students in grades 3-7 with incomplete mastery of foundational Math skills. According to NWEA's 2023 research, these gaps continue to hinder students' ability to grasp more advanced concepts, resulting in slower growth and persistent achievement gaps.
2. For La Academia, with its high English Learner (EL) population, the language-heavy Math problems on standardized assessments present a significant barrier. Limited academic vocabulary and difficulty interpreting word problems prevent our EL students from demonstrating their true mathematical ability, as noted in recent studies on math proficiency challenges for EL's (NWEA, 2023).
3. Gaps in the *Mis Matemáticas* curriculum do not meet the rigor or complexity of items in state/MAP testing.

Addressing the Challenges

1. In SY24 we continued to partner with the NTC to train teachers in using the resources in *Tool for Teachers* and Math instruction/assessment to ensure continued student growth in Math. NTC guided us in Interim Assessment Professional Learning (IAPL) – how to use Math data for improving instructional practices in the classroom.
2. La Academia's Math Coach continued to attend DDOE's Math Cadre and Math Coalition meetings.
3. La Academia continued its after-school tutoring program from SY23.
4. In SY24, the academic leaders continued to focus on grades (K-2) to build foundational skills in Math Lab. Math Lab continued to help our students learn and build on Math instruction during Math blocks to strengthen counting/cardinality and use of manipulatives, among others in the *Mis Matemáticas* curriculum as identified in *EdReports*.
5. In SY24, La Academia continued to partner with the SummerCollab for free before/after care for our families ensuring students would have an after-school setting to complete homework including 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

In Delaware public schools, student attendance is measured in two very different ways. The Performance Framework uses 'On Track' attendance which calculates the percentage of students who miss 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 a narrow snapshot 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, have been using 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. These reports have remained an important tool for monitoring real-time 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 maintains a robust Student Attendance Policy with extensive embedded intervention strategies, and multiple recognitions and special rewards for students regularly attending school.
2. La Academia's Average Daily Attendance/Member (ADA/ADM), as measured by eSchoolPLUS attendance reporting, was 92.74% for SY24 (an increase of 1.07% from SY23). This is a success for our student demographics due to the predominance of 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.
 - a. In SY24, ADA-ADM data demonstrated increased numbers of students earning monthly recognition for Perfect Attendance (Certificates) and other such awards.
3. On-Track Attendance also showed improvement from 74.54% in SY23 to 82.37% in SY24, as reported in the school's Annual Report Card – representing a significant positive difference of 7.83%.
4. An Administrative Assistant was retained for the Dean of Culture/Climate and Visiting Teacher to provide the much-needed support with data entry into DSC, 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 was in session, and tracking and filing documentation for Truancy Court.

5. La Academia also began to work with the Student Truancy Module in DSC which enabled an additional layer of attendance-related documentation.

Challenges

1. As noted above, the demographics of our student population presents numerous challenges for regular student attendance as noted in the research cited earlier in this document.
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. As a result, this frequent traveling interrupts school attendance and therefore student learning.
3. Changes in the filing of truancy charges in Truancy Court commenced 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.

Addressing the Challenges

1. An Administrative Assistant was retained for the Dean of Culture/Climate and Visiting Teacher to provide the much-needed support with data entry into DSC, 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, and tracking and filing documentation for Truancy Court.
2. Continued monthly recognition programs for Students with Perfect Attendance helped to increase student attendance.
3. Additional components have been added to Student Attendance Intervention Agreements for students who have problematic issues with tardiness and school attendance. Some of these additions include required and immediate parent meetings with the Executive Director each time a student is brought to school late unexcused, and that eligibility requirements for participation in Middle School sports depend upon students' abilities to strictly adhere to the School's Attendance Policy.
4. Before/after care programs with the SummerCollab (who wrote and received a 21st Century Grant) have enabled La Academia to offer free before/after school care for families.

Proficiency in Science

Science Assessment (DeSSA)

1. 93 students in 5th grade took the DeSSA Science Assessment in Spring 2024
 - a. In SY24, La Academia had not yet opened its 8th grade (the other grade level eligible to take the assessment).
2. La Academia had a participation rate of 100% in the Science Assessment, meeting and exceeding the state's 95% requirement.
3. The demographics of the student population who took DeSSA Science was as follows – with many of these students being dual tagged:
 - a. 8 students, or 8.6% were students with disabilities
 - b. Even with accommodations, the Science Assessment (DeSSA) presents a significant challenge for English Learners (ELs) as it is administered exclusively in English, a language different from their primary one. Of the tested 45 students, 48%, were English Learners, highlighting the additional barriers they face in demonstrating their knowledge and skills under these conditions.
 - c. 33 students, or 35.48%, were low-income

The above demographics represent a challenging, traditionally underserved, student population which likely had an impact on the percentage of **6.42%** of students who were able to achieve Science Proficiency (Meets and Exceeds), as measured in the DeSSA Science Assessment. We did, however, perform 1% better than SY23 – in line with our continuous improvement model.

La Academia's strategy to continue to advance performance in Science for all students:

1. In SY24, La Academia continued its membership in the Delaware Science Coalition to improve the teaching and learning of Science for our teachers/students in K-7.
2. In the elementary grades:
 - a. K-5 Science instruction was aligned to the NGSS Science Standards expectations.
 - b. La Academia continued to use the *Amplify* curriculum for grades 2, 3, and 4 and is committed to adding additional grades in line with grades added by the Delaware Science Coalition.
 - c. Elementary teachers participated in a Professional Development opportunity by *Amplify* to deepen their understanding of curriculum-effective lesson planning and implementation.
3. In SY24, La Academia continued to use the *Amplify* curriculum for middle school.
 - a. The *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*.

-
- b. La Academia also used *OpenSciEd*, the recommended Science curriculum by the Science Coalition for middle school.
 - 4. During SY24, La Academia celebrated its second Science Fair in which 6th and 7th grade students conducted research and presented their findings to our school community as they grew in their science knowledge and application of science in the real world – the goal of the Next Generation Science Standards (NGSS).

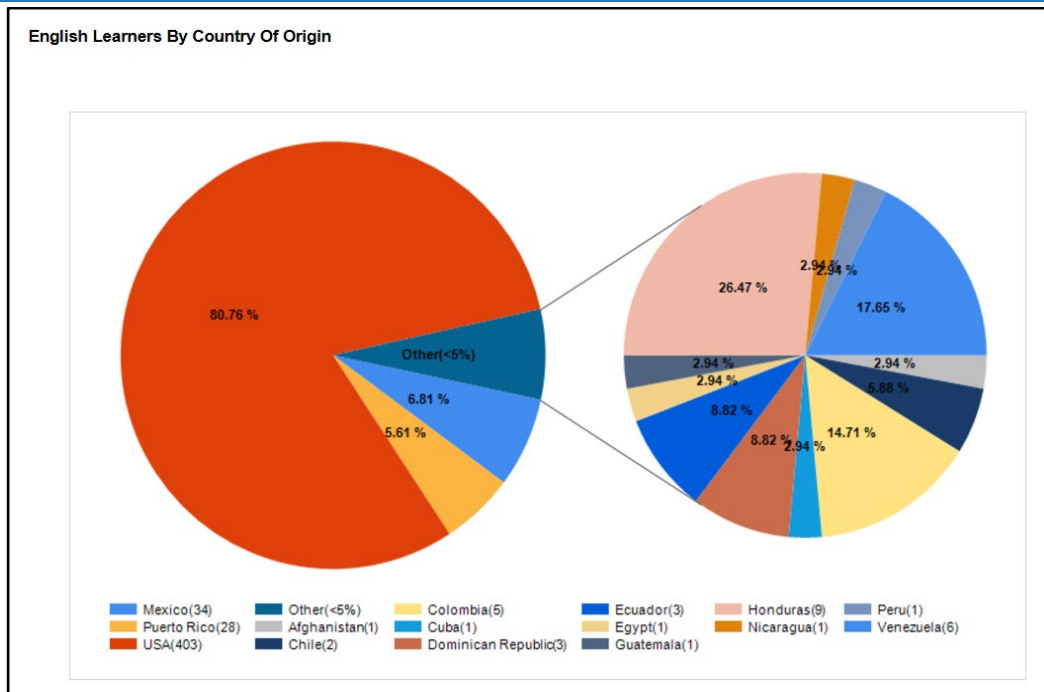
Proficiency in Social Studies

- 1. In SY24, La Academia had a participation rate of 100% in the DeSSA Social Studies Assessment.
- 2. In SY24, La Academia continued to be a member of the DDOE Social Studies Coalition.
- 3. In SY24 students in grades 4 and 6 participated in the Through the Year Social Studies DeSSA Assessment.
- 4. In SY24, 15.51% of students achieved proficiency in the DeSSA Social Studies Assessment, up by 8.64% in SY22.
- 5. In SY24, 5% of students with disabilities achieved proficiency, an increase from 0% in SY19, SY20, SY21 and SY22.
- 6. It is important to note that the DeSSA Social Studies Test is only available in English, representing a huge hurdle for our EL and Hispanic/Latino students.
- 7. Since SY23, La Academia has been focusing on aligning the Social Studies Curriculum and Standards in kindergarten and 4th grade, with plans to extend this alignment to other grades. This initiative is aimed at providing a cohesive and comprehensive foundation for students' learning, ensuring consistency in instructional practices and meeting academic standards across grade levels. We attribute our overall growth in student proficiency to this targeted effort which reflects the impact of a more structured and aligned approach to teaching and learning in this subject area.

D. High School Graduation N/A

E. Progress Towards EL Proficiency

In SY24, 59.63%, or 499 out of 805 students, at La Academia were English Learners with Spanish, or another language, as their first language. (See chart below for country-of-origin breakdown)



Successes

1. Despite needing to administer the ACCESS assessment to 499 students, across all four language domains equating to over 1,700 tests, La Academia had a 97.96% participation rate in the annual ACCESS assessment testing.
2. In SY24, 10 students exited the EL program, which despite it representing a decrease compared to prior years, is a trend which has been observed throughout the State of Delaware.
3. 24% of EL students met their growth targets in ACCESS.
4. In SY24, the number of former ELs (EL's that exited the program in years prior) continued to rise, increasing from 35 in SY23 to 61 in SY24. The middle school expansion, however, has enabled us to highlight our students' progression and achievement of English proficiency through the middle school years. In prior years, they would have graduated in 5th grade, and we would have lost track of students' growth and progress. See charts below.



- In SY24, La Academia's ESL coach provided targeted support by facilitating interventions for newcomers in grades 5-7 using the program *English 3D Launch*, pushing in/pulling students out of class, while continuing to support teachers in scaffolding lessons to meet EL students' needs.

Challenges

- ELs continue to arrive at La Academia without a strong foundation in their native language, making acquiring a second language more challenging and leading to wider gaps in their learning.
- ELs who live with family members who do not speak English have limited opportunities to practice English outside of school, which slows language acquisition.
- The challenge of English academic language demands, with its complex vocabulary, advanced syntax, abstract concepts, and cognitive load, significantly slows English Learners' progression toward proficiency, as they must simultaneously master language and content, making targeted support and scaffolding essential for success. Finding teachers with training in scaffolding/differentiation of instruction and making content accessible continued to be a challenge in SY24. Professional development in these areas takes time.
- Gaps in foundational skills due to COVID-19 will continue to take years for this population to close the learning gaps. See NWEA Research cited below.

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. 37.47% of La Academia's English Learners in SY24 were also Low Income (LI). LI students encounter socioeconomic factors that impact their educational outcomes. These factors include inadequate access to healthcare, unstable housing, transience, low literacy levels in their L1 (primary language) and many other factors.

- In SY24, La Academia served a higher portion of EL students at Achievement 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 Academic Language (CALPS) necessary for achieving proficiency in standardized tests.

District:

Academia Antonia Alonso

School:

Academia Antonia Alonso

Assessment:

Annual EL ACCESS

Subject :

CMP

* The group includes all students that are enrolled in the specified enrollment school, grade and school year. They may be tested in other schools, other grades and/or other school year.

Grade	Group		Number Eligible	Number Tested	Number Participation	Scale Score Mean	Percent at Achievement Level						AL5	AL6
							Proficient	Not Proficient	AL 1	AL 2	AL 3	AL4		
00	All Students	School	491	481	97.96	287.32	2.70	97.30	21.41	33.06	33.06	11.64	0.83	0
		District	491	481	97.96	287.32	2.70	97.30	21.41	33.06	33.06	11.64	0.83	0
		State	17494	17038	97.39	315.41	6.84	93.16	19.61	20.67	36.72	19.49	3.15	0.28

- 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.
- Language barriers among students with varying levels of proficiency in Spanish and English at La Academia hinder comprehension, participation, and academic success, aligning with Cummins' finding that *"it takes 5-7 years to acquire the cognitive academic language proficiency needed to succeed across content areas"* (Cummins, 2000).
- Differing learning styles among EL students, shaped by their cultural backgrounds, highlight the need for diverse teaching strategies, as research shows that *"instructional methods must be responsive to cultural influences to effectively support learning"* (Gay, 2000). Finding teachers trained in these strategies is highly challenging.
- Cultural differences in parental involvement impact communication with teachers and limit parent engagement, which is critical for student success, as Epstein (2001) highlights that *"partnerships between families and schools are essential for fostering student achievement."*

Addressing the Challenges

In SY25, La Academia is committed to continue to address these challenges, as noted above, with research and evidence-based teaching practices to ensure progress towards EL proficiency (GLAD, Kagan, Science of Reading, and specifically *Sound Wall*, among others), continued support from the DDOE and partnership with University of Delaware Researchers – *Project Grow* and the Assistant Professor of Language and Literacy Education to assist us with our Mastery-Based Grading.

Our current report card provides parents with letter grades and teacher comments on student performance at grade level. In contrast, mastery-based grading fosters meaningful conversations between parents and teachers, offering clear insights into what standards a student has mastered and their individual needs ([See Research](#)). This approach strengthens family-school collaboration, enhancing support for every student. While implementing mastery-based grading requires careful

planning, teacher training, effective stakeholder communication, and its thoughtful and gradual adoption at La Academia has the potential to boost engagement, equity, and educational outcomes.

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.
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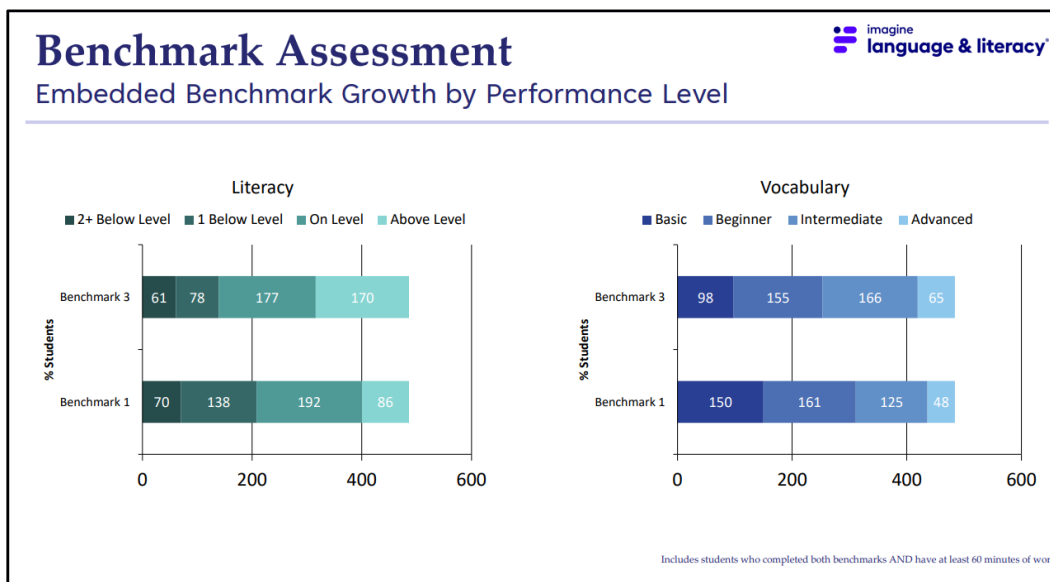
School Comments:

Overall School-Wide Growth: Grades K-7 SY24

English Language Arts

Growth in Imagine Language and Literacy (K-5):

1. The data for SY24 shows a positive trend, with fewer students at lower levels and more students advancing to higher levels of Reading (See graph below).
2. Between Benchmark 1 and Benchmark 3, there is a notable decrease in the number of students performing 2+ Below Level (from 70 to 61) and 1 Below Level (from 138 to 78). At the same time, there is significant growth in students performing On Level (from 177 to 192) and Above Level (from 86 to 170), reflecting improvement from beginning to end of year in overall literacy performance.
3. From Benchmark 1 to Benchmark 3, the number of students performing at the Basic level decreased (from 150 to 98), while there was an increase in those performing at Intermediate (from 161 to 155) and Advanced levels (from 48 to 65). This indicates growth in vocabulary proficiency across most performance categories.
4. 53% of students completed the school year on/above grade level.



Strengthened Literacy Intervention through Reading Assist Partnership

In SY24, *Reading Assist* tutors were instrumental in enhancing the fidelity of Tier 2 and Tier 3 interventions by delivering a structured literacy approach firmly rooted in the Science of Reading. This approach was characterized by explicit, systematic, multisensory, sequential, diagnostic, and prescriptive methods designed to address gaps in foundational reading skills. Student progress was systematically monitored, providing detailed data on reading strengths and areas of need. This data enabled instructional adjustments that maximized literacy growth and offered actionable feedback to teachers. Specifically, insights gained from progress monitoring supported teachers in identifying areas requiring targeted support and refining instruction within Tier 1 skill-focused groups.

Built a Foundation for Literacy Success: Our Commitment to the Science of Reading

At Academia, we are committed to ensuring that all students, regardless of background, ability, or primary language, have the opportunity to become proficient readers. In SY24, data from our MAP Growth ELA and MAP Reading Fluency assessments revealed significant gaps in foundational literacy skills, particularly in phonemic awareness, phonological awareness, and phonics. These gaps disproportionately affect our students in special education and English Learner populations, limiting their access to high-quality reading instruction and their ability to achieve proficiency. To address this challenge, in SY24 we adopted a school-wide approach grounded in the Science of Reading, a research-based framework that prioritizes systematic, explicit, and data-driven literacy instruction.

To achieve these goals we:

Tier 1

- Provided training from 95% Group on incorporating the *Sound Wall* into daily lessons and skill focused groups

-
- Strengthened phonemic and phonological awareness instruction through the Heggerty curriculum to address gaps

Strengthened Tier 2 and Tier 3 Interventions

- Implemented a foundational reading program from the University of Florida Literacy Institute as a Tier 2 and Tier 3 intervention program to provide struggling students with explicit, systematic instruction in foundational skills
- Ensured interventionists were equipped with training and resources to deliver targeted instruction aligned with students' individual needs

Provided Sustained Teacher Support

- Facilitated two annual coaching sessions with literacy experts from the *95% Group* to reinforce best practices and refine instructional strategies
- Incorporated ongoing professional learning opportunities during PLCs to support teachers in orthographic mapping and skill-focused group instruction which emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Additionally, the New Teacher Center actively collaborated with our teachers in grades 3-7 on the administration of interim assessments and data analysis. This support enabled teachers to develop effective teaching and reteaching strategies aligned with our pacing guides and curriculum. Furthermore, they updated the PLC structure to include targeted discussions on student progress, instructional adjustments, and the integration of best practices to address identified learning gaps.

Fostering Collaboration and Engagement Through Kagan Structures

La Academia is committed to becoming a K-5 *Kagan* Model School to enhance academic language development and student engagement for all our second language learners. In SY24, staff and administrators completed *Kagan* Cooperative Learning Day 1 training, supported by a certified *Kagan* trainer who provided coaching and feedback through classroom observations in the fall and spring. To sustain these efforts, six *Kagan* Teacher Leads, alongside the ESL coach, K-8 Math coach, Dean of Special Education, and Deans of Curriculum and Instruction for Elementary and Middle School were trained in all five *Kagan* Cooperative Learning days. This comprehensive training equipped these leaders to support consistent implementation across all grade levels, ensuring the long-term success and sustainability of the initiative.

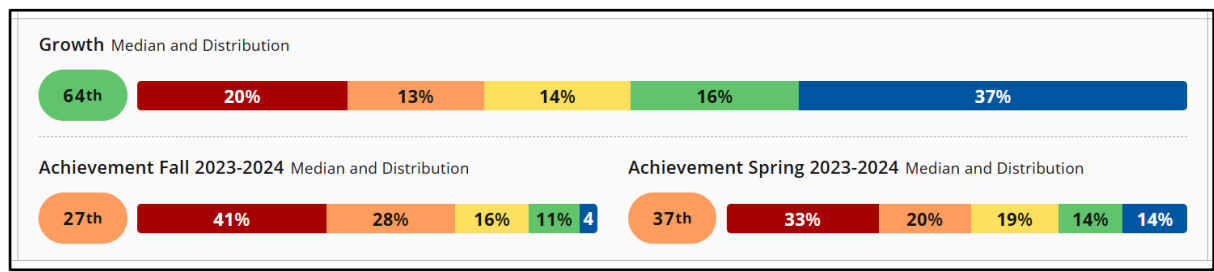
Fostering a Love of Reading and Strengthening Literacy with Accelerated Reader

In SY24, *Accelerated Reader* (AR) was adopted in grades 2-5 to address the challenge of improving student literacy development and engagement. AR enhances Tier 1 instruction by fostering a culture of reading through personalized goals that motivate students to read consistently and purposefully. AR reinforced critical literacy skills through independent practice and comprehension checks while supporting differentiated instruction with flexible grouping and targeted interventions.

MATH

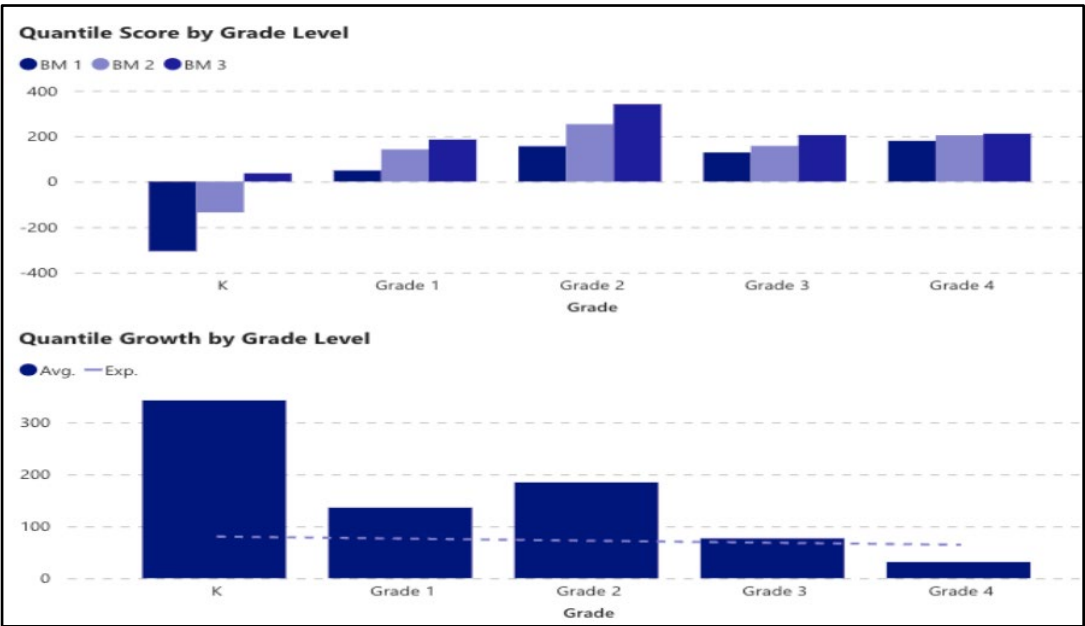
Growth in MAP

The charts below show growth and achievement comparison percentiles across two testing terms: Fall and Spring of SY24, as measured by MAP Math.



Growth in Imagine Math (K-4)

In SY24, 57% of students completed the school year on/above grade level. The chart below shows student performance in the beginning, middle, and end-of-year benchmarks, and the expected growth versus what students achieved per grade level.



Targeted Math Interventions for K-2 Students

In SY24, following the winter MAP Math benchmarks, students in grades K-2 who were identified as below benchmark were provided with targeted Math interventions beginning in January. These students participated in focused intervention sessions using *Bridges* Intervention Materials and met

with an interventionist every other day to support their growth and learning. As a result of these interventions, the students showed significant progress, with many demonstrating improved Math proficiency by the spring MAP benchmarks. The outcomes reflect the effectiveness of the intervention strategies, highlighting the positive impact of consistent, targeted support on student achievement.

Grade	# of Students who received intervention	# of Students who met MAP Goal	Percentage
K	19	9	47%
1	21	15	71%
2	24	13	54%

Zearn Curriculum Implementation

In SY24, we successfully piloted the *Zearn* curriculum with a cohort of 1st and 5th-grade students. In 1st grade, a significant number of students met their Spring MAP growth goal, demonstrating the curriculum’s impact on foundational Math skills (See image below). An analysis of MAP Growth data revealed that cohorts using the *Zearn* program showed significant gains in math fluency and conceptual understanding. *Zearn*’s challenging curriculum and personalized instruction effectively supported students in mastering complex concepts, contributing to their strong performance.

In 5th grade, the high level of student engagement and students’ ability to articulate their thinking and problem-solving processes highlighted the effectiveness of *Zearn* in building both confidence and critical reasoning in mathematics. Given these positive results, we have decided to expand *Zearn* implementation to grades K-2 and 5 in SY25.

Zearn’s success lies in its ability to combine personalized digital lessons with hands-on small-group instruction. *Zearn* has received the highest curriculum rating from *EdReports* for rigor and alignment for readiness assessments. It seamlessly connects hands-on instruction with immersive digital learning, allowing students to learn at their own pace with scaffolds or enrichment as needed. The platform offers extensive fluency practice, supports hands-on learning with manipulatives, and provides teachers with actionable data to adjust instruction and form small groups. Additionally, *Zearn* reinforces skills through digital lessons accessible both in school and at home. We look forward to moving beyond the original cohorts and extending the curriculum in a thoughtful structured way.

Spring MAP Math Outcomes for Grade 1 Zearn Pilot Cohorts SY24

Grade 1 Cohort A	<table border="1"> <thead> <tr> <th colspan="2">Summary Data by Subject and Course</th></tr> <tr> <th></th><th>Math K-12</th></tr> </thead> <tbody> <tr> <td>Percentage of Students who Met or Exceeded their Projected RIT Score</td><td>94.4%</td></tr> <tr> <td>Percentage of Projected Growth Met</td><td>145.2%</td></tr> <tr> <td>Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores</td><td>18</td></tr> <tr> <td>Count of Students who Met or Exceeded their Projected Growth</td><td>17</td></tr> <tr> <td>Median Conditional Growth Percentile</td><td>82</td></tr> </tbody> </table>	Summary Data by Subject and Course			Math K-12	Percentage of Students who Met or Exceeded their Projected RIT Score	94.4%	Percentage of Projected Growth Met	145.2%	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	18	Count of Students who Met or Exceeded their Projected Growth	17	Median Conditional Growth Percentile	82
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Continuation of a Math Lab

Math Lab continued in SY24 for grades K-2 with lessons that aligned to curriculum units and focused on the STAR skills of the grade.

Middle School Math

***ALEKS* (Middle School)**

In SY24, *ALEKS* continued to serve as a vital tool for supporting middle school Math achievement by addressing foundational gaps through differentiated instruction. Its implementation included targeted strategies to maximize student engagement and outcomes. Teachers received additional training in *ALEKS* through the company, students were assigned personalized RTI pathways, and structured time for *ALEKS* usage was implemented into specific periods of time of the day. These efforts aimed to overcome barriers such as limited in-class time and inconsistent internet access at home to prepare students for the next level Math.

Multi-Tiered Support System

The retention of the Director of Curriculum and Instruction has had a transformative impact on the implementation and effectiveness of our MTSS process. With her level of expertise and years of experience, we have been able to refine and strengthen our approach, ensuring that each component of the MTSS framework is better aligned and more seamlessly integrated into daily practices. This strategic support has enabled us to enhance the efficiency and effectiveness of our interventions across all grade levels – now including Middle School.

The Multi-Tiered System of Supports (MTSS) team meets regularly to review and tailor students' intervention plans through collaborative decision-making involving educators, parents, and stakeholders, ensuring that the redesigned MTSS process effectively identified students struggling academically in Math, ELA or with behavioral/social-emotional needs. The team crafts prescriptive

plans to address those needs, and fosters transparency by prioritizing parental involvement in every step of the intervention process.

Outcomes and Learnings from the Summer Academy

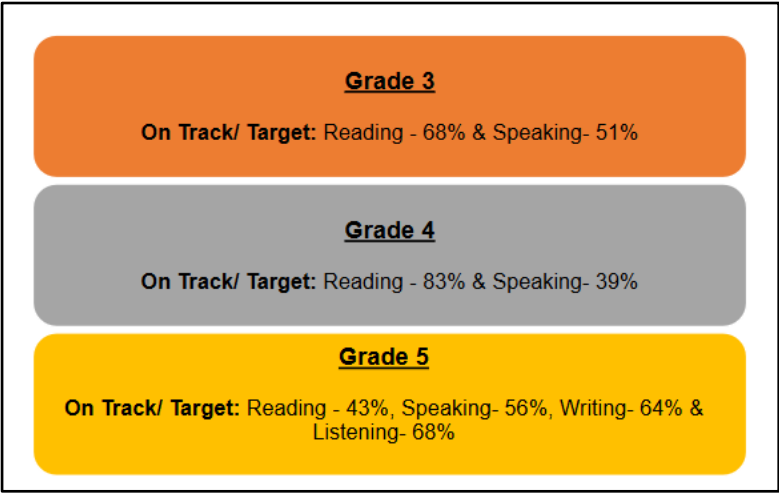
The goal and purpose of La Academia’s Summer Academy was to focus on accelerating our students' learning from rising kindergarten through 8th grade with a 4-week Summer Academy School session. With academics focused on Reading and Math in the morning, and social emotional learning in the afternoon through our horse camp – students enjoyed a summer of fun, learning and support. Please click on the following link for a full report: [Summer 2024 Final Report for Annual Report](#)

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:

Standards-Based Measurement of Proficiency Assessment (STAMP)

In SY24, students in grades 3-5 participated in the Standards-Based Measurement of Proficiency (STAMP) assessment, which evaluated their progress across all domains of the Spanish language: listening, speaking, reading, and writing. This assessment aligns with the school's mission-specific goal of fostering bilingualism and biliteracy, reflecting our commitment to developing students' proficiency in both languages. As this was the 1st year students took this assessment, it will serve as a baseline year. See below the outcomes of the assessment.



Parent/Family Engagement (PFE)

Parent/Family Engagement (PFE) 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 SY24 we held the following **community events** in-person: Multiple Open Houses, Family Walk-Through, Jump Start to Success Nights, Hispanic Heritage/Black History Month Celebrations, Winter Concert, Talent Show, Title 1 Meeting, Healthy Cooking Classes – just to name a few. We publicized events through Student Communication Folders, Radio, Class Dojo and social media.
2. Year after year, the Parent Booster Club plays a crucial role in fostering parent engagement at La Academia, building community, and supporting school programing and initiatives. In SY24, Booster Club continued hosting and creating opportunities for families to connect and contribute such as: Parent Prom Night, Bingo Night, fall and spring Book Fairs, and Trunk or Treat, among others. These events not only boosted parent involvement but also strengthened the partnership between families and the school, enriching the overall experience for students and the community.
3. In SY24, meetings like our monthly Parent University sessions, Coffees with the Executive Director, Parent-Teacher Conferences, and Special Education and English Learner Parent Advisory Council meetings were particularly successful on Zoom, and many occurred in-person. The events with the highest participation in SY24 were Family Walk-Through Tours, Hispanic Heritage Month Celebration, Winter Concert, Parent-Teacher Conferences (via Zoom/in person), Kindergarten End-of-Year Celebrations, 5th Grade Moving-Up Ceremony and Sunday Night Read-Aloud sessions on Zoom.

Challenges

1. In SY23, La Academia's Booster Club faced significant challenges, including low participation and ineffective leadership, which hindered its ability to support the school effectively. Morale within the parent community was low, prompting a necessary restructuring and Amendments to the Club's Bylaws. Rebuilding the Booster Club required developing new trust, rebranding its image, and encouraging new participation.

SY24 began on a different note, therefore, with renewed energy and engagement from parents, setting the stage for a strong and effective partnership between families and the school.

2. Families shared that childcare and transportation challenges often prevented them from attending some in-person school events.

Root Causes

Parents reported during Coffees with the Executive Director that potential root causes for low parent participation in a few activities included lack of reliable transportation and parent/family work schedules. Many of our immigrant parents work long hours and/or hold multiple jobs, leaving little time for school involvement. Also, many families in our community, due to the lack of their own formal education, do not fully understand the importance of their involvement.

Addressing the Challenges

The following are some of the strategies that we implemented in SY24 to maximize family participation and engagement:

1. Partnered with the Parent Booster Club to support them in rewriting their Bylaws and restructuring.
 2. Continued to host Parent University, Coffees with the Executive Director, Parent Advisory Council meetings (Special Education and English Learner) both in-person and through Zoom to maximize attendance.
 3. Continued our promotion of school events via the school website, parent flyers, Class Dojo, social media, classroom newsletters as well as on our weekly parent newsletter in both English and Spanish
 4. Continued to provide translation at all our parent engagement programming in both English and Spanish.
 5. Provided childcare for families for meetings offered 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. An MOU with the Center for Child Development (CCD) was signed in January 2023 and continued through SY24. CCD provided staff on a weekly basis to offer mental health services for students struggling with anxiety, depression, low self-esteem, self-harm, and peer conflicts – issues that we saw increasing in students in SY24 – most especially among middle school students.
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- a. In SY24, CCD served 16 La Academia students in hourly 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. A robust Multi-Tiered System of Supports (MTSS) in SY24 ensured proper identification of struggling students, intervention structures, and an inclusive framework to meet the diverse academic, behavioral, and social-emotional needs of all students.
 - a. To ensure equity, MTSS worked to make sure every student received the appropriate level of academic and social emotional support. To this end, administrators, teachers, nurses, parents worked together to support students, fostering a sense of community and shared responsibility.
 - b. The MTSS team used a multitude of data points to guide interventions building a culture of accountability and transparency, ensuring efforts were focused on students' unique needs.
 - c. Continuous training and collaboration under the MTSS coordinator fostered, and continues to foster, a culture of learning and continuous improvement.
 3. Average Daily Attendance increased to 92.74% for SY24 – this represented an increase of 1.07% from SY23. An increase in average daily attendance positively impacted school culture by fostering a stronger sense of community and engagement among students and staff. Higher attendance rates encouraged consistent participation in academic, athletic and extracurricular activities – all of which improved morale. Additionally, it reflected La Academia's supportive and welcoming environment where students feel motivated to come to school, further reinforcing a culture of belonging.

Challenges

1. In SY24 La Academia added the 7th grade, which required significant restructuring of our school processes and staffing.
2. Unfilled key positions on the MTSS team (School Counselor and Psychologist) remained fragmented throughout the school year and presented a challenge.
3. Lack of cameras in the playground to support investigations for playground incidents presented issues in confirming reported behaviors.

Root Causes

1. Lack of a school psychologist and school counselor to provide teachers with tiered supports for students with mental health needs
2. Lack of a formal Positive Behavior Incentive Program until March 2024 when a School Counselor and a Dean of Social Emotional Well-Being were hired.
3. Funding for cameras in the playground was not secured until almost the end of SY24.

Addressing the Challenges

1. Expanded our team of mental health professionals in March 2024
2. Hired additional bus aides throughout the year to build culture and manage behavior on school buses
3. Renewed the MOU with (CCD)
4. Repurchased a research-based universal screening and progress monitoring tool for social-emotional behavior (SEB) with intervention recommendations. This tool provided data to implement interventions, *SEL Lessons in Cycles*, and *SEL Morning Meeting Lessons* that targeted the needs for students in all grade levels K-7.
5. Purchased additional school buses to support the safety of students on school buses.
6. Continued the middle school athletic program. Through the athletic program students continue to build essential prosocial and cooperative learning skills. These are skill sets they will continue to use throughout their lives – determination, self-discipline, teamwork, and time management to name a few.
7. Received an SSSIP grant to purchase and install a security camera system to enhance safety on the playground and sport court areas, in addition to the -parking lot.

Discipline

Successes

1. The new school building continued to enable us to advance academic programming through SY24 – including a functional and safe playground and common areas to extend classroom learning (small group instruction, RTI groups, library ‘read-alouds’, and others.) The additional space continued to reduce student overcrowding in classrooms and provided more opportunities for student engagement and learning.
2. At La Academia a *Referral Action Profile (RAP)* is an incident referral and reporting tool offered through DSC that helps to monitor discipline referrals and interventions. In SY24 the number of total students enrolled at La Academia was 805. Out of those students:
 - a. Students with +6 *RAP* Referrals: 2.23% or 18 students out of 805 students
 - b. Students with 2-5 *RAP* Referrals: 5.96% or 48 students out of 805 students
 - c. Students with 0-1 *RAP* Referrals 91.81% or 740 students out of 805 students

Based on the data, we can infer that most students at La Academia, 91.81%, exhibited positive behavior with 0-1 *RAP* referrals, suggesting an overall positive school climate. The small percentage of students with 6 or more referrals (2.23%) represented a group of students who were supported

through targeted interventions. The students with 2-5 referrals (5.96%), benefited from early intervention strategies to prevent escalation.

Challenges

1. A marked increase in the number of students with mental health issues was observed as we continued to grow into our middle school
2. Understaffed with mental health providers until March 2024 was a challenge
3. Much-needed trauma-informed professional development and practices most especially with issues found with middle school students – mental health cutting behaviors, suicidal ideation, and others.
4. Challenges with hiring bus drivers.

Root Causes

1. Lack of a school counselor and school psychologist until March to address and engage in conversations with middle school students, in particular (eating disorders, vaping, cutting, proper use of social media, gender identity issues, healthy relationships, kindness, empathy, middle school transition, and others)

Addressing the Challenges

1. Retention of the Social Emotional Learning (SEL) staff and the Culture/Climate Administrative Assistant to provide support with attendance, SEL calls, data entry, and parent calls, just to name a few
 2. Retention of the Director of Curriculum and Instruction with experience, knowledge and leadership skills to head the MTSS team has been pivotal. The improved functionality of the MTSS process was pivotal in helping the Team to properly assess and tier students. She ensured effective, research-based interventions and academic programming to create support plans for students to meet their specific and unique needs.
 3. Continuation of the *Fastbridge* curriculum to implement interventions, *SEL Lessons in Cycles*, and *SEL Morning Meeting Lessons* to target the needs for students in all grade levels.
 4. The hiring of bus aids to support the safety of students through enforcement of bus expectations. In SY24 there was a 10% decrease in bus incidents due to these hires.
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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

YEAR	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2023-24	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.

- Describe the school’s organizational performance during school year 2023-24. (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 2023-24 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 SY23 audit findings, La Academia proactively addressed areas of improvement in SY24 with students with disabilities. While achieving 100% compliance in SY24, La Academia recognized the need to continue practices that had proven effective over the years. Specifically, we:
 - a. Continued to ensure an equal focus on addressing the social-emotional and physical needs of our students along with their academic needs—areas that had been identified as growth opportunities for both the MTSS team and teachers in previous years.
 - b. Renewed our commitment to involve teachers more in the analysis of data to help identify student needs and partner with them in an ongoing cycle of diagnosis and implementation strategies.
 - c. Ensured with greater fidelity parent involvement in the process of identifying students' needs and making decisions and helping parents understand the purpose of psychoeducational evaluations.

English Learners

Changes and enhancements related to English Learners have been fully described above and throughout this document.

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:

1. Evidence that La Academia was able to provide the most effective resources and services to at-risk students and students with disabilities in SY24 include, but are not limited to:
 - a. With fidelity, special education teachers participated in grade level PLC's to better serve the needs of their special education students, both in and out of the classroom. During PLC's, special education teachers worked with the general education teachers to differentiate instructional materials in the classroom
 - b. Special education teachers were professionally developed side-by-side with general education teachers in research-based interventions and strategies such as *UFLI*, *Reading Assist*, *Corrective Reading*, *Reading Mastery*, *Sound Wall*, *Bridges*, and the *Writing Program* with University of Delaware.
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- c. The Dean of Special Education has been increasingly more hands-on with service providers over the years, both inside and outside the classrooms to include Occupational Therapy, Speech and Physical Therapy providers.
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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. The ESL teacher continued to work with middle school teachers to help students acquire English language proficiency.
- 2. The ESL teacher collaborated with PLCs in grades K-7 to support teachers in planning and preparation for instruction for the different levels of students' English proficiency in classrooms.

Professional development and coaching was provided to teachers in *Collaborative Structures (Kagan)* and *Guided Language Acquisition Design (BeGLAD)* strategies to help make instructional content accessible to all their 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 the school. Historically, oversight has extended to four main areas: Academics, Finance, and Operations, and Legal Compliance. The following is a breakdown of how La Academia's Board provides oversight in each of these areas:

- 1. Academics:
 - a. In SY24, the Board's Academic Committee worked closely with the school's Academic and MTSS teams to ensure that La Academia continued to provide a high-
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quality education for all students. The Board's Academic Committee met every 3 months and consisted of: three members of the Board, the Executive Director, Director of Curriculum and Instruction, the Elementary Deans of Curriculum and Instruction, the Special Education Dean, and Dean of Culture and Climate.

- b. Regular monitoring of student performance and academic outcomes in SY24 remains a key aspect of Board oversight. The Board's Academic Committee continued to review standardized test scores, MAP data, and other performance metrics to assess the effectiveness of its educational program.

2. Finance:

- a. 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. 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. The Board and Executive Director work collaboratively regarding how resources are allocated in areas including, but not limited to, staffing, facility maintenance, and the purchase of educational materials and technology as needed.

3. Operations:

- a. The Board's coaching/evaluation of the Executive Director's performance is ongoing to ensure compliance with federal, state, and local requirements.

4. Legal Compliance:

- a. The Board plays a critical role in developing, reviewing, and updating policies to ensure legal compliance. This includes staying informed about changes in education laws and regulations.
- b. Ensuring legal compliance continues to be a critical aspect of oversight for the La Academia's 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. 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 potential non-compliance.
- d. The school Board works with legal counsel as needed to interpret and navigate legal issues. Legal advisors help the Board ensure that La Academia's policies and actions align with applicable laws and regulations.

In summary, SY24 La Academia's Board's oversight in academics, finance, operations, and legal compliance continued to be multifaceted and involved collaboration with various stakeholders, including the Executive Director, teachers, school administrators, parents, consultants, and legal professionals. By actively engaging in these areas, the Board contributed to the overall success and well-being of La Academia.

14. Discuss board-related success and challenges during school year 2023-24. 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 SY24:

1. Membership and Recruitment:
 - a. Successes:
 - 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:
 - Although the Board continued to work to create awareness of the mission/vision of La Academia and recruit qualified board members, recruiting them continued to be challenging, especially individuals who had time, with the right skills and commitment to contribute to the Board's goals/objectives.
 2. Training:
 - a. Success:
 - The Board ensured that members completed DDOE training requirements to contribute to their knowledge and effectiveness. This included training sessions mandated by DDOE such as: governance, special education, and finance as needed/required. In addition, the University of Pennsylvania was invited to lead a Board retreat titled Leadership and Human Differences, Leadership Reflections, and Growth and Leading Educational Change to reflect on its current practices, perspectives, vision and mission for the school during this period of growth.
 - b. Challenges:
 - Providing ongoing training, beyond those mandated by the DDOE, is challenging because of cost and limited time for professional development as 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:

- Board members consistently attend quarterly CBOC and Academic meetings, monthly Board meetings, and meetings related to governance, academics, and personnel, as needed. They actively participate in discussions and influence decision-making.
- Meetings run efficiently, ensuring that time is used effectively and that all relevant agenda items are addressed.

b. Challenges:

- Board members sometimes face challenges in attending meetings when 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 provide and receive constructive feedback from each other and from outside consultants and auditors.

Achieving success in these areas requires a commitment to effective governance, ongoing communication, and a willingness to address challenges as they arise on the part of the Board. 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 (ED) engage in monthly, open, and transparent communication. This involves scheduled meetings for updates and discussions to ensure that both parties are well-informed about ongoing activities, challenges, and successes occurring at the school. Unscheduled meetings occur, as needed.
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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/monthly, 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 as needed. 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 leadership skills as needed.
 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. Celebrating Successes:
 - a. The evaluation process includes recognizing and celebrating achievements and successes of the ED and school in general.

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 teams 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. Schoolwide 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.
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 with newly emerging leaders.

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7. Performance Assessment:
 - a. The Board uses data on academic outcomes, school culture, and other relevant metrics to evaluate the overall effectiveness of the Executive Director.
 8. Feedback Mechanism:
 - a. Regular 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 are conducted yearly to ensure its relevance and effectiveness. 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.

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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 attend and participate in school events and extracurricular activities – whether Hispanic Heritage Night, Graduation, the Holiday Concert, and/or many others. 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 areas of their accountability (Finances/Legal Compliance among others). Their insights help ensure that policies align with educational standards, legal requirements, and are in the best interests of the school community.
- c. Collaboration with Administration: When consulted, the Board collaborates closely with the ED to address operational challenges, provides 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 and 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 of 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 the internet. Online surveys are often inaccessible to those without reliable phones, internet access or digital literacy skills, excluding a significant portion of the communities 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.

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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 for parent-teacher conferences to facilitate open discussions. Teachers actively seek feedback on various aspects, fostering a collaborative partnership between school and parents. When issues of parent concern/feedback arise, teachers seek out the appropriate administrator to contact the parent or hold parent meetings to effectively understand and address the concerns.
 4. Parent Advisory Committee:
 - a. In SY24 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.
 5. 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 with school staff and for administration to see what is on their minds.
 6. Celebration and Recognition Events:
 - a. La Academia hosts events that celebrate and spotlight student achievements (La Academia Winners, Bus of the Month, and Jaguar Assemblies to name a few) 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, student recognition, 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
2023-24	88%	44	50

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

School Comments:

Successes of La Academia's Retention Plan (SY24):

Interpretation

1. High Retention Rate
 - An 88% retention rate is strong, indicating that most teachers are choosing to stay at La Academia. This reflects a positive school culture, supportive leadership, and job satisfaction.
2. Retention Context
 - Of the 50 teachers which were eligible to be retained, 44 stayed. This means 6 teachers (12%) did not return. Reasons for this turnover included retirement, health, relocation, pursuing other opportunities, or looking for more money in school districts.

Strategies for Retention in SY24

1. Celebrate Retention Success
 - Recognized the 88% retention as a success and shared this achievement with teachers to build morale.
 2. Analyze Attrition Reasons
 - Conducted exit interviews with the 6 teachers who left to understand if there were any systemic issues. None were cited/reported.
 3. Focus on Recruitment and Onboarding
 - Ensured new hires that replaced the 6 teachers/staff were well-supported and onboarded effectively in SY25 to maintain instructional quality.
 4. Retention Goals
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- Aiming for a 90%+ retention rate next year by focusing on areas like professional development, work-life balance, and leadership support to keep teachers from leaving for systemic issues outside of our control.
5. Monitor Teacher Morale
- Meet with teachers/focus groups to continually gauge teacher satisfaction and address concerns proactively.
 - Design strategies for teachers to influence decision-making in areas that impact them.

Challenges of La Academia's Retention Plan (SY24)

1. Adequate Funding: According to the [December 2023 AIR Report](#), funding for education is falling short at the state level impacting students' academic performance and outcomes, as 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 and Inability to Match District Salaries
 - a. A notable challenge is the competition with neighboring school districts, particularly in terms of salary offerings and sign-on bonuses. Exit interviews continuously reveal that teachers who chose to leave La Academia leave for districts that provide higher salaries and financial incentives, posing a financial challenge in retaining staff.
 - b. 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.
 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
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employees to leave the school and return to their home countries, limiting La Academia's ability to retain these individuals.

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.
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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 of professional development the school is providing to support teacher development. The key components are:

MTSS Framework for Reading and Math

1. Objective: Enhancing student achievement in core Math and Reading.
2. Components: Screening, diagnostics, evidence-based interventions, and progress monitoring.
3. ELA Focus Areas: Phonological/Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.
4. MATH Focus Areas: Creating Skill-Based Small Groups, interpreting math data to inform instruction (MAP, *IL*, *ALEKS* and SBAC), and learning the effective use of MAP Skills Checklist, the use of Interim Assessments (IAB's, FIAB's) and instructional resources from *Tools for Teachers* (grades 3-7)

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 student 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.

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3. Goal: Increasing student achievement through teacher professional development in weekly PLC's and monthly PD's.

Kagan Cooperative Structures

1. Purpose: Promote language and content learning for students, especially Second Language Learners
2. Method: Implementing *Kagan* Cooperative Structures for increased student engagement
 - Expanding *Kagan* Implementation: Building on the foundation established in 2023, La Academia continues to expand its *Kagan* Cooperative Learning implementation in SY25. In SY25, staff and administrators participated in *Kagan* Cooperative Learning Day 2 training to deepen their understanding of cooperative strategies. Internal *Kagan* coaches, including the Elementary and Middle School ESL coaches and the K-8 Math coach, continue to conduct monthly *Kagan* coaching observations for every teacher, ensuring consistent and effective implementation. To further support this initiative, a "Structure of the Month" (SAM: Structure, Activity, Model) Club has been introduced to provide differentiated support for both new and experienced staff. These efforts are designed to sustain momentum, ensure fidelity, and enhance student engagement across the school.

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. The collaborative team approach within PLCs brings together general and special education teachers, language specialists, and support staff to plan and adjust instruction based on student needs. Weekly PLCs ensure data-driven decisions and targeted support for continuous student improvement and teacher growth.

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.

Coalition Participation and Partnerships

The school's professional development plans have evolved to prioritize ongoing collaboration and curriculum alignment. Participation in the Department's (DDOE) Coalitions—Science, Math, Literacy, and Social Studies—supports consistent curriculum development. The following DDOE visits to La Academia in SY23/24 ensured continuous feedback and growth: DTGSS visits, monthly Induction Program check-ins, and Advancing Literacy visits. Each visit provided and continues to provide opportunities for teachers and leadership to engage, learn, and refine their practices, fostering a culture of continuous improvement.

Strengthening Literacy Intervention through *Reading Assist* Partnership

- In SY25, La Academia transitioned from relying solely on *Reading Assist* tutors to a sustainable, capacity-building model that significantly increased the number of Tier 3 students receiving intervention from 9 students to over 50. Nine staff members, including four Special Education teachers, one ESL Coach, one first-grade teacher, and three paraprofessionals, were trained by a *Reading Assist* Fellow to deliver Orton-Gillingham, research-based literacy intervention. In addition, a *Reading Assist* Fellow provides Tier 2 direct student support and ongoing teacher coaching two days per week. Program consistency and effectiveness are maintained using a data dashboard, regular administrative check-ins, and comprehensive instructional materials. This strategic shift has empowered La Academia's staff in SY25 to deliver high-quality, structured literacy interventions aligned with the Science of Reading, resulting in improved student outcomes and strengthened internal capacity to support struggling readers. Looking ahead, we will continue to evaluate the program, refine implementation strategies, and expand training to sustain and scale these successes.

Partnering with *Project GROW* for Equity and Mental Health Support at La Academia

- La Academia has partnered with University of Delaware's *Project GROW*, a collaborative initiative between Delaware schools and universities, to strengthen our Multi-Tiered Systems of Support (MTSS) and enhance our school-based mental health services. Through this partnership, we receive expert consultation to refine MTSS implementation, direct support for mental health prevention and intervention practices. Additionally, the MTSS team participates in ongoing professional learning, and in SY25 we are onboarding two *Growth Project* graduate students in social work to foster future mental health providers.

Strengthening Writing Instruction Through Professional Learning and Coaching

- To advance the Science of Writing, La Academia collaborated with the Literacy Team at the University of Delaware's School Success Center (SSC) to deliver professional learning and coaching for K-2 teachers. This partnership ensures the effective implementation of the High-Quality Instructional Materials (HQIM) writing curriculum, enhancing instructional practices and strengthening student outcomes in foundational literacy skills. This phased approach will extend training to grades 3-5 in the coming year, followed by grades 6-8, fostering a cohesive and comprehensive writing program across all grade levels.

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 was implemented thereafter.

DTGSS Implementation

La Academia continues to prioritize an equitable and supportive system for teacher evaluations through the Delaware Teacher Growth and Support System (DTGSS), fostering an environment where teachers can learn and grow in their professional competencies. In SY24, we successfully completed another year of DTGSS, highlighting our commitment to continuous improvement and professional development and growth. Additionally, we welcomed visits from representatives of the Delaware Department of Education, who collaborated with La Academia's DTGSS evaluators to provide feedback and support for the system's implementation. Both teachers and administrators participated in surveys, ensuring a well-rounded perspective on the process. These efforts reinforce our dedication to creating a robust framework that supports the growth and success of our educators.

Comprehensive Induction Program (CIP) Pilot

In SY24, La Academia successfully participated in the state's new Comprehensive Induction Program (CIP) cohort, establishing a Mentoring Program tailored to our school's unique needs while meeting all state requirements. Our building team played a key role in shaping the program and ensuring its implementation during the school year.

Designed to support new teachers, the CIP provided professional learning experiences aligned with the Delaware Teacher Growth and Support System (DTGSS). Through coaching cycles, educators engaged in activities focused on DTGSS Performance Areas 1, 2, and 3, fostering professional growth and instructional effectiveness.

Throughout the year, the Lead Induction Coach facilitated monthly meetings with Induction Coaches to address DTGSS teaching practices and Delaware Teaching Standards. Additionally, representatives from the Delaware Department of Education (DDOE) met regularly with La Academia's Induction Team to review the program's progress and provide feedback. These collaborative efforts ensured the program's success by addressing the needs of new educators and equipping them with the resources and support necessary to thrive.

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

	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	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	M	M	M	M	M	M	M	N/A	M	M

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 2023-24. (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.

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 for SY24.

V. INNOVATIVE PRACTICES

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. With academics focusing on reading and writing in the morning and collaborating with **La Academia's Summer Program Model** Summer Collab's Tyler's Camp for social emotional learning in the afternoon, La Academia also partnered with Gateway Horse works so its students could participate in equine therapy to support student social emotional growth and learning. Students (For more information please click on the following link: [Summer 2024 Final Report for Annual Report](#) Collaborating

2. **Leadership**

Practice

- a. Distributed Leadership: At La Academia we empower school leaders, teachers, and staff to take on leadership roles based on their expertise, interests 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 Human Resources through Exit Interviews as a measure of faculty satisfaction and commitment.

3. **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 and continuously improving.

4. Instructional Transformation

Practice

- a. Data-Driven Instruction: Using real-time data and teacher coaching to inform instructional decisions and to personalize learning experiences.
- b. HB 198 Compliance: Annual HB 198 reports continue to be filed to ensure compliance and enrich the learning experiences of the student population.

Data

- a. Student Progress Metrics: Examining individual student growth over time based on formative and summative assessments and adjusting as needed.
- b. Classroom Observation Data: Collecting data/feedback on instructional strategies and their impact on student engagement and growth during weekly PLC's and monthly PD's.

5. 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 through Aperture - an educational initiative begun in SY24 which primarily focuses on assessing and developing students' social and emotional skills (SEL) through a comprehensive system that includes assessments, intervention strategies, and reporting tools, designed to support "whole child" development across K-7 grades.
 - 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. This process occurs with an annual Comprehensive Needs Assessment conducted during the spring/summer of each year. These data then inform the Comprehensive Schoolwide Plan to update, revise, and fine tune the action steps that will guide continuous improvement of the school's academics, operations, and financial practices.
- b. Teacher Collaboration Time: Ensuring time weekly/monthly for teacher effective collaboration.
- 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 provides valuable insights for replication at other schools.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

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; that this application has been approved by the school's Board of Directors.

Maria Alonso

01/09/2025

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	Dr. Maria Alonso
Title (if designated):	AAACS Board of Directors, President
Date of approval by board of directors:	January 15, 2025