DELAWARE CHARTER SCHOOL RENEWAL APPLICATION
September 30, 2019

LAS AMÉRICAS ASPIRA ACADEMY

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I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.
10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.
10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.
10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:
1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal

Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee ("Accountability Committee"), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found here.

Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An "outstanding record of performance" is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

II. RENEWAL PROCESS

Application Submission: A completed application must be received by the Department of Education's Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

Application Review: All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

Renewal Determination: The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

Format: All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond "Not Applicable," and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

Table of Contents: The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

Appendices: All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the "Application Content Checklist" for further guidance.

IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- ☑ Cover Page labeled "Charter School Renewal Application" that lists the following information:
  - ☑ School name
  - ☑ Application submission date
  - ☑ School address, phone number, fax number and website
  - ☑ School's logo
- ☑ Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

I. Overview

- ☑ 1.1 Review the table with the school's basic information (Note: Charter School Office will provide)
- ☑ 1.2 Review the table with the school's enrollment and demographics
- ☑ 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- ☑ 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - ☑ Complete the last column "Current Waitlist 2019-2020 school year"
- ☑ 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - ☑ Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

II. Academic Performance

- ☑ 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - ☑ 2.1.a Discuss the school's academic performance results over the course of the charter term
  - ☑ 2.1.b Discuss the school's academic performance results based on its approved Performance Agreement

- ☑ 2.2 Review the Academic Achievement/Proficiency Data
  - ☑ 2.2.a Discuss the school's current performance based on Academic Achievement ratings
  - ☑ 2.2.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.2.c Describe how the school will measure progress and track expected outcomes

- ☑ 2.3 Review the Growth Data
  - ☑ 2.3.a Discuss the school's current performance based on Academic Growth ratings
  - ☑ 2.3.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.3.c Describe how the school will measure progress and track expected outcomes

- ☒ ~~2.4 Review the On Track to Graduation Data~~ <mark>N/A</mark>
  - ☒ ~~2.4.a Discuss the school's current performance based on On Track to Graduation ratings~~
  - ☒ ~~2.4.b Discuss the school's expected outcomes and steps to achieve them~~
  - ☒ ~~2.4.c Describe how the school will measure progress and track expected outcomes~~

- ☑ 2.5 Review the School Quality/Student Success Data
  - ☑ 2.5.a Discuss the school's current performance based on School Quality/Student Success data
  - ☑ 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.5.c Describe how the school will measure progress and track expected outcomes

- ☑ 2.6 Review the school's Progress toward English language proficiency (ELP)
  - ☑ 2.6 Discuss the school's current performance based on English language proficiency (ELP) data

III. Organizational Framework
3.1 Mission Specific Goal(s)
- ☑ Review mission statement for accuracy.
- ☑ 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- ☑ 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). (See Appendix 2 for this information)

3.2 Organizational Performance
- ☑ Review Table 3.2
- ☑ 3.2.a Describe the school's organizational performance results over the course of the charter…
- ☑ 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- ☑ 3.2.c Address any measure where school did not meet standard or is approaching standard.
- ☑ 3.2.d Discuss the school's organizational performance results based on its

approved Performance Agreement.

3.3 Educational Program
- ☑ 3.3.a Describe any proposed changes to the educational program or curricula
- ☑ 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science and Visual /Performing Arts) for each grade level the school serves.

3.4 At-risk students, Students with Disabilities, and English Language Learners
- ☑ Review Table 3.4
- ☑ 3.4.a 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, or English Language Learners.
- ☑ 3.4.b Describe the process by which at-risk students are identified and evidence that…
- ☑ 3.4.c Describe the process by which English Language Learners are identified and evidence…
- ☑ 3.4.d Describe the process by which students with disabilities are identified and evidence…

3.5 Financial Management and Oversight, Governance and Reporting Requirements
- ☑ ☐Review Table 3.5
- ☑ 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- ☑ 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- ☑ 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- ☑ 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- ☑ 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- ☑ 3.5.f **Appendix 3** Current Organizational Chart
- ☑ 3.5.g Complete the Board of Trustees governance training chart
- ☑ 3.5.h Complete the Citizen Budget Oversight Committee chart
- ☑ 3.5.i **Appendix 4** Board Governance training certificates
- ☑ 3.5.j **Appendix 5 Board member and school leader succession plans.**
- ☑ 3.5.k **Appendix 6** Current board bylaws.

3.6 Students, Employees, and School Environment
- ☑ Review Table 3.6
- ☑ 3.6.a Provide information about any metric where the school did not meet

standards including how the school addressed this deficiency.
- ☑ 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- ☑ 3.6.c Appendices
    - ☑ **Appendix 7** Up-to-date Certificate of Occupancy
    - ☑ **Appendix 8** Up-to-date Fire Inspection Certificate
    - ☑ **Appendix 9** Up-to-date Insurance Certificate(s)
    - ☑ **Appendix 10** ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?
- ☑ 3.7.a Review the chart with the school's teacher retention trends.
- ☑ 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- ☑ 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

3.8 Closure Requirements
- ☑ 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

IV. Financial Framework
4.1 Financial Performance
- ☑ 4.1.a Discuss the school's financial performance results over the course of the charter term
- ☑ 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- ☑ 4.1.c Address any measure where school did not meet standard or is approaching standard
- ☑ 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- ☑ 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- ☑ 4.1.f Appendices
    - ☑ **Appendix 11** Summary of Findings from Independent Audits
    - ☑ **Appendix 12** Final Fiscal Year 2019 Revenue & Expenditure Budget Report
    - ☑ **Appendix 13** Approved preliminary Fiscal Year 2020 Budget
    - ☑ **Appendix 14** Fiscal Year 2018 and 2019 Audited Financial Statements
    - ☑ **Appendix 15** Board approved 5-year budget sheets, and budget narrative.
    - Please submit two budgets with justification as to how the figures were derived:
        - ☑ **Appendix 16** A budget based on the 100% projected

enrollment; and
- ☑ **Appendix 17** A budget based on 80% of the projected enrollment

    V. Innovation
- ☑ 5.1.a Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

VI. Five-Year Planning

6.1 Projected Enrollment
- ☑ 6.1.a Complete the Projected Enrollment chart

6.2 The school's plans for the next five years of the charter
- ☑ 6 .2.1 Explain how the school's Board and Leadership Team will measure and evaluate…
  - ☑ 6.2.1.a Outline the clearly measurable annual performance status and growth goals…
  - ☑ 6.2.1.b Describe the student performance standards for the school as a whole
  - ☑ 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim…
- ☑ 6.2.2 Explain how the school will collect and analyze student academic achievement data…
  - ☑ **Appendix 18** LAAA data actuals and comparisons
- ☑ 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)…
- ☑ 6.2.4 Describe how State data systems will be used and monitored to support informed…
- ☑ 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with…
- ☑ 6.2.6 Provide detailed information on the school's plan for any changes or improvements…
- ☑ 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

- ☑ VII. Compliance Certification Statement

- ☑ VIII. Renewal Application Certification Statement

IX. Performance Agreement Template

V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

☑ 5-year charter
☐ 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

I.   OVERVIEW

1.1 Basic Information: Please review the following table for accuracy. Please fill in "Current Enrollment" at time of application submission.

BASIC INFORMATION	
Name of School	Las Américas Aspira Academy
Year School Opened	2011
Current Enrollment	946
Approved Enrollment	897
School Address	326 Ruthar Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	http://www.aspiraacademy.org/
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
Board President Email	lourdes.i.puig-2@corteva.com
Mission Statement: Las Américas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

1.2 Enrollment and Demographics: Please review the following table and complete the last column (SY 2019-20)

	2015-2016[1]	2016-2017[1]	2017-2018[1]	2018-2019[1]	2019-2020[1]
Total Enrollment	639	698	740	785	947
Gender					
% Male	47.89%	47.85%	47.84%	49.55%	47.10%
% Female	52.11%	52.15%	52.16%	50.45%	52.90%
Ethnicity/Race					
% African American	13.93%	15.33%	13.11%	11.59%	14.25%
% American Indian	0.16%	0.14%	0.14%	0.25%	0.15%
% Asian	2.03%	2.15%	1.49%	1.40%	1.00%
% Hispanic/Latino	56.65%	57.74%	60.27%	65.48%	66.50%
% White	26.45%	23.64%	23.92%	19.87%	17.10%
% Multiracial	0.63%	0.86%	0.95%	1.15%	1.15%
Special Populations					
%Special Education[3]	8.45%	8.74%	8.65%	9.55%	12.27%
% English Language Learners	25.98%	27.51%	34.46%	37.96%	37.27%
% Low-Income	28.33%	27.08%	27.97%	26.62%	26.62%

School Comments 2019-2020	LAAA serves a low-income population that equates to 58.99% of our student enrollment, which is based on the percentage of families receiving government assistance (24.73%) and the percentage living within the poverty income levels established by the federal government (34.26%).

School Comments 2018-2019	LAAA serves a low-income population that equates to 59.23% of our student enrollment, which is based on the percentage of families receiving government assistance (26.62%) and the percentage living within the poverty income levels established by the federal government (32.61%).

School Comments 2017-2018	LAAA serves a low-income population that equates to 49.53% of our student enrollment, which is based on the percentage of families receiving government assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).

School Comments 2016-2017	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

1.3 Approved Minor and Major Modifications: The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Requested	Outcome
September 2015	Minor - educator evaluation process	Approved
June 2019	Major – expansion to grade 12	Approved

School Comments 2018-2019	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

1.4 Enrollment Trends: Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2019-20").

	|								
School Enrollment Trends									
Cells highlighted in gray were grade levels not serviced by this school.									
	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2019-2020
K	88	100	88	100	88	100	88	99	362
Grade 1	100	100	88	105	88	104	88	106	102
Grade 2	100	100	100	99	88	101	88	96	89
Grade 3	50	50	100	100	100	98	88	97	77
Grade 4	90	100	50	52	100	100	100	93	68
Grade 5	50	48	90	100	50	51	100	101	64
Grade 6	50	51	50	47	90	93	50	56	131
Grade 7	50	50	50	50	50	45	90	93	101
Grade 8	50	40	49	45	50	48	50	44	30
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total	628	639	665	698	704	740	742	785	1,024

DOE Summary:
Las Américas ASPIRA Academy Charter School has demonstrated consistent enrollment.

School Comments 2018-2019	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

1.5 Reenrollment Trends : Please review the following table with the school's reenrollment trends during the current term of the charter.

	2015-2016		2016-2017		2017-2018		2018-2019	
School Reenrollment Trends								
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	471	91.28%	542	90.48%	610	93.42%	625	90.32%

DOE Summary:
Las Américas ASPIRA Academy has demonstrated a reenrollment rate of 90% or above.

School Comments 2018-2019	LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA's reenrollment trends have remained strong each year in every grade.

School Comments 2017-2018	LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA's reenrollment trends have remained strong each year in every grade with the exception of rising 6th graders due to their desire to secure enrollment in their preferred high school since our school ends with 8th grade. This trend did not materialize in the 2017-2018 school year, which we attribute to our facility expansion and renovation project. The project resulted in premier spaces such as a cafeteria, auditorium, gymnasium and performing arts classrooms. These spaces allowed us to expand our athletic and performing arts programs.

School Comments 2016-2017	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

HISTORICAL DATA (SY 15/16-16/17)

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	**2016-2017**
Academic Achievement	3 Stars (73/150pts) Approaching	3 Stars (72/150pts) Approaching
Growth	3 Stars (49/200pts) Approaching	3 Stars (113/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (41/100pts) Approaching	3 Stars (46/100pts) Approaching

School Comments 2017-2018	At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

SBAC Proficiency Results - READING											
Class of Students	**Spring 2015**		**Spring 2016**		**Spring 2017**		**Spring 2018**		**Change from 2015 to 2018**	**Change from 2016 to 2018**	**Change from 2017 to 2018**
	Grade	**%**	**Grade**	**%**	**Grade**	**%**	**Grade**	**%**			
Class of 2027	K	n/a	1st	n/a	2nd	n/a	3rd	32%	**n/a**	**n/a**	**n/a**
Class of 2026	1st	n/a	2nd	n/a	3rd	47%	4th	50%	**n/a**	**n/a**	**+3**
Class of 2025	2nd	n/a	3rd	44%	4th	42%	5th	52%	**n/a**	**+8**	**+10**
Class of 2024	3rd	40%	4th	47%	5th	49%	6th	46%	**+6**	**-1**	**-3**
Class of 2023	4th	54%	5th	48%	6th	62%	7th	75%	**+21**	**+27**	**+13**
Class of 2022	5th	60%	6th	63%	7th	55%	8th	67%	**+7**	**+4**	**+12**
Class of 2021	6th	46%	7th	49%	8th	57%	n/a	n/a	**100% increase**	**75% increase**	**80% increase**
Class of 2020	7th	51%	8th	65%	n/a	n/a	n/a	n/a			
Class of 2019	8th	76%	n/a	n/a	n/a	n/a	n/a	n/a			

SBAC Proficiency Results - MATH											
Class of Students	**Spring 2015**		**Spring 2016**		**Spring 2017**		**Spring 2018**		**Change from 2015 to 2018**	**Change from 2016 to 2018**	**Change from 2017 to 2018**
	Grade	**%**	**Grade**	**%**	**Grade**	**%**	**Grade**	**%**			
Class of 2027	K	n/a	1st	n/a	2nd	n/a	3rd	48%	**n/a**	**n/a**	**n/a**
Class of 2026	1st	n/a	2nd	n/a	3rd	50%	4th	41%	**n/a**	**n/a**	**-9**
Class of 2025	2nd	n/a	3rd	42%	4th	38%	5th	38%	**n/a**	**-4**	**No Change**
Class of 2024	3rd	51%	4th	55%	5th	26%	6th	35%	**-16**	**-20**	**+9**
Class of 2023	4th	42%	5th	29%	6th	53%	7th	40%	**-2**	**+11**	**-13**
Class of 2022	5th	31%	6th	39%	7th	50%	8th	41%	**+10**	**+2**	**-9**
Class of 2021	6th	36%	7th	43%	8th	50%	n/a	n/a	**33% increase**	**50% increase**	**20% increase 20% no change**
Class of 2020	7th	41%	8th	38%	n/a	n/a	n/a	n/a			
Class of 2019	8th	28%	n/a	n/a	n/a	n/a	n/a	n/a			
									Overall 67% increase	**Overall 63% increase**	**Overall 50% increase**

School Comments 2016-2017	At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, over 70% of our students (75% from 2015 to 2017; 72% from 2016 to 2017) have improved their proficiency percentage. The most significant decrease in proficiency was in Math by the Class of 2024 (5th grade in Spring 2017), which seems to be a trend and may be attributed to the rigor of the CCSS at that grade level. All deficiencies are being addressed through our targeted instructional coaching strategies.

SBAC Proficiency Results - ELA

Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1st	n/a	2nd	n/a	3rd	47%	n/a	+3 (compared to previous class)
Class of 2025	2nd	n/a	3rd	44%	4th	42%	n/a	-2
Class of 2024	3rd	40%	4th	47%	5th	49%	+9	+2
Class of 2023	4th	54%	5th	48%	6th	62%	+8	+14
Class of 2022	5th	60%	6th	63%	7th	55%	-5	-8
Class of 2021	6th	46%	7th	49%	8th	57%	+11	+8
Class of 2020	7th	51%	8th	65%	n/a	n/a	n/a	n/a
Class of 2019	8th	76%	n/a	n/a	n/a	n/a	n/a	n/a

SBAC Proficiency Results - MATH

Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1st	n/a	2nd	n/a	3rd	50%	n/a	+8 (compared to previous class)
Class of 2025	2nd	n/a	3rd	42%	4th	38%	n/a	-4
Class of 2024	3rd	51%	4th	55%	5th	26%	-25	-29
Class of 2023	4th	42%	5th	29%	6th	53%	+11	+24
Class of 2022	5th	31%	6th	39%	7th	50%	+19	+11
Class of 2021	6th	36%	7th	43%	8th	50%	+14	+7
Class of 2020	7th	41%	8th	38%	n/a	n/a	n/a	n/a
Class of 2019	8th	28%	n/a	n/a	n/a	n/a	n/a	n/a

Note: School comments for SY 15/16 : https://www.doe.k12.de.us/Page/2654

Performance Agreement

Academic Performance Expectations

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3rd	35%	45%
Class of 2026	4th	31%	31%
Class of 2025	5th	63%	50%
Class of 2024	6th	56%	36%
Class of 2023	7th	61%	32%
Class of 2022	8th	75%	48%
	Total	**50%**	**40%**

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3rd	n/a	n/a
Class of 2026	4th	36%	17%
Class of 2025	5th	77%	78%
Class of 2024	6th	72%	83%
Class of 2023	7th	73%	69%
Class of 2022	8th	51%	58%
	Total	**62%**	**58%**

School Comments 2018-2019	As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3rd	32%	48%
Class of 2026	4th	50%	41%
Class of 2025	5th	52%	38%
Class of 2024	6th	46%	35%
Class of 2023	7th	75%	40%
Class of 2022	8th	67%	41%

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3rd	n/a	n/a
Class of 2026	4th	64%	52%
Class of 2025	5th	32%	64%
Class of 2024	6th	51%	55%
Class of 2023	7th	55%	27%
Class of 2022	8th	58%	45%

School Comments 2017-2018	As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).
School Comments 2016-2017	Average English and Spanish literacy levels by grade exceeded the Rate of Improvement (ROI) targets for the 2016-17 academic year with the exception of the Kindergarten Spanish EDLs. We attribute this to a few factors: 1) This was the first time administering the Pearson Evaluación del desarrollo de la lectura (EDL2); 2)The benchmark window is shorter (Winter to Spring); and 3) Eighty percent of our student population is English dominant with Kindergarten being the first exposure to academic literacy in Spanish.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (73/150pts) Approaching		3 Stars (72/150pts) Approaching	
	School	State	School	State
ELA	53.57 %	54.91%	54.52 %	56.63%
Math	44.96%	42.87%	45.05%	45.13%
Science	44.44%	60.41%	37.24%	47.45%
Social Studies	57.11%	76.82%	n/a	n/a

a) Academic Achievement ratings over the course of the charter term

School Comments 2016-2017	Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend: - 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase

	- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase - 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase - 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

b) Expected outcomes for Academic Achievement

School Comments 2016-2017	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts & Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons: 1. Interims will continue to be administered and built into the writing scope and sequence. 2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers. 3. Professional development resources that were developed last year are online using Google Docs and Schoology. In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency. 1. Interims will be administered and incorporated in the reading scope and sequence. 2. Reading interim administration will start at the same time as writing (December). 3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs

	and adequate funding has been provided by the Opportunity Grant. In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.

c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		**2016-2017**	
Rating	3 Stars (49/200pts) Approaching		3 Stars (113/200pts) Approaching	
	School	**State**	**School**	**State**
ELA	49.33 %	50.00 %	69.50 %	50.00 %
Math	51.50 %	50.00 %	43.50 %	50.00 %

a) School's Growth ratings for all students over the course of the charter term

School Comments 2016-2017	Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend: - 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase - 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase - 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase - 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

	In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

b) Expected outcomes for Growth for all students

School Comments 2016-2017	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts & Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons: 1. Interims will continue to be administered and built into the writing scope and sequence. 2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers. 3. Professional development resources that were developed last year are online using Google Docs and Schoology. In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency. 1. Interims will be administered and incorporated in the reading scope and sequence. 2. Reading interim administration will start at the same time as writing (December). 3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.

	In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.

c) Progress measures to track Growth for all students

School Comments 2016-2017	As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		**2016-2017**	
Rating	5 Stars (49/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	**State**	**School**	**State**
Attendance	97.01 %	94.40 %	96.37 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate[5]	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

** The school did not service students in the grade levels assessed by this metric.

a) **On Track to Graduation ratings over the course of the charter term**

School Comments 2016-2017	n/a

School Comments 2015-2016	n/a

b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	n/a

School Comments 2015-2016	n/a

c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	n/a

School Comments 2015-2016	n/a

Note: School comments for SY 15/16 can be found at:
https://www.doe.k12.de.us/Page/2654

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		**2016-2017**	
Rating	3 Stars (41/100pts) Approaching		3 Stars (46/100pts) Approaching	
	School	**State**	**School**	**State**
Growth to Proficiency ELA	50.18 %	57.10 %	65.05 %	59.19 %
Growth to Proficiency Math	32.52 %	34.42 %	26.74 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

a) College and Career Preparation ratings over the course of the charter term

School Comments 2016-2017	Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When

	looking at our writing claim proficiency, there was an upward trend: - 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase - 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase - 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase - 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts & Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons: 1. Interims will continue to be administered and built into the writing scope and sequence. 2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers. 3. Professional development resources that were developed last year are online using Google Docs and Schoology. In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency. 1. Interims will be administered and incorporated in the reading scope and

	sequence. 2. Reading interim administration will start at the same time as writing (December). 3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant. In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.

c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

SY 2017-18 & SY 2018-19

2.1 Delaware School Success Framework

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations	200.00	138.00	69% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations	50.00	48.00	96% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations	50.00	40.00	80% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations	450.00	294.00	65% Meets Expectations

DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Las Americas ASPIRA Academy received 3 of 4 ratings of "Meets" or "Exceeds" on the DSSF. From SY15/16 to SY16/17, the school's points earned for Academic Achievement decreased slightly from 73/150 points (Approaching) to 72/150 points (Approaching). From SY15/16 to SY16 /17 the school's points earned for Growth increased from 101/200 points (Approaching) to 113/200 points (Approaching), respectively. From SY 15/16 to SY 16/17, the school's points earned for On Track to Graduation decreased slightly from 49/50 points to 48/50 (Exceeds), respectively. From SY 15/16 to SY 16/17, the school's points earned for College and Career Preparation increased from 41/100 points (Approaching) to 46/100 points (Approaching), respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Las Americas ASPIRA Academy 's overall rating was

"Meets Expectations." At the indicator level, the school was rated "Approaching Expectations" for Academic Achievement; "Meets Expectations" for Academic Progress; "Exceeds Expectations" for School Quality/Student Success; and "Meets Expectations" for Progress Toward English Language Proficiency.

SBAC Proficiency Results - READING

Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2nd	n/a	3rd	35%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1st	n/a	2nd	n/a	3rd	32%	4th	31%	n/a	n/a	n/a	-1
Class of 2026	1st	n/a	2nd	n/a	3rd	47%	4th	50%	5th	63%	n/a	n/a	+16	+13
Class of 2025	2nd	n/a	3rd	44%	4th	42%	5th	52%	6th	56%	n/a	+12	+14	+4
Class of 2024	3rd	40%	4th	47%	5th	49%	6th	46%	7th	61%	+21	+14	+12	+15
Class of 2023	4th	54%	5th	48%	6th	62%	7th	75%	8th	75%	+21	+27	+13	No Change
Class of 2022	5th	60%	6th	63%	7th	55%	8th	67%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6th	46%	7th	49%	8th	57%	n/a	n/a	n/a	n/a	100% improvement	100% improvement	100% improvement	60% improvement 20% no change
Class of 2020	7th	51%	8th	65%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8th	76%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

SBAC Proficiency Results - MATH

Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2nd	n/a	3rd	45%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1st	n/a	2nd	n/a	3rd	48%	4th	31%	n/a	n/a	n/a	-17
Class of 2026	1st	n/a	2nd	n/a	3rd	50%	4th	41%	5th	50%	n/a	n/a	No Change	+9
Class of 2025	2nd	n/a	3rd	42%	4th	38%	5th	38%	6th	36%	n/a	-6	-2	-2
Class of 2024	3rd	51%	4th	55%	5th	26%	6th	35%	7th	32%	-19	-23	+6	-3
Class of 2023	4th	42%	5th	29%	6th	53%	7th	40%	8th	45%	+3	+16	-8	+5
Class of 2022	5th	31%	6th	39%	7th	50%	8th	41%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6th	36%	7th	43%	8th	50%	n/a	n/a	n/a	n/a	50% improvement	33% improvement	25% improvement 25% no change	40% improvement
Class of 2020	7th	41%	8th	38%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8th	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

School Comments 2016-2017	At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

a. Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

A factor contributing to the challenges is that SBAC are resources for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student's growth to that of students across the country in monolingual schools. In addition, SBAC and i-Ready are a valid test for measuring a student's achievement status to state standards, academic growth, and projecting proficiency to state standards in English.

Since LAAA is a dual language language school, where students learn both English and Spanish, Herdina and Jessner (2002) argue, "As long as bilinguals are measured according to monolingual criteria, they appear to be greatly disadvantaged both in linguistic and cognitive terms." When multilingual competence is assessed using monolingual constructs, test takers are expected to respond exclusively in the target language, even if they have multiple languages in their repertoire. Test takers' performance are scored using monolingual scoring rubrics, meaning that if they respond using any other language than the target (either partially or completely), their responses are penalized. Monolingual assessments tend to ignore the different needs that bilinguals have for their two languages and do not take into account that bilinguals use these languages for different purposes, with different speakers, and in different contexts (Grosjen, 1989).

In addition, SBAC assessments evaluate the English language separately. These assessments often treat the languages of bilinguals as sets of discrete skills that function independently. In other words, languages are assessed and scored separately, and the scores are then interpreted separately (Hopewell & Escamilla, 2014).

To this point, we have consistently noted our students demonstrating greater levels of proficiency as they progress through the upper grades of our school. So, our average proficiency level for ELA over the past 5 years in 3rd grade has been 40% with that number increasing by grade level up to the 8th grade average over 5 years of 67%. This performance by our students is consistent with the dual language acquisition research. However, the fact that our overall school performance is judged by overall student proficiency levels does not account for the dual language immersion model that our students are engaged in on a daily basis.

ELA SBAC Proficiency

SBAC results	2015	2016	2017	2018	2019
ELA % Proficient	48.7	51.5	50.8	49.9	50.4

Growth Over Time
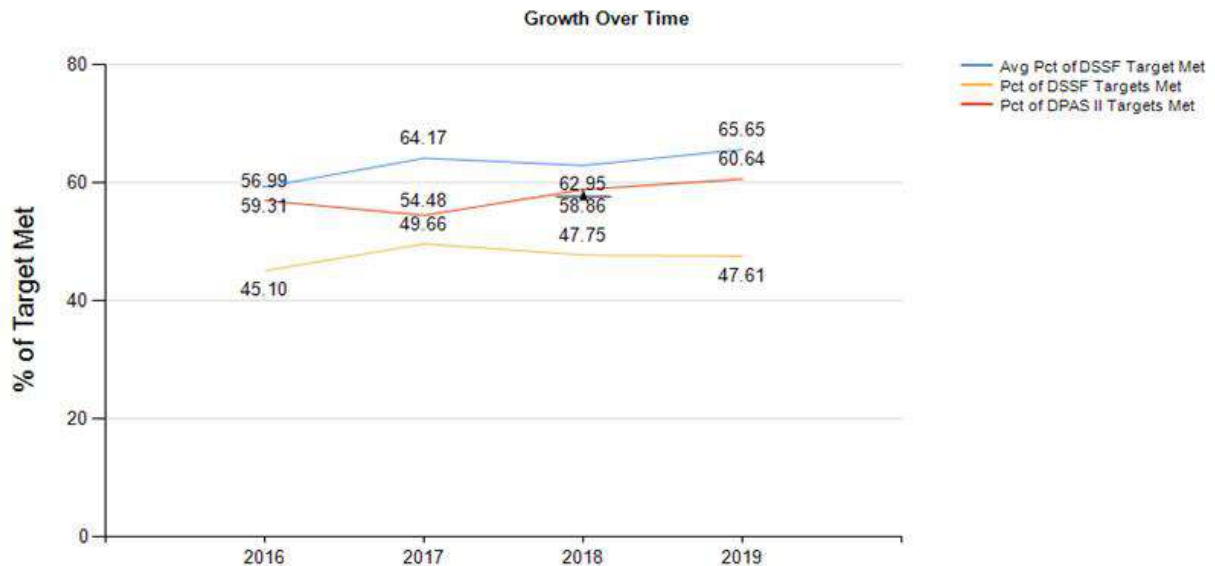
Over the last several years, we focused our professional development opportunities around the various ELA Smarter Balanced claims:
- Writing Claim 2016-2017
- Reading Claim 2017-2018
- Speaking & Listening Claim 2018-2019

During the 2016 - 2017 school year, our ELA scores produced positive results, because we applied the DDOE training titled, "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:
- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase
- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase
- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase
- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

During the 2018 - 2019 School Year, we received the FY18 Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

During the 2018-2019 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided coaching support and professional learning during the past two school years. LAAA educators created the modules following a Before, During, and After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds.

In addition, LAAA partnered with the Dual Language Education of New Mexico to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2018. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019).

Math SBAC Proficiency

SBAC results	2015	2016	2017	2018	2019
Math % Proficient	41.8	43.2	42.7	40.7	40.2
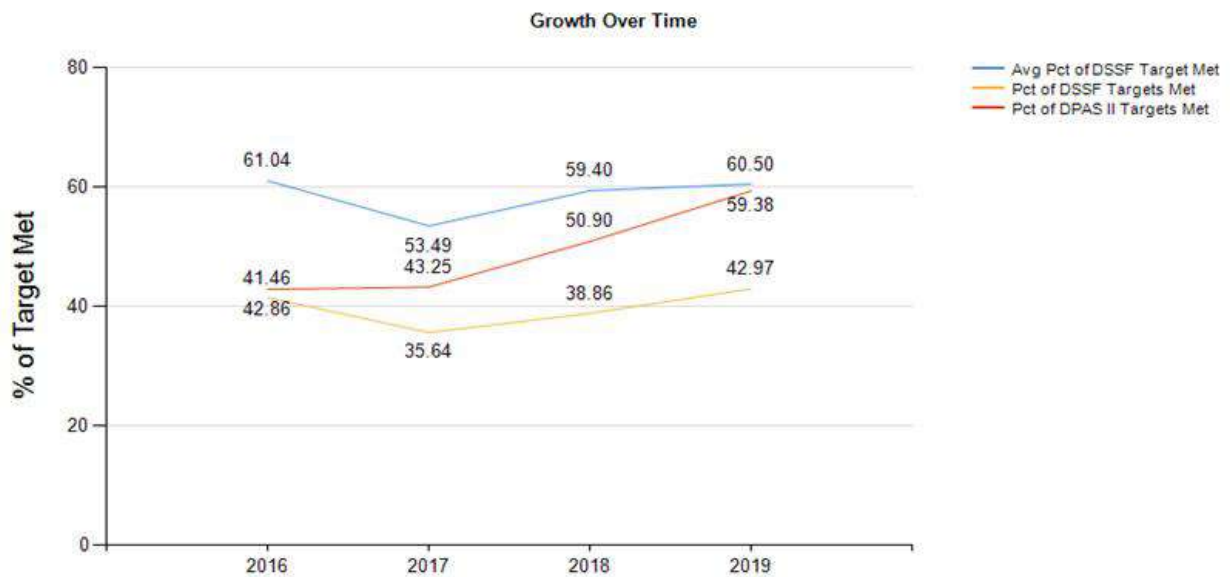
Growth Over Time

Data Analysis

Looking at the Growth Over Time graph above you can see that our DSSF data has remained stagnant where our DPAS II data has improved significantly. One point of optimism here is that the DSSF targets get progressively more difficult to meet year after year, so in order to remain stagnant you actually need to be improving. You can see that improvement on the DPAS II data where the target remains stagnant--it is simply norm-referenced data tied to similar students throughout the state (similar in terms of grade, previous scores, race, EL status, and SWD status). So when comparing growth of similar students we have gotten significantly better at supporting our students' growth in mathematics.

Challenges

As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. Each of these new teachers needs new training and support. We have also found that many elementary and traditionally-trained educators require support to be able to teach math for conceptual learning which is the goal of the Common Core State Standards. Additionally, we had a challenging time finding a math curriculum that is a good fit for our both our student population and our dual-language immersion model. Recognizing these needs, we moved to securing additional dedicated math support for our team in the 2018-2019 academic year.

Accomplishments

The school now has an EdReports highly rated math curriculum--EngageNY--that we are in our second year of implementation (with many years to follow). Last year we hired a full-time math supervisor to support our students' success in math and who is able to support the training of new and existing staff. The support and stability seem to be paying off as this year in math our SBAC growth data saw 59.4% of our students meeting their growth goal in math (DPAS II) compared to the state average where 50.8% of students met their growth goal in math.

Performance Agreement

Academic Performance Expectations

Las Américas ASPIRA Academy overall academic rating is _Meets Standard for the 2013-2014 school year._ By 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. 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.

Mission Specific Goals (optional): One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level. In Kindergarten and First Grade, Spanish language fluency will be measured using the MIDE Syllable Reading Fluency (SRF) assessment; in Second through Fifth Grades, the Reading-Spanish Curriculum Based Measurement (R-Span CBM). English reading fluency in Kindergarten and First Grade will be measured using the Phoneme Segmentation Fluency (PSF) assessment; in Second through Fifth Grades, the Reading-Curriculum Based Measurement (R- CBM).

Growth targets will be measured in terms of the rate of improvement (ROI) from the Fall benchmark (FB) to the Spring benchmark (SB), using the following formula:

$$\frac{SB\ score - FB\ score}{36\ weeks}$$

Listed below are the growth target tables for each fluency measure

Grade Level	AIMS Web Spanish Fluency Measures		AIMS Web English Fluency Measures	
	SRF	PSF	PSF	R- CBM
K	0.2	n/a	1.08	n/a
1	0.5	n/a	.38	n/a
2	n/a	0.7	n/a	1.02
3	n/a	0.6	n/a	1.16
4	n/a	0.5	n/a	.86
5	n/a	0.5	n/a	.80

We will receive one of the following four ratings based on our students' outcomes:

- Exceeds Standard (greater than 75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Meets Standard (60-75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Does Not Meet Standard (45-59% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Falls Far Below Standard (less than 45% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)

The Spanish Fluency Measures targets were determined by looking at the AIMSweb National Norm data which reflect growth made by native Spanish speakers and making modifications based upon the linguistic profile of our student population. Since only 20% of our enrollment is comprised of native Spanish speakers (Spanish-L1) and the rest being second language (Spanish-L2) learners, we adjusted the targets to reflect growth patterns of second language acquisition and vocabulary development.

DOE Summary:
In SY 17/18, Las Americas ASPIRA Academy earned an overall rating of "Meets Expectations."

School Comments 2017-2018

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3rd	32%	48%
Class of 2026	4th	50%	41%
Class of 2025	5th	52%	38%
Class of 2024	6th	46%	35%
Class of 2023	7th	75%	40%
Class of 2022	8th	67%	41%

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3rd	n/a	n/a
Class of 2026	4th	64%	52%
Class of 2025	5th	32%	64%
Class of 2024	6th	51%	55%
Class of 2023	7th	55%	27%
Class of 2022	8th	58%	45%

As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a <u>33% success rate</u> with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a <u>70% success rate</u> for a goal of 50% or greater of students meeting their growth target (see Table 2 above).

b. Discuss the school's academic performance based on its approved Performance Agreement (see above).

LAAA has continued to make gains each year in academic achievement. It was our goal to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework, which we have accomplished each year. Our student academic growth has outpaced their SBAC proficiency rates; therefore, we anticipate that this trend will result in increased proficiency scores over the next two years. Aside from measuring our students' academic growth each year by cohort, we also track our students' results as compared to the state average and local school districts. This year DDOE provided all districts and charter schools with the disaggregated data for each LEA by subgroup. This data allowed us to compare our results within each subgroup. See Appendix 18 for this information. We were able to determine where we were making the best gains and where we still had more room for improvement. This information was also helpful because it showed us where there may be opportunities to gather best practices from other LEAs that achieved better results within a specific subgroup.

Due to a necessary change in our initial benchmark assessment tool (AIMSweb), we have not been able to measure language fluency in English and Spanish. However, we recently partnered with the DDOE Language Acquisition Office to evaluate their language proficiency scales, which we have now adopted as of Spring 2019. We are grateful to have this resources shared with us from DDOE since it has been difficult to find a proven resource to measure students' language proficiency. This tool will allow us to begin tracking this metric, along with academic outcomes.

2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00	50.71%	75.00	38.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00	40.46%	75.00	30.00

DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy was rated "Approaching Expectations" for Academic Achievement. ELA proficiency was at 49.88%, which was 4.64% lower than the State average (54.52%). Math proficiency was at 41.24%, which was slightly lower than the State average (42.89%).

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3rd	32%	48%
Class of 2026	4th	50%	41%
Class of 2025	5th	52%	38%
Class of 2024	6th	46%	35%
Class of 2023	7th	75%	40%
Class of 2022	8th	67%	41%

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3rd	n/a	n/a
Class of 2026	4th	64%	52%
Class of 2025	5th	32%	64%
Class of 2024	6th	51%	55%
Class of 2023	7th	55%	27%
Class of 2022	8th	58%	45%

As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33%

	success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.

b) Expected outcomes for Academic Achievement

School Comments 2017-2018	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons: 1. Interims will continue to be administered and built into the scope and sequence. 2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration. 3. Interim administration will begin earlier in the school year (November/December). 4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development. 5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals. 6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics. 7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school. In ELA, data analysis of the 2018 SBAC claim scores indicate that our students need more support in the listening claim. In order to address this issue during the 2018-2019 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the listening claim proficiency.

	1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students. 2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction. In math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

c) Progress measures to track expected Academic Achievement outcomes

School Comments 2017-2018	Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment. School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.

The table above lists the school's available Academic Achievement ratings. Respond to the following questions.

a. **Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.**

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2028	3rd	35%	45%
Class of 2027	4th	31%	31%
Class of 2026	5th	63%	50%
Class of 2025	6th	56%	36%
Class of 2024	7th	61%	32%
Class of 2023	8th	75%	48%
Total		**50%**	**40%**

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2028	3rd	n/a	n/a
Class of 2027	4th	36%	17%
Class of 2026	5th	77%	78%
Class of 2025	6th	72%	83%
Class of 2024	7th	73%	69%
Class of 2023	8th	51%	58%
Total		**62%**	**58%**

As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).

b. **Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?**

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence.
2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.
3. Interim administration will begin earlier in the school year (November/December).
4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.
5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

In ELA, we will continue to meet the standard by continuing our core curriculum (TCRWP) and monitor fidelity of implementation. In math, we will continue to monitor the roll out of our new curriculum (Engage NY), as well as leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

c. **Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.

School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.

2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00	70.65%	75.00	53.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00	65.05%	75.00	49.00
Growth of Highest Quartile – ELA (grades 4-8)	64.08%	12.50	8.00	74.70%	12.50	9.00
Growth of Highest Quartile – Math (grades 4-8)	65.33%	12.50	8.00	71.46%	12.50	9.00
Growth of Lowest Quartile – ELA (grades 4-8)	74.82%	12.50	9.00	73.60%	12.50	9.00
Growth of Lowest Quartile – Math (grades 4-8)	62.56%	12.50	8.00	73.51%	12.50	9.00

DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy earned a rating of "Meets Expectations" for Academic Progress.

English Language Arts - SY17/18
• 68.38% of Las Americas ASPIRA Academy students met growth targets in English Language Arts, which was 6.14% higher than the State average (62.24%).
• 64.08% of students in the highest quartile met growth targets in English Language Arts, which was 4% higher than the State average (61.80%).
• 74.82% of students in the lowest quartile met growth targets in English Language Arts, which was 9.9% higher than the State average (64.92%).

Math - SY17/18
• 64.16% of Las Americas ASPIRA Academy students met growth targets in math, which was 6.93% higher than the State average (57.23%).
• 65.33 % of students in the highest quartile met growth targets in math, which was 6.19% higher than the State average (59.14%).
• 62.56% of students in the lowest quartile met growth targets in math, which was 3.71% higher than the State average (58.85%).

a) School's Academic Progress ratings for all students over the course of the charter term

| School Comments 2017-2018 | Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2017-2018 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-18 school year. When looking at our reading claim proficiency, there was an upward trend, 10% proficiency (2017) to 58% proficiency (2018).

In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources. According to EdReports, the curriculum that several teachers did have access to (Math in Focus) did not have a strong alignment to the Common Core State Standards in Mathematics. Last year, teachers taught math with a focus on procedural understanding rather than conceptual understanding and their conceptual content knowledge was sporadic. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. |
|---|---|

b) Expected outcomes for Academic Progress for all students

School Comments 2017-2018	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons: 1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional

	tools. 2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition. 3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools. 4. Implementation of i-Ready diagnostic tool and personalized online instruction. 5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals. 6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school. 7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

c) *Progress measures to track Academic Progress for all students*

School Comments 2017-2018	Teachers will receive an i-Ready Teacher Data Report on a weekly basis that began this school year and will continue going forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. We will continue to provide professional development in these resources that support growth and proficiency. Revisions to our master schedule have allowed for extended Enrichment periods for all students in grades K-8 to allow for intervention in both subject areas (ELA and Math). Intervention schedules are made on a rotating basis every 6 weeks to allow for ample time and any additional supports that students require in order to ensure growth. During this targeted instructional time, students work on individualized learning paths that will close gaps and move students closer to achieving proficiency. During the Enrichment block, teachers have begun to meet with students on an individualized basis to support them in setting personal academic goals that directly correlate to their data reports. Teachers encourage students to do their own progress monitoring and provide data trackers in which students document scores achieved on lessons built into their individualized learning path, time spent on lessons, and number of lessons successfully completed. By setting goals and measuring progress, students

	take ownership of their learning and accountability

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

   a. **Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

Our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. Teachers College Reading and Writing Project's (TCRWP) Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards. The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:
  ▪ High volume of high-success, high interest reading
  ▪ Knowledge-base through nonfiction reading
  ▪ Comprehension skills and strategies to support reading achievement
  ▪ Value of Interactive Read-Aloud
  ▪ Foundation Skills/Phonics Instruction
  ▪ High volume of writing
  ▪ Literacy-rich content areas
  ▪ Argumentation across the curriculum
  ▪ Vocabulary acquisition
  ▪ A workshop approach that gives access to all students
  ▪ Support to English Language Learners
  ▪ Learning Progressions to accelerate student progress
  ▪ Assessment-based conferring and small group instruction
  ▪ Demonstration teaching as a scaffold towards greater independence
  ▪ Emphasis on staff development

In addition to our core ELA Curriculum, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish) as well as access to complex, grade-level texts by creating The W.O.L.V.E.S Reading Program. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received

Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program

During the 2017 - 2018 and 2018 - 2019 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/ interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018. In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

After literacy and math specialists attended the Getting Smarter Results Interim and Digital Library Training offered by DDOE during the 2016-2017 school year, we established a school-wide three year plan focusing on the proficiency within each claim so that it positively impacted overall proficiency. In ELA, during 2016 - 2017 the focus was on the writing claim, during 2017 - 2018 the focus was on the reading claim, and in 2018-2019 the focus was on the speaking/listening claims. In Math, the focus has been on conceptual understanding which supports the Procedures and Concepts claim. We leveraged our focus by eliciting student thinking and planning for conceptual learning goals. We also leveraged Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support

teacher implementation of the available Smarter tools.
4. Implementation of i-Ready diagnostic tool and personalized online instruction.
5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

During the 2018-2019 school year, teachers began to receive an i-Ready Teacher Data Report on a weekly basis and with positive feedback will continue moving forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. In addition to continuing the reports, it is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.
4. Implementation of i-Ready diagnostic tool and personalized online instruction.
5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

2.5 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00	95.11%	50.00	48.00
Proficiency – Science (grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies (grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:
In SY17/18, 97.91% of Las Americas ASPIRA Academy students demonstrated on-track attendance, which was 11.46% higher than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

a) School's School Quality/ Student Success ratings over the course of charter term

School Comments 2017-2018	To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.

b) Expected outcomes for School Quality/ Student Success

School Comments 2017-2018	We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.

c) Progress measures to track School Quality/ Student Success

School Comments 2017-2018	In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

   a.   **Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.

   b.   **Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?**

We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.

   c.   **Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.

2.6 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student "Progress toward English language proficiency (ELP)" This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student's Attainment Target (AT).

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80.64%	50.00	40.00

DOE Summary:
In SY17/18, 74.17% of Las Americas ASPIRA Academy English learners demonstrated English language proficiency, which was 3.75% higher than the State average (70.42%).

a) English language proficiency (ELP) ratings over the course charter term

School Comments 2017-2018	During the 2018 - 2019 School Year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018. In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of

| | educators feeling confident during spring 2018.

Our implementation of a Dual Language Immersion Program, also supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

Last school year, we also accepted 10 Newcomers from Puerto Rico with limited English Language Proficiency after the natural disaster occurred. We submitted an Amendment to Title 3 Funding in order to purchase materials to improve their proficiency. Imagine Learning Language and Literacy builds core reading and academic language skills using a research- based curriculum. The online curriculum provides adaptive instruction and personalized learning paths. The program specifically front loads the information in the students native language (Spanish) and then begins teaching them new concepts. Students practice their learning paths at school and at home. Built in assessments and reporting features provides immediate feedback for students and allows educators to use the data to adjust the instruction as necessary. |
|---|---|

b) Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2017-2018	We applied and were rewarded the FY19 Opportunity Grant, which was written to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners (ELL), we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position in the coming years if the grant is no longer available. This investment in human capital is critical in creating and carrying out the plan set this school year with the

	goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.
	1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.
	2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.
	In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the Univeristy of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below is the expected goals and outcomes.
	1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening Standards.
	2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students' native languages.

c) **Progress measures to track English language proficiency (ELP) outcomes**

School Comments 2017-2018	During the W.O.L.V.E.S reading portion of the day, formative assessments will be used to improve student achievement in ELA and track EL language development in reading, writing, listening, and speaking. Teacher observations of student language usage, feedback on student progress toward instructional goals for English, and student self assessments will be used throughout instruction. Teaching and learning activities will be embedded in instruction and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes will be monitored using WIDA rubrics and tracked using I-

	Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.

a. **Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

Our implementation of a Dual Language Immersion Program, supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy enables all of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

In addition to our immersion program, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish). Over the course of these years, the main goals were established and met/exceeded. Below is an explanation of each goal/outcome and how it has positively impacted our students identified as English learners.

During the 2017 - 2018 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling

confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

During the 2018 -2019 school year, we were provided Opportunity Funds, which we had written goals to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners, we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position during the 2019 - 2020 school year and in the coming years. This investment in human capital was critical in creating and carrying out the plan with the goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.

Goal: Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.

Outcome: The SBAC speaking/listening claim for all students in grades 3-8 increased proficiency from 35% in 2017-2018 to 56% in 2018-2019 surpassing the goal of a 15% increase.

Goal: Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students, especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.

Outcome: The WIDA/ACCESS speaking domain proficiency for students identified as ELL in grades K-8 remained the same from 3% in 2017-2018 to 3% in 2018-2019; however, when looking at both the speaking and listening domains it increased to 34% Proficiency 2018-2019.

In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our students identified as English learners. All three of these grants provide support for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below were the expected goals and outcomes.

Goal: Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP7 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening

Standards.

Outcome: Currently, <u>92.3%</u> of educators are currently scoring **Effective or Highly Effective** on IP 5 (Language and Literacy Acquisition) **and** IP7 (Literacy and Communication Skills in the Content Areas) of the Alternative Educator Evaluation System called the Educator Effectiveness Framework (EEF).

Goal: Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language support in both English and students' native languages.

Outcome: **278** out of 318 W.O.L.V.E.S modules lessons containing ELL enhancements specific to speaking and listening.

- English Guided Reading: 70
- Spanish Guided Reading: 70
- 3-5 English/Spanish Shared Reading: 138

b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80%	50.00	39.97

LAAA's progress towards ELP has shown growth from 74.17% during the 2017-2018 school year to 80% during the 2018-2019 school year. This growth from one year to the next is 5.83%. In addition, LAAA surpassed the state average in ELP performance. During the 2017-2018 school year, LAAA's ELP was 3.75% higher than the state average (70.42%). The state average for the 2018 -2019 school year is not available at this time.

During the 2018-2019 school year, our ELA scores maintained positive outcomes (meeting our DSSF academic achievement and academic progress ELA goals) due to our school wide focus to give all students access to grade level complex texts (called the WOLVES Reading Program) by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created using Opportunity Funds from 2017 - 2019 and in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum. LAAA educators created the modules following a Before, During, and

After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds. Because over 300 modules were developed using a variety of strategies including Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, Biliteracy Instructional Strategies, and best practices in language development the modules will continue to be taught; therefore, helping us to continue to see growth in our ELP from one year to the next, meeting standards and eventually exceeding.

In addition to continuing to provide scaffolds to allow our students to access grade level texts, continued development of teachers will also be an important role in achieving growth in our ELP each year. LAAA partnered with the Dual Language Education of New Mexico (DLENM) to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2017 and 2018 (8 more educators to attend in November 2019). Educators received training in Biliteracy Instructional Strategies and then brought them back to share with other educators on professional development days. Additional coaching was then provided by the University of Delaware professor Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019). The strategies will continue to be learned and shared; therefore, helping us to continue to see growth in our ELA academic achievement, Academic progress, and our ELP from one year to the next, meeting standards and eventually exceeding.

c.   Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

The DSSF 2018-2019 takes four out of the five indicators into account (because the graduation rate does not apply to LAAA as a K-8 school): Academic Achievement, Academic Progress, School Quality/Student Success, and Progress Toward English Language Proficiency. Progress Toward English Language Proficiency is calculated using index scores within the ELL database. Targets were set by the Delaware Department of Education (DDOE), and considered language acquisition research and learning differences within the ELL population. While the targets are ambitious, the DDOE awards points to schools for students who meet the annual interim targets for on-time attainment of English Language Proficiency. Index scores for English Language Proficiency growth range from 0.00-1.10, with 0.00 assigned to students who show no growth, 0.01-0.99 assigned to students who have shown growth toward the target, and 1.00-1.10 assigned to students who have reached (1.00) or exceeded the target (1.01-1.09), with a maximum bonus for exceeding the target by 10% or more (1.10) (U.S. Department of Education, 2018). Index scores are

projected in order to ensure annual growth is being made, with the goal of ultimately obtaining a composite score of 5 (proficiency) on the WIDA/ACCESS assessment. The average is calculated to generate percentage points (80%); however, since the point value is 50, it is essentially divided in half to yield the points earned (39.97 points). Overall, LAAA meets expectations for progress towards English Language Proficiency, and we have an overall report card rating of meeting expectations. Student WIDA/ACCESS scores and interim targets for on-time attainment for ELP are used to group students and provide targeted services listed in section 3.4 part C.

To determine whether the school is on track to meet expected ELP outcomes, the two EL Specialists use formative assessments to track students' ongoing progress toward English language proficiency throughout the school year. Performance based assessments are used to measure students' progress toward curricular goals and objectives. Observations of student language usage, feedback on students' progress toward instructional goals for English, and student self-assessments are used throughout instruction. During English language development (ELD) instruction, teaching and learning activities are embedded and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes are monitored using WIDA rubrics and tracked using I-Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

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 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable

Staff

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
The mission of Las Américas ASPIRA Academy (LAAA) is to provide a world-class education that prepares students through a dual language (English/Spanish) project-based learning curriculum, to become healthy productive community members and leaders, with an *expectation* that *every* child, regardless of race, gender, ethnicity, or socio-economic level, is college bound. We are accomplishing this mission through the full implementation of a dual language immersion, project-based learning curriculum. Our guiding principles – Accountability * Social and Emotional Intelligence * Positive Mindset * Inquiry * Resilience * Appreciation (ASPIRA) – represent the foundation of our character education program. These traits are an integral part of our school-wide implementation of the Responsive Classroom Approach which embraces a fostering of community, based upon teaching socially-responsible behaviors.	Meets Standard: LAAA's curriculum supports their school mission with respect to dual language acquisition and character development. Approaching Standard: LAAA's curriculum supports their school mission with respect to dual language acquisition and/or character development. Far Below Standard: LAAA's curriculum does not support their school mission with respect to dual language acquisition and/or character development.	LAAA curriculum documents	PDF Upload and entry into system by DOE.	1a1

DOE Summary:

Las Americas ASPIRA Academy has two mission specific goals in dual language proficiency and in social and emotional intelligence. The school was rated "Meets" on both of its mission specific goals.

a) mission specific goal(s).

School Comments 2018-2019	LAAA is rated "Meets" on both mission specific goals. We continue to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily

	rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
School Comments 2017-2018	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
School Comments 2016-2017	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

a. **Rate the school's performance according to the criteria established by the school for its mission specific goal(s).**

n/a

b. **Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).**

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

* Data for this measure is now included in the Financial Performance Framework

Year	Education Program				Governance & Reporting			Students &Staff			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety	
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

DOE Summary:
Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years. The school has maintained an overall rating of "Meets Standard" on the Organizational Performance Framework.

a) School's organizational performance over the current charter term

School Comments 2017-2018	Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.
School Comments 2016-2017	School did not provide a response

b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	n/a
School Comments 2016-2017	School did not provide a response

c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's organizational performance over the current charter term. (This section is for the school to address any <u>overall rating</u> where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for each school year in this current charter term. This accomplishment is attributed to the strength and skills of our administrative, instructional and operational teams. Each team member has clear and specific responsibilities and expectations, in addition to a vested interest in the success of our school.

b. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for each school year in this current charter term. Therefore, we have not needed to make changes to our organizational practices. We have just continued to maintain our high level of expectations and accountability.

c. Address any measure where school did not meet standard or is approaching standard.

n/a

Performance Agreement

Organizational Performance Expectations

Las Américas ASPIRA Academy overall organizational rating is <u>Meets Standard for the 2013-2014 school year</u>. By 2020, our expectation is to achieve the 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.

DOE Summary:
Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years.

School Comments 2017-2018	Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for the 2017-2018 school year, which is attributed to the strength of our administrators and team overall. Each person understands their role and responsibilities. In addition, they understand the importance of meeting required due dates and remaining compliant with regulations.

School Comments 2016-2017	School did not provide a response

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

> d. **Discuss the school's organizational performance based on its approved Performance Agreement.**

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for each school year in this current charter term. Our success in achieving this rating consistently is attributed to the strength of our leadership team and team overall. Each person's role and responsibilities are clearly defined with accountability.

3.3 Educational Program

a.   Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

n/a

b.   As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:
- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:
- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the

criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:
- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQuIP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.

Questions:
1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
2) Can you describe how you ensure accessibility for all students in science?
3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:
- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:
- Scope and sequence showing standards targeted and major topics for each grade/course in the school.

- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	**Students with Disabilities**	**English learners**
	1b	**1c**	**1d**
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Note: *Each item below must be addressed separately.*

a.   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, or English Language Learners.

The EL teachers will continue to collaborate with the special education teacher for dual identified students, completing the English Language Services Discussion for Students who are English Learners with Disabilities form and determine the best direct or indirect services for the students. In addition, continue to update the IEPs with the current WIDA/ACCESS scores.

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

Our RTI process includes a universal screening assessment (i-Ready) administered 3 times per year. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible and immediate intervention. This helps in identifying students in need of reading and math intervention. High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. All student progress is recorded in Data Service Center I-Tracker. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.

Most recently, we have signed an MOU with the Delaware Department of Education to participate in state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). At the end of the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data. We are looking forward to continuing to work with DDOE and AIR taking steps to transition from RTI to MTSS. Part of this process has allowed our team to identify students who are emotionally and/or behaviorally at-risk as well as those who are identified as at-risk academically.

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

LAAA continues to use the process that is stated in Delaware Department of Education's EL Guidebook. Collaboration between the EL and front office teams ensures that enrollment procedures are followed. The school effectively communicates information with families, making the enrollment process more manageable and welcoming for all families. Based on the Home Language Surveys, students in grades K-8 are annually assessed using the WIDA ACCESS for ELLs 2.0 summative assessments. The assessments measure students' academic English language in four language domains: Listening, Reading, Speaking, Writing. As of September 6th, 2019, 46 kindergarten students were tested as EL using the WIDA model, as of September 9th, 2019 students were receiving services, and parent notifications were sent out on September 18th, 2019. Additional information about EL support will be shared with families during Kindergarten Student Success Night on October 15th, 2019. All other parent notifications and score reports are sent home at the end of the school year and at Student Success Nights.

Within the dual language immersion model, we have adopted a balanced literacy approach

including reading workshop, writing workshop, and word study. Our core reading curriculum is Units of Study for Teaching Reading (Lucy Calkins and the TCRWP), which includes readers workshop with differentiated small group time in instructional level texts, read aloud/shared reading of grade level/complex texts, and independent reading in instructional level texts. The ESL push-in and pull-out supports have been designed around the balanced literacy framework. Small groups are made based on student language proficiency levels and academic achievement levels. The WIDA/ACCESS scores are analyzed by domain - listening, speaking, reading and writing. In addition, sub-group data is also analyzed on benchmark assessments and SBAC. The following EL interventions offered at each grade level and delivered by our two EL Specialists are evidence the school is able to provide the right resources.

Kindergarten is using the Teacher's college reading and writing project Phonics Units of Study purchased with Title III Funds in 2017 - 2018 school year. This K-2 curriculum is aligned with current reading and writing workshop units of study, in which terminology, tools, and methods are shared in ways that benefit teachers and students. It offers high-leverage phonics concepts and strategies that help all students understand when, how, and why they can use phonics to read and write, especially English Language Learners. There are five units per grade level (K-2) that are designed to be taught with the corresponding reading/writing unit of study and with the work students need as readers and writers to meet benchmark. Each lesson is designed to be 25 minutes in length.

First grade is using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) purchased with Title III funds during the 2017-2018 school year. The is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:
- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress

Second through eighth grade use our WOLVES Reading Program created with Opportunity Funding over the course of two school years 2017 - 2019. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators

received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Through this reading program, teachers make efforts to support biliteracy development and reading comprehension of all students. Teachers are able to provide effective instruction in reading comprehension in both English and Spanish, while providing scaffolds that support their biliteracy development, and ultimately close the reading achievement gap. Specific strategies included in the WOLVES Reading Program are as follows:

- Before Reading - Reviews the reading selection, and prepare a brief, organized overview that points out:
  - Build Background Knowledge: Discuss relevant background information.
  - Teach Sight Words/Academic Vocabulary: Pre-teach key vocabulary necessary for comprehension of the text.
  - Preview the Text: Engage students in a picture walk; Look at the structure of the content (headings, pictures, vocabulary, diagrams, sidebars, etc.)
  - Set Purpose, Read & Discuss: For each new section/chapter of the text, set a new purpose, read, and discuss.
- During Reading - Students read "chunks" of texts chorally, in pairs, and/or individually:
  - Choral Reading: Whole class or group of students read in unison.
  - Partner Reading: Students alternate reading aloud by sentence, paragraph, page, or chapter.
- After Reading - Educator discusses the material students have heard and read when they are done reading. Begin the discussion by asking for the information students were told to look for.
  - Language Frames: Summarization and Sentence Framing: Students complete language frames.
  - Writing in Response to Reading: Students utilize the language frames to complete a text dependent writing activity using all that they've learned (i.e. text structure, summarization, etc.)

Sixth through eighth grade uses Saddlback resources such as the ELL Teen Literacy Library and Newcomers Library purchased with Title III funding during the 2017-2018 school year. These libraries are a collection of fiction and nonfiction books aimed at middle school English language learners, including newcomers. Many of these learners struggle with reading and a limited English vocabulary. This makes it difficult to do well in content-area classes, where textbooks are often written at or above grade level. For this reason, the ELL Teen Literacy Library focuses on social studies, math, and science topics, in books written at accessible levels. The Welcome Newcomers library is an instructional solution that introduces life in the United States to immigrant teens. As these students learn English and

adapt to living in a new country, they must learn to fit in socially and academically. Developed around topics that are critical to success in American schools and communities. Following a guided reading format, both programs have a special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. These words are featured in a glossary at the back of each book and on photo vocabulary cards included with the collection.

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

Students with disabilities are evaluated when referred by the school-based problem solving team and/or parents. The RTI team meets 6 times per year to evaluate grade-level data and place students in intervention groups that target their areas of needs. The teams use benchmark data provided by the i-Ready assessment for reading and math, as well as SBAC scores to determine student placement. While receiving additional math and/or reading interventions, students are progress monitored against grade level benchmarks. The problem solving team evaluates the progress monitoring data to determine next steps. If the team feels a student is having significant difficulty, they may decide to refer for a comprehensive evaluation to determine special education eligibility.

LAAA follows IDEA and Delaware regulations around educating students with disabilities. We ask for IEP status during the registration process for new students in order to start the transition process from students' existing schools to our school. We contract with multiple licensed school psychologists to conduct initial evaluations for special education eligibility. Following the prescribed timeline, LAAA acquires parental consent for evaluation. The process includes a comprehensive record review, classroom observations, and individual assessments. The IEP team meets to determine eligibility and, if applicable, develop an IEP. We always hold these meetings with parents present, as they are an integral member of a child's educational programming.

Our special education team includes a director, a coordinator, 10 teachers, 5 paraprofessionals, contracted speech, occupational, and physical therapists and psychologists who work together to appropriately identify and serve students with disabilities in our school.

3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: *Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*
* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

a. **Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

The Chairperson of the ADCO (ASPIRA of DE Charter Operations) Board of Directors oversees the evaluation process of the Head of School. The Head of School provides the Chairperson with end of year accomplishments by August each year with SBAC results included. The Chairperson oversees an evaluation discussion during Executive session in the September board meeting, which allows input from all board members.

b. **Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

The ADCO Board of Directors have worked with DANA (Delaware Association of Non-profit Associations) for several years. DANA has facilitated board training, as well as a board evaluation survey. The survey results were presented to the board to address the necessary corrective action. The action has included improving the onboarding process of new members and making sure the strategic plan is clearly defined and understood by all members.

c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The plan to ensure board effectiveness includes having all ADCO Board members completing all required training. The initial board training was facilitated by DANA and additional training was provided by DDOE.

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

The LAAA Head of School is one of the founding board members and has served as the school leader since 2009 when the initial charter was approved by DDOE. This stability in leadership has been fundamental to the school's success. The Head of School has also built the leadership capacity to support a succession plan at any level.

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

The ADCO Board is actively engaged in the school in many ways. The board members serve on board committees that focus on the academic, financial and operational aspects of the school. The members support fundraising efforts, including oversight of the Development Committee. Board members also attend school events throughout the year, such as the Visual & Performing Arts concerts/shows, sports games and other annual events (i.e., Hispanic Heritage Celebration, Unity Day, 8th grade graduation, Viva ASPIRA and Spring Carnival).

f. Appendix 3: Current Organizational Chart

g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;

h. Please complete the Citizen Budget Oversight Committee Membership and Training table

below.

i. **Please include:**

Appendix 4 Board Governance Training Certificates and/or Documentation.
Appendix 5 Board member and school leader succession plans.
Appendix 6 Current board bylaws

Board Financial and Governance Members and Training

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Lourdes	Puig	6/14/17	6/14/20	Chair	2/12/15	6/11/19
Donald	Patton	6/15/17	6/15/20	Co-Chair	11/30/15	5/2/19
Luis	Santiago	9/16/17	9/16/20	Treasurer	3/30/17	5/2/19
Younes	Haboussi	1/17/17	1/17/20	Secretary	7/25/17	5/22/19
Fred	West	7/17/17	7/17/20	Member	10/1/11	6/11/19
Crystal	Mayfield	10/26/17	10/26/20	Parent Representative	1/22/18	5/2/19
Serah	Pesce	10/26/17	10/26/20	Member	1/12/18	5/2/19
Tiffany	Burton	6/28/18	6/28/20	Teacher Representative	7/25/18	5/2/19
Benjamin	Esparza	8/23/18	8/23/20	Member	8/20/15	9/30/19
Rosalie	Rolon Dow	3/28/19	3/28/20	Member	5/31/19	5/2/19

*Please list only the most recent training date.

DOE Summary:
Las Américas ASPIRA Academy's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

School Comments 2017-2018	See attached certificates

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

Citizen Budget Oversight Committee Membership & Trainings

Pursuant to [14 Del. Admin. Code 736.6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date
Jessie	Forbes	9/17/17	9/16/21	Teacher Representative	10/19/17
Min	Guan	8/15/17	8/14/21	Member	10/18/17
Lucy	Li	3/13/17	3/12/21	Member	10/13/17
Margie	López Waite	7/11/17	7/10/21	Member	7/1/12
Greg	Panchisin	7/11/17	7/10/21	Member	7/1/12
Richard	Riggs	8/9/15	n/a	DOE Representative	11/30/15
Luis	Santiago	9/16/17	9/15/21	Board Member	3/30/17

DOE Summary:
Las Americas ASPIRA Academy's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

School Comments 2017-2018	School did not provide a response

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

3.6 Students, Employees and School Environment

| Year | Students and Employees | | | | School Environment | | Additional Obligations |
| | 4a | 4b | 4c | 4d | 5a | 5b | 6 |
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

| Year | Students &Staff | | Facilities, Transportation, Health & Safety |
| | Students Rights | Req. on Teacher Certification & Hiring Staff | |
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: *Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

a. **Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.**

n/a

b. **Provide information about the best practices the school uses to meet standards in the above noted areas.**

LAAA continues to meet each metric of the Organizational Performance Framework due to its effective oversight of school operations. The school leadership team consists of a diverse group of people with various backgrounds and skill sets. Our roles and responsibilities are clearly defined, so each person understands the expectations of their position. We also created a shared document with reoccurring tasks, so everyone is aware of due dates for compliance.

c. **Include the following documents as appendices:**

       Appendix 7 Up-to-date Certificate of Occupancy
       Appendix 8 Up-to-date Fire Inspection Certificate
       Appendix 9 Up-to date Insurance Certificate(s)
       Appendix 10 ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88%	43	49	87%	46	53	91%	50	55

Note: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.

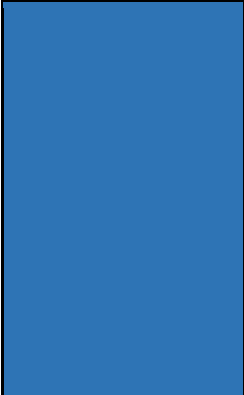| DOE Summary: |
|---|
| From SY16/17 to SY17/18, Las Americas ASPIRA Academy's teacher retention rate increased from 75.6% to 87%. |

a) **School's plans to monitor and minimize teacher attrition rates**

School Comments 2017-2018	LAAA monitors teacher attrition on a continuing basis, and conducts exit interviews when possible to assess reasons for attrition and identify potential areas for improvement. We have developed a more robust approach to teacher recruitment and candidate evaluation with the expectation that this process will result in identifying teachers who will be successful at our school. We understand that an ability to offer compensation comparable to that of other area schools is important, and continue to work towards that goal. Our Early Childhood Development Center offers care for the infant through Pre-K children of staff members, which has been very attractive to teacher candidates. Reasons for 2017-2018 attrition: Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

b) **School's professional development plans support teachers and leadership.**

School Comments 2017-2018	Las Américas ASPIRA Academy's Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators' professional growth. The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing. The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information: - There is a connection to the broader human capital continuum, linking the LEA evaluation system to innovations in teacher hiring/selection, professional development, and differential retention.

	- The evaluation system's alignment to Las Americas ASPIRA Academy's overall strategic plan is intentional and clearly identified. - There is flexibility in use of the system's framework allows educators to focus on only a limited number of the most important performance expectations at an individual level. - The creation of specific look-fors and artifacts aligned to each performance framework indicator for different educator groups is a promising practice that could deepen an educator's understanding of the rubric and assist the evaluator in both rating and providing feedback.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

a. **Review the table above with the school's teacher retention trends.**

From SY17/18 to SY18/19, Las Américas ASPIRA Academy's teacher retention rate increased 4% from 87% to 91%.

b. **Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.**

LAAA continues to conduct exit interviews to find out areas of improvement. We have adopted a better hiring practice to include Frontline, which now attracts a stronger pool of potential prospects. We continue to offer infant/childcare through our Early Childhood Development Center for staff members. This has added benefits to our potential candidates and has proven to be appealing to them.

Reasons for 2018-2019 attrition:

Relocation (3); Personal (1); Secondary Level Desired (1)

c. **Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

LAAA continues to focus on increasing educator effectiveness, which not only has a positive impact on student outcomes but also results in strong retention rates. In 2015, we developed an alternative educator evaluation system (Educator Effectiveness Framework – EEF) to measure professional growth for each of our educators and specialists. The EEF has served as a needs assessment to drive professional development the following year. Two focuses have been Math and Literacy as described below:

Math Professional Development
Our math professional development began as vendor provided, workshop modeled support. The PD introduced the curriculum's structure and resources. In year 5 our PD shifted to focus on utilizing Delaware Department of Education's Digital Library with a focus on Smarter Assessment preparation; the PD was still workshop model support. Beginning last year, we shifted to a focus on student-centered, conceptually-guided instruction, specifically focusing on promoting Rough Draft Thinking in mathematics. Our current PD model pairs a workshop model with bi-weekly coaching cycles. Each coaching cycle consists of the math teacher and math supervisor co-planning a lesson, a lesson observation, and a

lesson debrief. The debrief session's primary focus is on reflecting on whether or not the conceptual learning goal was supported by the lesson.

Literacy Professional Development

Over the course of our charter, select teachers have attended various institutes at Teachers College Reading and Writing Project (TCRWP), at Columbia University (2011-Present) to support high quality implementation of our core literacy curriculum, Units of Study by Lucy Calkins. The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices. Select Institutes include: Summer Reading Institutes, Summer Writing Institutes, Coaching Institute on the Teaching of Writing K-8, Phonics Institute Grades K-2, Toolkits to Support Reading Comprehension K-8, Saturday Reunion Days. The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/ feedback sessions to our veterned, more experienced workshop teachers. In addition to continuing professional development around balanced literacy practices addressed in our TCRWP curriculum, we have expanded our trainings to include best practices in dual language settings including Sheltered Instruction Observation Protocol (SIOP), Biliteracy Squared, and Thinking Maps, Biliteracy Instructional Strategies, and Language Development. Outcomes of these professional learning opportunities are further described in the section titled "Discuss the school's overall academic achievement results (2015-2019)."

3.8 Closure Requirements

a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

LAAA includes payroll accrual (salary and OECs) in its operating budget. As depicted in the FY21-25 Preliminary Operating Budget (@ 80% and 100% enrollment), our FSF cash balance projected at year-end exceeds the accrual amount each year. This model of ensuring our cash balance exceeds payroll accrual is a requirement that LAAA will budget for and meet each year. Should the school experience a closure, Karen Contreras (HR Manager) will be responsible for processing LAAA's final payrolls, and Greg Panchisin (COO) will review and approve each payroll. Greg Panchisin will also be responsible for handling the school's final audit and coordinating payments to various vendors. Kellie Cruz (Business Office) will be responsible for processing all FSF vouchers, and Greg Panchisin will be the approver. Greg Panchisin and Margie López Waite (Head of School) will work in conjunction to oversee all closeout activates.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard
2018-2019	M	AS	M	M	F	F	F	AS	M	Approaching Standard

DOE Summary:

Las Americas ASPIRA Academy has maintained an overall rating of "Meets Standard" for the past three years. In SY 16/17, the following measures did not meet standard: 2a. Total Margin ("Falls Far Below Standard"); 2b. Debt Asset Ratio ("Approaching Standard"); and 2d. Debt Service Coverage Ratio ("Approaching Standard").

From SY 16/17 to SY 17/18, the school's ratings for measures 2a. Total Margin remained at "Falls Far Below Standard;" measure 2b. Debt Asset Ratio remained at "Approaching Standard;" and measure 2c. Cash Flow regressed from "Meets Standard" to "Approaching Standard." However, measure 2d. Debt Service Coverage Ratio improved from "Approaching Standard" to "Meets Standard."

a) School's financial performance over the current charter term

School Comments 2017-2018	Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.
School Comments 2016-2017	LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue though private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our $21MM Bond Financing and capital outlay for completion of the school's $12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a $2.19MM cash surplus, which was approximately $400K less than the cash balance at the end of the FY17 year; however, LAAA used $1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.
School Comments 2016-2017	The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our $21MM Bond Financing and capital outlay for completion of the school's $12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment

	target, thus maximizing funding. We finished the FY18 year with a $2.19MM cash surplus, which was approximately $400K less than the cash balance at the end of the FY17 year; however, LAAA used $1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2017-2018
1 YR: -4.36%
3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

LAAA secured $21MM bond financing in July 2016 to refinance its existing mortgage and support an $11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used $1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize $1.04MM of interest on its long-term debt. By backing out the overall $2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Total Liabilities = $23,706,150 and Total Assets = $24,667,449. As of FY18, LAAA was in its first full year of long-term debt service ($22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of $1.3MM.

Measure 2c. Cash Flow

2017-2018
1 YR: $-83247
3 YR: $475108

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

LAAA used $1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of $83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA's ability to manage its resources and finances.

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's Financial performance over the current charter term (This section is for the school to address any <u>overall rating</u> where the school has not met standards. The school will be able to address individual metrics in the sections below.)

For the current charter term, LAAA achieved an overall rating of Meets Standard in each year, except for FY19. Our overall rating of Approaching Standard in FY19 is a direct result of the $21MM bond finance debt we secured in July 2016. Doing so, enabled LAAA to refinance its original mortgage and complete the final phase of construction to include expanding to a 125,000 sq. ft. school building. Because of our debt load and additional capital expenses in excess of $2.5MM over the last three years, our individual metrics, primarily the sustainability indicators have been impacted since FY17. Our cash carry over from FY19 is solid at almost $1.4MM.

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

Going forward, we will budget to increase our cash carryover each year, all the while, pay down our long term debt which has a MADS of $1.3MM. Additionally, our goal is to cover capital expenditures necessary to accommodate our student enrollment by initiating a capital campaign, as well as maintaining our aggressive approach in securing private funding. To date, LAAA has raised in excess of $3.94MM in private funding since 2011.

c. Address any measure where school did not meet standard or is approaching standard

1b. Days Cash

In FY19, LAAA used $660,000 of its operating funds to cover capital expenses related to library construction, a new side exit for our school's parking lot, and to make necessary drainage repairs to our rear parking lot. Adding back the $660,000 used for capital expenditures to our 2019 cash balance puts LAAA at 49 Days Cash. We also recognize $1,029,813 in interest for our long-term debt that we acquired to complete our $12.5MM school construction project in FY18. By adding back the FY19 interest payment, LAAA ends up with 73 Day cash, thus the exceeding the minimum requirement of 60 Days Cash.

2a. Total Margin

LAAA secured $21MM bond financing in July 2016 to refinance its existing mortgage and support a $12.5MM construction and renovation of the school building, which allowed us to expand to a 125,000 sq. ft. school to accommodate our growing enrollment. LAAA also used $1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18, as well as $660,000 in FY19 as mentioned in our "Days Cash" comments. Accounting standards require

LAAA to recognize $1.03MM of interest in FY19 on its long-term debt. By backing out the overall $1.69 MM from our FY19 expenses, the Total Margin improves to -8.99%; however, the Three-Year aggregate increases to 2.66%.

2b. Debt to Asset Ratio

Total Liabilities = $24,011,278 and Total Assets = $23,527,618. AS of FY19, LAAA was in its second full year of long-term debt service ($21.98MM in bonds payable as of June 30, 2019), which was a result of its bond financing (capital expenses for the building purchase and construction) in July 2016. The preferred result for this metric is <.90, and LAAA is at 1.02; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of $1.3MM.

2c. Cash Flow

Adding back the $1,689,813 (per the 1c. comments) in FY19, as well as the adjusted FY18 total (Cash = $3,298.392), LAAA's FY 19 One-Year Cash Flow is - $214,964; however, our Three-Year cash Flow is $851,759. In the last three years, LAAA has incurred capital expenses covered by operating funds in excess of $2.5MM, and we are at our MADS of 1.3MM. On a cash accounting method, using July 1, 2019 – June 30, 2020, our One-Year Cash Flow will increase, and LAAA will continue to increase its cash carry over going forward. Construction at our K-8 school building is complete, and we include the annual $1.3MM debt service in our operating budget. Our intent is to operate in the black each year, but also maintain an aggressive approach for obtaining private funding to finance capital expenditures necessary to support our school's overall program. To date, LAAA has secured private funding (outside of the $21MM Bond Financing) in excess of $3.94MM since the school's inception in 2011.

2d. Debt Service Ratio

LAAA's Debt Service Coverage Ratio is 0.3, which is below the desirable 1.10 ratio. We are now at our MADS, which is $1.3MM of debt service each year. This metric will improve each year, though it will be a slow improvement. As mentioned above in the "Cash Flow" comments, LAAA will strive to operate in the black going forward, thus building our cash carry over each year and resulting in a positive net income.

Performance Agreement

Financial Performance Expectations

Las Américas ASPIRA Academy overall financial rating is <u>Meets Standard for the 2013-2014 school year</u>. By 2020, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
In SY17/18, Las Americas ASPIRA Academy earned an overall rating of "Meets Expectations."

School Comments 2017-2018	The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our $21MM Bond Financing and capital outlay for completion of the school's $12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a $2.19MM cash surplus, which was approximately $400K less than the cash balance at the end of the FY17 year; however, LAAA used $1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.
School Comments 2016-2017	Our previous history of strong financial management and stewardship enabled the school to obtain over $21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an $11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. We ended FY17 with a cash surplus of $2.23MM, which was an increase of almost $600K from the existing cash balance of $1.67MM at the close of FY16. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will

	continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue though private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
The FY18 independent audit did not have any audit findings.

School Comments 2017-2018	N/A (no findings, we had a clean audit)

School Comments 2016-2017	N/A (no findings, we had a clean audit)

School Comments 2015-2016	

d. Discuss the school's financial performance based on its approved Performance Agreement.

LAAA achieved a rating of Approaching Standard for FY19; however, we achieved a Meets Standard rating in all previous years. We will continue to meet all financial obligations, which include an annual debt service of $1.3MM and 100% of our salary accrual each year. Additionally, and though our substantial debt load will continue to affect our metrics, we will strive to increase our cash carry over each year going forward. Our metrics will slowly improve over the next few years, and LAAA will continue to seek other funding options to support necessary capital expenditures.

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

No Findings – N/A

f. **As appendices, please provide the following documents:**

Appendix 11 Summary of Findings from Independent Audits (if applicable)
Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format
Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format
Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)
Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	- Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish. - Project-Based Learning (K-8): A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. - Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills. - Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors. - Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8). - Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals. - Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting

	components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth. ▪ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.
School Comments 2016-2017	▪ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish. ▪ Project-Based Learning (K-8): A teaching method in which students

gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

- Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
- Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
- Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).
- Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.
- Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At

	ASPIRA, our social and emotional growth is as important as our academic growth.
	▪ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

▪ **Dual Language**: LAAA aims to fulfill its mission by implementing a bilingual programmatic focus called dual language education. Dual language education is an instructional approach that develops language proficiency and literacy in English and a partner language. Immersion is one type of dual language education which begins in elementary school, and in which native English speakers and native speakers of another language learn academic content through English half of the time and a partner language the other half of the time. This immersion model was the first of its kind in Delaware, commencing in 2011 and seeking to educate and empower all language learners.

▪ **Academic:** The partner language at LAAA is Spanish; therefore, LAAA has an A/B day rotation in K-5 in which students alternate learning all core content (language arts,

math, science, and social studies) in Spanish and English as they rotate each day. In grades 6-8 the continuation model includes English instruction in all core content areas (language arts, math, science, and social studies) and Spanish instruction in language arts and social studies known as humanities. Upon graduating 8th grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9th grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation.

- **Project-Based Learning (K-8):** Project based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. LAAA is committed to providing PBL experiences for our students in which students can use their experiences in the classroom to benefit the wider community.
    - One of our largest PBL experiences is where second and third grade students team up to raise money for childhood cancer research by hosting our annual Alex's Lemonade Stand. Second grade students practice their mathematical skills such as measuring volume and counting money while third grade students focus on studying economics such as the production and distribution of yellow goods and services. In 2019, LAAA made a charitable donation to the ALS Foundation of $7,500
    - In addition, our first grade team partners with Heifer International during their non-fiction writing unit. Students research and write books about animals in specific regions, at the same time students are introduced to Heifer International, which is a charity organization working to end hunger and poverty around the world by providing livestock and training to struggling communities. This makes a real world connection for the students to the people and animals living in different regions around the world. Homeroom classes agree on which animals to purchase which will help sustain food and an income for families over a long period of time. For example, after sharing their research and stories, last year the students chose to buy $400 worth of beehives. The families can eat and sell the honey from the hives.
    - A school-wide PBL experience is the Outdoor Learning Environment (OLE) at ASPIRA, a National Wildlife Certified habitat, which serves as an extension to our classroom curricula. Our students at all grade levels benefit from hands-on, experiential learning in various facets of environmental education. ASPIRA's youngest learners have the opportunity to plant and maintain our edibles garden annually. Through a partnership with a local zoo, the crops are donated for animal enrichment. Students not only learn about the life cycle of plants, but also how plants and animals are interconnected. Our upper-elementary students take advantage of the storm water retention pond on our campus to learn about ecosystems and habitats of native wildlife. Learners conduct field observations, collect data, and research the animals that make their home in the Outdoor Learning Environment. As part of the Delaware Pathways to Green Schools program, middle school students at ASPIRA have researched the effects of

climate change on local and global levels. With this information they created and implemented an action plan to reduce ASPIRA's carbon footprint by deeming our campus a 'no idling zone'. The entire student body and team members at ASPIRA enjoy the benefits of the Outdoor Learning Environment on a regular basis by engaging with nature on a personal level. These experiences have led to our students becoming environmental stewards at school, at home and around our community.

- **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of Progress Book to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.

- **Blended Learning and Personalized Learning**: LAAA offers 1:1 Chromebooks in Grades K-8; Implementation of Schoology (grades 3-5), Seesaw (grades K-2), Google Apps for Education (grades K-8), and STEMscopes (K-8). Blended learning models incorporated in our core curriculum and instructional approaches include flipped classroom, playlists, and station rotation, personalizing learning by tailoring instruction towards students' individualized learning goals. In addition, an innovation lab was created including activities often found in a makerspace incorporating all areas of STREAM (Science, Technology, Reading, Engineering, Art, & Mathematics).

- **MTSS:** LAAA signed an MOU with DDOE to participate in these state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). During the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data.

- **Social Curriculum**: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.

- **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection

toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.

VI. Five-Year Planning

6.1 Projected Enrollment

a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Note: This will become the school's authorized enrollment for the new charter term.

Projected Enrollment						
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
K	100	125	125	125	125	125
Grade 1	104	100	125	125	125	125
Grade 2	106	100	100	125	125	125
Grade 3	107	100	100	100	125	125
Grade 4	104	100	100	100	100	125
Grade 5	106	100	100	100	100	100
Grade 6	108	122	122	122	122	122
Grade 7	107	100	125	125	125	125
Grade 8	104	100	100	125	125	125
Grade 9		100	100	100	125	125
Grade 10			100	100	100	125
Grade 11				100	100	100
Grade 12					100	100
Total	946	1,047	1,197	1,347	1,497	1,547

Note: *An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such,* **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a** Charter Modification Application **including budget sheets, and budget narrative reflecting the new enrollment figures.**

6.2 The school's plans for the next five years of the charter.
(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

1.   Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

LAAA's academic progress is monitored and evaluated throughout the year by the Instructional Leadership Team (ILT) and Academic Excellence Committee (AEC). The ILT meets biweekly to review every aspect of the instructional program from curriculum to assessments. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. The AEC includes the ILT, as well as the Chairperson and Co-Chairperson of the ADCO Board of Directors. As a group, we evaluate academic progress in the following ways:

- iReady Assessments: We evaluate students' fall, winter and spring benchmark data to identify trends that can be addressed with instructional coaching. We also measure student growth from one benchmark to the next to assess whether the individual student is on-track for SBAC growth and proficiency. We also use progress monitor data to drive instructional groups and practices for RTI.
- SBAC Growth Data: We evaluate SBAC growth data to determine if each individual student has achieved their growth target in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- SBAC Proficiency Data: We evaluate SBAC proficiency data to determine if each individual student has achieved proficiency in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- Component V Data: We evaluate Component V student achievement data to determine if each individual student has achieved their growth target within the designated measures (A/B/C). These discussions take place between the individual educators and their supervisor.

a.   Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
- **Extended Learning:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).
- **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.

b. Describe the student performance standards for the school as a whole.

Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.

c.   In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

In addition to the State's mandatory assessments, LAAA uses i-Ready as it's diagnostic assessment for both reading and math. i-Ready assessments are aligned to grade-level Common Core State Standards for both reading and math. Students in grades 4-8 also participate in the Smarter Balanced Interim Assessment Blocks (IABs) and grade 3 takes the Interim Comprehensive Assessment (ICA). Students in grades K-8 are assessed on Next Generation Science Standards using STEMscopes assessments which include both multiple choice and Claim-Evidence-Reasoning assessments, in addition they are in alignment with the content taught at each grade as evidenced in our Scope & Sequence documents (see appendix).

In addition, in grades K-5 we assess students learning needs using Fountas and Pinnell Running Records (K-5). Students' guided reading levels are assessed a minimum of three times per year (fall, winter, spring), in both English and Spanish, through a running record assessment. Running records are a critical component to our core curriculum, Units of Study by Lucy Calkins, for both matching students to books and strategically planning targeted small group instruction. A running record assessment is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use. Through a running record, teachers can obtain information about a student's use of reading strategies, information about a student's self-monitoring, an accuracy rate, an error rate, and a self-correction rate. Running records can be used to document reading progress over time, help teachers decide what students need to learn, and match students to appropriate books. The Independent Reading Benchmarks lay out a continuum of growth based on the demands of the Common Core Standards, and the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

2.   Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The Supervisor of Mathematics will collect and analyze data collected from both Smarter Assessment results as well as i-Ready diagnostic assessments. These data reports are provided at the claim level in both math as well as ELA by the state via EdInsights Report Portal and by i-Ready via the i-Ready school portal. Disaggregated data will be provided to grade level content teachers and Response to Intervention lessons will be provided by the Supervisor of Mathematics as well as the Literacy Coaches/Specialists to address students who showed deficiencies in these claims. Student success at

the claim level will be analyzed by progress monitoring assessments within i-Ready and students will be re-assigned during the next six week RtI cycle if they have shown success on these targeted claims.

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

LAAA will take corrective action if/when student achievement falls short of expectations or goals. The first action will be taken by the educators in the classroom with differentiated instruction. The second action will take place with RTI/enrichment blocks, which provides additional targeted instruction to small groups. Additional action may include family/student/teacher conference to discuss possible barriers to the student's learning. One outcome of the conference may be an educational evaluation.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

The state's EdInsights Reports Portal provides data analysis on the Smarter Assessment both in terms of proficiency as well as student growth as measured by DSSF and DPAS II. The data analysis is disaggregated by grade which allows us to see which grades and which subjects are seeing their students meet appropriate growth measures. Poor growth reports have already led us to shift staff out of previous grade-levels to foster new team dynamics that would support student growth and success. Relatedly, high growth reports in a specific content and grade have influenced professional development decisions to help replicate this success. For example, our 5th grade math teachers alone received professional development last year on shifting the mathematical authority to their students. Our 5th grade math students showed the most growth of all of our math teams, so this year we are providing school-wide professional development on using similar strategies to transfer mathematical authority to students.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The LAAA school leadership team will continue to oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. The oversight will be handled in the following manner:

- **Educational Program:** The Instructional Leadership Team (ILT) has oversight for every aspect of the academic program. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. Specific oversight for our Special Education program reports to the Director of Education Enrichment and our EL program reports to the Director of Curriculum & Instruction. These two administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Governance and Reporting:** The ADCO Board of Directors, Head of School and Chief Operating Officer oversee the governance and reporting requirements.
- **Students and Staff:** These measures are overseen by multiple people on our school leadership team. Our Director of School Support & Services oversees the student enrollment process. The Main Office team reports to this director also, which allows complete oversight of the process from start to finish. Student discipline is managed by the Director of School Culture & Climate. The staff certification and hiring is handled by our Human Resources Manager. All of these administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Facilities, Transportation, Health, and Safety:** These areas report to our COO, which includes the Director of School Support & Services. The school nurse reports to this director, which allows her to have complete oversight of all facility, health and safety procedures. These administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.

6.   Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

Over the next year, LAAA will be expanding to a second campus and adding grades 9-12. There will be renovations made to the second facility to accommodate the school's programs. These plans were provided during our major modification application process, which was approved by the State Board of Education in May 2019.

7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The ADCO Board of Directors will continue to follow the annual performance framework provided by DANA. As part of their Board Excellence training, DANA introduced the board to a recommended survey to assess the board's progress and performance. The Board Chairperson will oversee this process each year.

VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

September 30, 2019
Date of Signature

Las Américas ASPIRA Academy
Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C*. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

_____
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Lourdes Puig
Title (if designated):	ADCO Board Chairperson

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	Las Américas ASPIRA Academy
Location:	326 Ruthar Drive, Newark, DE 19711

I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

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

_____
Date

Print/Type Name:	Lourdes Puig
Title (if designated):	ADCO Board Chairperson
Date of approval by board of directors:	September 26, 2019

IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School
Las Américas ASPIRA Academy

This Performance Agreement ("Agreement" is entered into this_____ day of_____, 20__ by and between the Delaware Department of Education (hereinafter referred to as "DDOE") and _____ , a public charter school of the State of Delaware (hereinafter referred to as "School"), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as "DSBE").

    1. **Effective Date**. Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

    2. **Term of the Agreement**. This agreement shall continue in full force and effect during the term of the school's charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school's charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework ("Framework")as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

        (a) At any time by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

        (b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

    3. **Obligations of School.** While this agreement remains in effect, the School shall:

        (a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School's charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school's charter on formal review pursuant to 14 *Del. C.* §515 (b).

Background Information *(Characteristics of school, current location, summary of student population and grades served by the school, etc.)*

Las Américas ASPIRA Academy (LAAA) serves 945 students in grades K-8. Our school is located in Newark, Delaware at 326 Ruthar Drive. All students that reside in Delaware are eligible to enroll in LAAA; therefore, our student population is diverse and represents all of New Castle County. Our enrollment is determined by an open lottery because our applications exceed our capacity each year. The outcome of the lottery has consistently resulted in 60% of our students residing in the Christina School District, 25% from Colonial, 10% from Red Clay and the remaining from Brandywine and/or Appoquinimink. The racial/ethnic breakdown of our student population is 65% Hispanic, 20% White/Caucasian, 12% Black/African American, and 3% Asian and Multi-Racial.

Mission Statement
The mission of Las Américas ASPIRA Academy (LAAA) is to educate and empower each student to realize their full potential and positively impact their communities.

Vision Statement
The vision of Las Américas ASPIRA Academy (LAAA) is to have a fellowship of learners building culturally-inclusive communities.

Academic Performance Expectations

Las Américas ASPIRA Academy (LAAA) DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
Academic Achievement			
Academic Progress			
School Quality/Student Success			
Graduation Rate			
Progress toward English Language Proficiency			
Overall Percentage/Ratings			

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):
Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
- **Extended Learning:** Maintain or increase the number and/or participation level

of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).

- **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.

Financial Performance Expectations

Las Américas ASPIRA Academy (LAAA) *overall financial rating is MEETS. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

Organizational Performance Expectations

Las Américas ASPIRA Academy (LAAA) overall organizational rating is MEETS. By September 2024, our expectation is to achieve the 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.

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

Las Américas ASPIRA Academy (LAAA)   DELAWARE DEPARTMENT OF EDUCATION

BY: _____   BY: _____
   President   Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the _____ day of _____, 20___.

References:

[1]Based on September 30th Unit Count

[2]Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.