



Delaware Department of
Education
2019-2020 Renewal Report
Las Américas ASPIRA Academy

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Charter School Renewal Report

Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal¹. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall 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 shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

I. OVERVIEW

1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	Las Américas ASPIRA Academy
Year School Opened	2011
Enrollment 2018-2019 ²	785
Approved Enrollment	742 (SY 2018-19)
School Address	326 Ruthar Dr, 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 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016²	2016-2017²	2017-2018²	2018-2019²
Total Enrollment	639	698	740	785
Gender				
% Male	47.89%	47.85%	47.84%	49.55%
% Female	52.11%	52.15%	52.16%	50.45%
Ethnicity/Race				
% African American	13.93%	15.33%	13.11%	11.59%
% American Indian	0.16%	0.14%	0.14%	0.25%
% Asian	2.03%	2.15%	1.49%	1.40%
% Hispanic/Latino	56.65%	57.74%	60.27%	65.48%
% White	26.45%	23.64%	23.92%	19.87%
% Multiracial	0.63%	0.86%	0.95%	1.15%
Special Populations				
%Special Education ³	8.45%	8.74%	8.65%	9.55%
% English Language Learners	25.98%	27.51%	34.46%	37.96%
% Low-Income	28.33%	27.08%	27.97%	26.62%

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%).
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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%).
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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
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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
Sep 2015	Minor - educator evaluation process	Approved

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.
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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.
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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.
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1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	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
K	88	100	88	100	88	100	88	99
Grade 1	100	100	88	105	88	104	88	106
Grade 2	100	100	100	99	88	101	88	96
Grade 3	50	50	100	100	100	98	88	97
Grade 4	90	100	50	52	100	100	100	93
Grade 5	50	48	90	100	50	51	100	101
Grade 6	50	51	50	47	90	93	50	56
Grade 7	50	50	50	50	50	45	90	93
Grade 8	50	40	49	45	50	48	50	44
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	628	639	665	698	704	740	742	785

DOE Summary:

Las Américas ASPIRA Academy Charter School has demonstrated consistent enrollment.

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
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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%).
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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.
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1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate³ is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	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%

** School entry grade level. Reenrollment data not collected for this grade level.

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

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.
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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%).
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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.
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II. Academic Performance

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.

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
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	1 st	n/a	2 nd	n/a	3 rd	47%	n/a	+3 <i>(compared to previous class)</i>
Class of 2025	2 nd	n/a	3 rd	44%	4 th	42%	n/a	-2
Class of 2024	3 rd	40%	4 th	47%	5 th	49%	+9	+2
Class of 2023	4 th	54%	5 th	48%	6 th	62%	+8	+14
Class of 2022	5 th	60%	6 th	63%	7 th	55%	-5	-8
Class of 2021	6 th	46%	7 th	49%	8 th	57%	+11	+8
Class of 2020	7 th	51%	8 th	65%	n/a	n/a	n/a	n/a
Class of 2019	8 th	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	1 st	n/a	2 nd	n/a	3 rd	50%	n/a	+8 <i>(compared to previous class)</i>
Class of 2025	2 nd	n/a	3 rd	42%	4 th	38%	n/a	-4
Class of 2024	3 rd	51%	4 th	55%	5 th	26%	-25	-29
Class of 2023	4 th	42%	5 th	29%	6 th	53%	+11	+24
Class of 2022	5 th	31%	6 th	39%	7 th	50%	+19	+11
Class of 2021	6 th	36%	7 th	43%	8 th	50%	+14	+7
Class of 2020	7 th	41%	8 th	38%	n/a	n/a	n/a	n/a
Class of 2019	8 th	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

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:

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

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.

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	<p>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:</p> <ul style="list-style-type: none">▣ 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 <p>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.</p>
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<p>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:</p> <ol style="list-style-type: none">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.
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	<p>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.</p> <ol style="list-style-type: none"> 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. <p>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.</p>
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c) Progress measures to track expected Academic Achievement outcomes

<p>School Comments 2016-2017</p>	<p>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.</p>
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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	<p>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:</p> <ul style="list-style-type: none">☑ 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 <p>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.</p>
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b) Expected outcomes for Growth for all students

School Comments 2016-2017	<p>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:</p> <ol style="list-style-type: none">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.
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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	
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	
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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	<p>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:</p> <ul style="list-style-type: none"> ☑ 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
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7 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.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

SY 17/18

2.1 Delaware School Success Framework

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments

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.

**School Comments
2016-2017**

At LAASA, 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 (57% from 2015 to 2016; 63% from 2016 to 2017) 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.

50% Proficiency Rate - ELA											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2016 to 2018	Change from 2016 to 2019	Change from 2017 to 2019
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2017	K	74%	1 st	74%	2 nd	74%	3 rd	72%	NA	NA	NA
Class of 2018	1 st	74%	2 nd	74%	3 rd	67%	4 th	58%	NA	NA	NA
Class of 2019	2 nd	74%	3 rd	64%	4 th	62%	5 th	52%	NA	NA	NA
Class of 2020	3 rd	65%	4 th	47%	5 th	45%	6 th	45%	NA	NA	NA
Class of 2021	4 th	54%	5 th	48%	6 th	52%	7 th	35%	NA	NA	NA
Class of 2022	5 th	48%	6 th	53%	7 th	55%	8 th	47%	NA	NA	NA
Class of 2023	6 th	45%	7 th	45%	8 th	57%	9 th	54%	NA	NA	NA
Class of 2024	7 th	57%	8 th	65%	9 th	74%	10 th	74%	80% Improvement	74% Improvement	80% Improvement
Class of 2025	8 th	76%	9 th	74%	10 th	74%	11 th	74%	80% Improvement	74% Improvement	80% Improvement

50% Proficiency Rate - Math											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2016 to 2018	Change from 2016 to 2019	Change from 2017 to 2019
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2017	K	74%	1 st	74%	2 nd	74%	3 rd	65%	NA	NA	NA
Class of 2018	1 st	74%	2 nd	74%	3 rd	58%	4 th	41%	NA	NA	NA
Class of 2019	2 nd	74%	3 rd	62%	4 th	58%	5 th	38%	NA	NA	NA
Class of 2020	3 rd	57%	4 th	35%	5 th	28%	6 th	28%	NA	NA	NA
Class of 2021	4 th	42%	5 th	28%	6 th	33%	7 th	30%	NA	NA	NA
Class of 2022	5 th	37%	6 th	38%	7 th	50%	8 th	41%	NA	NA	NA
Class of 2023	6 th	38%	7 th	43%	8 th	55%	9 th	54%	NA	NA	NA
Class of 2024	7 th	47%	8 th	58%	9 th	74%	10 th	74%	80% Improvement	74% Improvement	80% Improvement
Class of 2025	8 th	76%	9 th	74%	10 th	74%	11 th	74%	80% Improvement	74% Improvement	80% Improvement

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:

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

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.

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

DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy earned an overall rating of “Meets Expectations.”

**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 below).

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 below).

Table 1: SBAC Proficiency

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 rd	32%	48%
Class of 2026	4 th	50%	41%
Class of 2025	5 th	52%	38%
Class of 2024	6 th	46%	35%
Class of 2023	7 th	75%	40%
Class of 2022	8 th	57%	41%

Table 2: Student Growth Target Achievement

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

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00

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) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

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). This data reflects a positive trend due to the correlation between student growth and proficiency.
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments 2017-2018	<p>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:</p> <ol style="list-style-type: none"> 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
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	<p>(November/December).</p> <p>4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.</p> <p>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.</p> <p>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.</p> <p>7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.</p> <p>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.</p> <p>1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students.</p> <p>2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction.</p> <p>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.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

<p>School Comments 2017-2018</p>	<p>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.</p> <p>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.</p>
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2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00
Growth of Highest Quartile - ELA(grades 4-8)	64.08%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	65.33%	12.50	8.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.82%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	62.56%	12.50	8.00

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

School Comments 2017-2018	<p>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, Bilitracy 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).</p> <p>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.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

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
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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) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes 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

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	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) Based on the school's School Quality/ Student Success ratings over the course of the school year,

discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

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.
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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments 2017-2018	We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

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.
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2.5 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	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00

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) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments 2017-2018	<p>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.</p> <p>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.</p> <p>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</p>
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	<p>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.</p> <p>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.</p>
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<p>School Comments 2017-2018</p>	<p>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.</p> <ol style="list-style-type: none"> 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. <p>In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were</p>
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	<p>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 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 is the expected goals and outcomes.</p> <ol style="list-style-type: none"> 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.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

<p>School Comments 2017-2018</p>	<p>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.</p>
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III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 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
<p>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.</p> <p>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.</p>	<p>Meets Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and character development.</p>	LAAA curriculum documents	PDF Upload and entry into system by DOE.	1a1
	<p>Approaching Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and/or character development.</p>			
	<p>Far Below Standard: LAAA’s curriculum does not support their school mission with respect to dual language acquisition and/or character development.</p>			

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

3.2 Organizational Performance

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

HISTORICAL DATA (SY 14/15- SY 15/16)

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	
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
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

SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING	
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff			
	1a	1b	1c	1d	2a	2b	2c	3a	3b			4a
2016-2017	M	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	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.
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	n/a
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2016-2017	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654
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Performance Agreement

Organizational Performance Expectations

Las Americas ASPIRA Academy overall organizational rating is Meets Standard for the 2013-2014 school year. 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.

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>

3.3 Board Financial and Governance Members and Training

a) 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.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Alex	Fajardo	6/14/2017		Member	8/20/2015	
Younes	Haboussi	6/14/2017		Secretary	7/25/2017	
Margie	Lopez Waite			Ex-officio	7/1/2012	
Greg	Panchisin			Ex-officio	7/1/2012	
Donald	Patton	6/14/2017		Co-Chair	11/30/2015	
Lourdes	Puig	6/14/2017		Chair	2/12/2015	
Luis	Santiago	9/16/2017		Treasurer	3/30/2017	
Fred	West	7/17/2017		Member	7/1/2011	
Tiffany	Burton	6/28/2018		Teacher Representative	7/25/2018	
Crystal	Mayfield	10/26/2017		Parent Representative	1/22/2018	
Serah	Pesce	10/26/2017		Member	1/12/2018	

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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Jessie	Forbes	9/18/2017		Teacher Representative	10/19/2017
Min	Guan	8/21/2017		Member	10/18/2017
Lucy	Li	8/21/2017		Member	10/13/2017
Margie	Lopez Waite	8/21/2017		Member	7/1/2012
Greg	Panchisin	8/21/2017		Member	7/1/2012
Richard	Riggs			DOE Representative	11/30/2015
Luis	Santiago	8/21/2017		Board Member	3/30/2017

DOE Summary:

Las Américas 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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
75.6	43	49	87	46	53

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	<p>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.</p> <p>Reasons for 2017-2018 attrition: Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)</p>
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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>

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

School Comments 2017-2018	<p>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.</p>
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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 at <https://www.doe.k12.de.us/Page/2654>

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

DOE Summary:

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

School Comments 2017-2018			
<p>2. SUSTAINABILITY INDICATORS</p> <p>Measure 2a. Total Margin:</p> <p style="text-align: center;"><i>Net Income divided by Total Revenue</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: black; color: white;"> <th style="padding: 2px;">2017-2018</th> </tr> <tr style="background-color: #C0392B; color: white;"> <td style="padding: 2px;">1 YR: -4.36%</td> </tr> <tr style="background-color: #C0392B; color: white;"> <td style="padding: 2px;">3 YR: -4.09%</td> </tr> </table> <p>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.</p> <p>School Response To Rating:</p> <hr style="border: 1px solid #4F81BD;"/> <p>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</p>	2017-2018	1 YR: -4.36%	3 YR: -4.09%
2017-2018			
1 YR: -4.36%			
3 YR: -4.09%			

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

School comments for SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Financial Performance Expectations

Las Americas ASPIRA Academy overall financial rating is Meets Standard for the 2013-2014 school year. 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.

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)
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School Comments 2016-2017	N/A (no findings, we had a clean audit)
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School Comments 2015-2016	
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V. INNOVATION

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

School Comments 2017-2018	<ul style="list-style-type: none">☑ 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
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with two main components - a mini lesson 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 mini lesson 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 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

References:

¹A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

²Based on September 30th Unit Count

³ Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

⁴ US DOE Flexibility Letter can be found at

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf.

⁵Graduation 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.