

LAS AMÉRICAS ASPIRA ACADEMY

ANNUAL REPORT

2017-2018



**326 Ruthar Drive
Newark, DE 19711
Phone: (302)292-1463**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Las Américas Aspira Academy
Year School Opened	2011
Enrollment 2017-2018 ¹	740
Approved Enrollment	704
School Address	326 Ruthar Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	http://www.aspiraacademy.org
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
Mission Statement: Las Americas 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:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018 ¹
Total Enrollment	740
# of Students on Waiting List	708
Gender	
% Male	47.84%
% Female	52.16%
Ethnicity/Race	
% African American	13.11%
% American Indian	0.14%
% Asian	1.49%
% Hispanic/Latino	60.27%
% White	23.92%
% Multiracial	0.95%
Special Populations	
%Special Education ²	8.65%
% English Language Learners	34.46%
% Low-Income	27.97%

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

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 [MLW1] assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).

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.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Sep 2015	Minor - educator evaluation process	Approved

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

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	88	100
Grade 1	88	104
Grade 2	88	101
Grade 3	100	98
Grade 4	100	100
Grade 5	50	51
Grade 6	90	93
Grade 7	50	45
Grade 8	50	48
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	704	740

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

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Las Américas Aspira Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	93	93.00%
Grade 2	93	88.57%
Grade 3	94	94.95%
Grade 4	95	95.00%
Grade 5	50	96.15%
Grade 6	91	91.00%
Grade 7	43	91.49%
Grade 8	47	94.00%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	610	93.42%

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

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

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 [MLW2] 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.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

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

Overall Academic Ratings

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

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 over the course of the school year.

School Comments:

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in

Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

SBAC Proficiency Results - READING											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2027	K	n/a	1 st	n/a	2 nd	n/a	3 rd	32%	n/a	n/a	n/a
Class of 2026	1 st	n/a	2 nd	n/a	3 rd	47%	4 th	50%	n/a	n/a	+3
Class of 2025	2 nd	n/a	3 rd	44%	4 th	42%	5 th	52%	n/a	+8	+10
Class of 2024	3 rd	40%	4 th	47%	5 th	49%	6 th	46%	+6	-1	-3
Class of 2023	4 th	54%	5 th	48%	6 th	62%	7 th	75%	+21	+27	+13
Class of 2022	5 th	60%	6 th	63%	7 th	55%	8 th	67%	+7	+4	+12
Class of 2021	6 th	46%	7 th	49%	8 th	57%	n/a	n/a			
Class of 2020	7 th	51%	8 th	65%	n/a	n/a	n/a	n/a	100% improvement	75% improvement	80% improvement
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		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2027	K	n/a	1 st	n/a	2 nd	n/a	3 rd	48%	n/a	n/a	n/a
Class of 2026	1 st	n/a	2 nd	n/a	3 rd	50%	4 th	41%	n/a	n/a	-9
Class of 2025	2 nd	n/a	3 rd	42%	4 th	38%	5 th	38%	n/a	-4	No Change
Class of 2024	3 rd	51%	4 th	55%	5 th	26%	6 th	35%	-16	-20	+9
Class of 2023	4 th	42%	5 th	29%	6 th	53%	7 th	40%	-2	+11	-13
Class of 2022	5 th	31%	6 th	39%	7 th	50%	8 th	41%	+10	+2	-9
Class of 2021	6 th	36%	7 th	43%	8 th	50%	n/a	n/a			
Class of 2020	7 th	41%	8 th	38%	n/a	n/a	n/a	n/a	33% improvement	50% improvement	20% improvement 20% no change
Class of 2019	8 th	28%	n/a	n/a	n/a	n/a	n/a	n/a			
									Overall 67% improvement	Overall 63% improvement	Overall 50% improvement

Performance Agreement

Academic Performance Expectations

As[MLW3] 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	67%	41%

Table 2: Student Growth Target Achievement

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	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%

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

School Comments

See comments noted above

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

Respond to the following questions.

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 Comment

AS_[MLW4] of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons:

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

In ELA, data analysis of the 2018 SBAC claim scores indicate that our students need more support in the listening claim. In order to address this issue during the 2018-2019 school year, the DDOE

Opportunity Grant was submitted and rewarded focusing on specific steps to improve the listening claim proficiency.

1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students.
2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction.

In math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

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

School Comments

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

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

2.3 Academic Progress

Metric	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

Respond to the following questions.

- 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

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

In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources.

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

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

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

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
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

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

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

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

School Comments

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

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

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

2.5 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

Respond to the following questions.

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 [MLW5]

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

In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

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

technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

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

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

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

1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.
2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.

In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the 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.

1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening Standards.
 2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students' native languages.
-

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

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.

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				
Measure	Definition of Rating	Data Source	Data Collection Process	Meas
<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	1a
	<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>			

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

LAAA [MLW6] 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.

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

3.2 Organizational Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Las Américas Aspira Academy

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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard

a^[MLW7]) Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.

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

School Comments:

n/a

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

n/a

Performance Agreement

Organizational Performance Expectations

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

Las^[MLW8] 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.

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

School Comments^[MLW9]:

Same as above

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Tiffany	Burton	Teacher Representative	7/25/18
Alex	Fajardo	Member	8/20/15
Younes	Haboussi	Secretary	7/25/17
Crystal	Mayfield	Parent Representative	1/22/18
Margie	Lopez Waite	Ex-officio	7/1/12
Greg	Panchisin	Ex-officio	7/1/12
Don	Patton	Co-Chair	11/30/15
Lourdes	Puig	Chair	2/12/15
Serah	Pesce	Member	1/12/18
Luis	Santiago	Treasurer	3/30/17
Fred	West	Member	7/1/11

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments[MLW10]:

See attached certificates

b) Please complete the chart below with the necessary information. 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	Role/Title	Financial Training Date
Jessie	Forbes	Teacher Representative	10/19/17
Min	Guan	Member	10/18/17
Lucy	Li	Member	10/13/17
Margie	Lopez Waite	Member	7/1/12
Greg	Panchisin	Member	7/1/12
Richard	Riggs	DOE Representative	11/30/15
Luis	Santiago	Board Member	3/30/17

School Comments^[MLW11]:

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
87%	46	53

* To be completed by the [MLW12] school

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

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

Reasons for 2017-2018 attrition:

Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)

b) Describe how the school’s professional development plans support teachers and leadership.

School Comments:

Las Américas ASPIRA Academy’s Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators’ professional growth.

The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their

practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing.

The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information:

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

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

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	
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard

a^[MLW13]) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.

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

School Comments:

The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment

with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

c) Address any measure where school did not meet standard or is approaching standard
n/a

Measure 2a. Total Margin:

Net Income divided by Total Revenue

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

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

School Response To Rating:

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

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
0.96

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

School Response To Rating:

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

Measure 2c. Cash Flow

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

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

School Response To Rating:

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

Performance Agreement

Financial Performance Expectations

Las Americas ASPIRA Academy overall financial rating is Meets Standard for the 2017-2018 school year. 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.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments^[MLW14]:

Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY19, and LAAA will continue to seek additional sources of revenue through private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.

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

School Comments:

N/A (no findings, we had a clean audit)

V. INNOVATION

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

School Comments^[MLW15]:

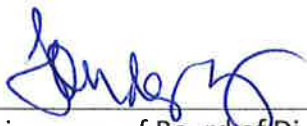
- **Dual Language:** The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.
 - **Project-Based Learning (K-8):** A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
 - **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
 - **Social Curriculum:** A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
 - **Blended Learning Initiative:** 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).
 - **Personalized Learning Pilot (3rd-4th Grade):** Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.
 - **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.
 - **Grade-Level Proficiency:** LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels.
-

These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

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

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



11/26/18

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

Date

Print/Type Name:	Lourdes Puig
Title (if designated):	Chairperson of the Board of Directors
Date of approval by board of directors:	November 26, 2018

References:

¹ Based on September 30th Unit Count

² 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.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.