

LAS AMÉRICAS ASPIRA ACADEMY

ANNUAL REPORT

2016-2017



**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 2016-2017 ¹	698
Approved Enrollment	665
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
Mission Statement: Las Americas ASPIRA Academy's mission is to provide a world-class education that prepares students through a dual language 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.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (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	
	2016-2017 ¹
Total Enrollment	698
# of Students on Waiting List	958
Gender	
% Male	47.85%
% Female	52.15%
Ethnicity/Race	
% African American	15.33%
% American Indian	0.14%
% Asian	2.15%
% Hispanic/Latino	57.74%
% White	23.64%
% Multiracial	0.86%
Special Populations	
% Special Education ²	8.74%
% English Language Learners	27.51%
% Low-Income	27.08%

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 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%).

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
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Schools are invited but not required to comment on any aspect of the demographic 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>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	88	100
Grade 1	88	105
Grade 2	100	99
Grade 3	100	100
Grade 4	50	52
Grade 5	90	100
Grade 6	50	47
Grade 7	50	50
Grade 8	49	45
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	665	698

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 Americas Aspira Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	2	
Grade 1	87	87.00%
Grade 2	90	90.00%
Grade 3	88	88.00%
Grade 4	46	92.00%
Grade 5	96	96.00%
Grade 6	38	79.17%
Grade 7	50	98.04%
Grade 8	45	90.00%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	542	90.48%

** 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 year in every grade with the exception of rising 6th graders. We attribute this exception to our grade configuration from K to 8th grade only. Some families are seeking a high school option for their children sooner than later; therefore, opting to transfer them to a junior/senior high school (grades 6-12) when the

opportunity arises. The only way to minimize this attrition is to expand our grade configuration to grade 12.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

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

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- 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, 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

Performance Agreement

Academic Performance Expectations

Las Americas ASP/RA Academy overall academic rating is Does Not Meet Standard for the 2011-2012 school year. By September 30, 2014, 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 Fountas and Pinnell Guided Reading Levels (GRLs) for English literacy development and Pearson Evaluación del desarrollo de la lectura (EDL2) for Spanish literacy development. Growth targets will be measured in terms of the Rate of Improvement (ROI) from between benchmark terms – Kindergarten (Winter to Spring) and Grades 1-5 (Fall to Winter). Listed below are the 2016-17 outcomes:

Grade	Average Increase in GRLs	Recommended ROI based upon Fountas & Pinnell Text Gradient	Rating
K	3.7	3	Exceeds Standard
1	6	6	Meets Standard
2	4.2	4	Exceeds Standard
3	3.8	3	Exceeds Standard
4	3.1	3	Exceeds Standard
5	3.5	3	Exceeds Standard

Grade	Average Increase in EDLs	Recommended ROI based upon Pearson EDL2	Rating
K	2	3	Does Not Meet Standard
1	5.9	5	Exceeds Standard
2	3.5	3	Exceeds Standard
3	3.9	3	Exceeds Standard
4	3.6	2	Exceeds Standard
5	3.6	2	Exceeds Standard

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

- Exceeds Standard (average increase at each grade level within the Dual Language Immersion Program is greater than the ROI targets)
- Meets Standard (average increase at each grade level within the Dual Language Immersion Program equals the ROI targets)
- Does Not Meet Standard (average increase at each grade level within the Dual Language Immersion Program is less than the ROI targets)
- Falls Far Below Standard (average increase at each grade level within the Dual Language Immersion Program is far less than the ROI targets)

The Pearson Evaluación del desarrollo de la lectura (EDL2) targets were determined by looking at the

Pearson data, which reflects 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).

School Comments: 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.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (72/150pts) Approaching	
	School	State
ELA	54.52 %	56.63%
Math	45.05%	45.13%
Science	37.24%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

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

School Comments

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

- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase
- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase
- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase
- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable

to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

b) Looking ahead, what are your expected outcomes for Academic Achievement 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 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) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

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.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (113/200pts) Approaching	
	School	State
ELA	69.50 %	50.00 %
Math	43.50 %	50.00 %

The table above lists the school’s available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school’s Growth ratings 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 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called “Getting Smarter Results: Interim and Digital Library Training” to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:

- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase
- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase
- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase
- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was

at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

b) Looking ahead, what are your expected outcomes for Growth 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 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:

4. Interims will continue to be administered and built into the writing scope and sequence.
5. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.
6. 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.

4. Interims will be administered and incorporated in the reading scope and sequence.
5. Reading interim administration will start at the same time as writing (December).
6. 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) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

School Comments

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.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.37 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ³	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

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

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

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

School Comments

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

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

School Comments

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (46/100pts) Approaching	
	School	State
Growth to Proficiency ELA	65.05 %	59.19 %
Growth to Proficiency Math	26.74 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school’s available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation 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

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:

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- 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) Looking ahead, what are your expected outcomes for College and Career Preparation 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 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:

7. Interims will continue to be administered and built into the writing scope and sequence.
8. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.
9. 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.

7. Interims will be administered and incorporated in the reading scope and sequence.
8. Reading interim administration will start at the same time as writing (December).
9. 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) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

School Comments

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.

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	151
	<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 <u>does not</u> 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 2016-2017 mission specific goal(s).

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.

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 Americas 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
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) 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:

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

School Comments:

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

Performance Agreement

Organizational Performance Expectations

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

Las Americas ASPIRA Academy overall organizational rating is Meets Standard for the 2011-2012 school year. By September 30, 2014, 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.

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

School Comments:

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Kathleen	Chappell	October 2015	October 2018	Teacher Representative	7/25/2017	5/5/17
Alex	Fajardo	June 2014	June 2018	Secretary	8/20/2015	5/5/17
Younnes	Haboussi	January 2017	January 2020	Member	7/25/2017	5/5/17
Nancy	Labanda	October 2015	October 2017	Parent Representative	11/30/2015	5/5/17
Margie	Lopez Waite	N/A	N/A	Ex-officio	7/1/2012	5/5/17
Greg	Panchisin	N/A	N/A	Ex-officio	7/1/2012	5/5/17
Don	Patton	June 2015	June 2018	Member	11/30/2015	5/5/17
Lourdes	Puig	June 2014	June 2018	Chair	2/12/2015	5/5/17
Jose-Luis	Riera	June 2014	September 2018	Chair	7/25/2017	5/5/17
Luis	Santiago	September 2016	September 2018	Treasurer	3/30/2017	5/5/17

*Please list only the most recent training date.

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

School Comments: Board Governance Training was provided by DANA on May 5, 2017. See attached contract for verification.

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 three (3) months of subsequent 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
Michelle	Burris	August 2015	August 2017	Teacher Representative	9/15/2015
Min	Guan	August 2015	August 2019	Member	10/18/2017
Lucy	Li	March 2013	March 2019	Member	10/13/2017
Greg	Panchisin	July 2011	July 2019	Member	7/1/2012
Luis	Santiago	September 2016	September 2018	Board Member	3/30/2017
Margie	Lopez Waite	July 2011	July 2019	Member	7/1/2012
Richard	Riggs	October 2015	TBD	DDOE Representative	11/30/2015

School Comments:

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

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
75.6	43	49

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 2016-2017 attrition:

Family care issues (2); Health (1); Relocation (1); Secondary level desired (1); District position (1); Private school position (1); Position closer to home (1); Left profession (1); Change desired (1); Position eliminated (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), has led to the integration of personalized professional learning for our educators. 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.

The timeline for the coaching cycle now begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle will consist of four cycles in which educators will work on specified learning goals identified in order to improve their practice. The first 8-week cycle will focus on professional learning related to the school-wide Student Outcomes Goal created by school leadership. Cycles 2-4 will focus 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 choose a different goal for the next coaching cycle. 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 (Edivate, GoogleDrive and Schoology) as well as F2F conferencing.

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	
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard

a) 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:

LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue 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) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments: Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. We ended FY17 with a cash surplus of \$2.23MM, which was an increase of almost \$600K from the existing cash balance of \$1.67MM at the close of

FY16. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue 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.

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

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2016-2017
1 YR: -14.33%
3 YR: 1.31%

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:

ASPIRA used loan proceeds from the bond financing to refinance accrued interest and pay bond fees. GASB 65 accounting standards requires ASPIRA to recognize \$2.3MM of interest (~\$1.5MM) and debt issuance cost (~\$0.8MM) as an expense, which resulted in a (\$1.4MM) accounting loss in 2017. The DDOE Financial Performance Total Margin and Debt Service Coverage Ratio metrics were negatively impact. Removing \$2.3MM of accounting expense results in a net income of ~\$0.9MM, thus positively affecting both ratios, which moves each respective rating to a “Meets Standard.” Specifically, the total margin would go from -14.33% to 9.27%.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2016-2017
0.95

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 = \$25,593,396; however, \$22,439,255 is for Bonds payable (our new debt to pay off existing bank mortgages of school building and to finance the \$11.5MM school expansion project). Do nothing with the Total Liabilities, but by adding \$1,950,971 to Fixed Assets, which takes us to \$11.5MM for construction in progress (our total construction cost for the project will approach \$12MM), our Total Assets increases to \$29,000,765, thus giving us an adjusted Debt to Asset Ratio of 0.88 and a rating of “Meets Standard.”

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2016-2017
0.06

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. Specifically, the debt service ratio would go from 0.06 to 4.32.

School Response To Rating:

ASPIRA used loan proceeds from the bond financing to refinance accrued interest and pay bond fees. GASB 65 accounting standards requires ASPIRA to recognize \$2.3MM of interest (~\$1.5MM) and debt issuance cost (~\$0.8MM) as an expense, which resulted in a (\$1.4MM) accounting loss in 2017. The DDOE Financial Performance Total Margin and Debt Service Coverage Ratio metrics were negatively impact. Removing \$2.3MM of accounting expense results in a net income of ~\$0.9MM, thus positively affecting both ratios, which moves each respective rating to a "Meets Standard."

Performance Agreement

Financial Performance Expectations

Las Americas ASP/RA Academy overall financial rating is Meets Standard for the 2011-2012 school year. By September 30, 2014, 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.

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

School Comments: Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. We ended FY17 with a cash surplus of \$2.23MM, which was an increase of almost \$600K from the existing cash balance of \$1.67MM at the close of FY16. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue 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:

- **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.

(See last page)

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

Print/Type Name:	Dr. Jose Riera
Title (if designated):	Vice Chairperson of the Board of Directors
Date of approval by board of directors:	November 16, 2017

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.

Appendix 1

Mission Specific Goals:

Measure - Character Education: One goal stated in our mission at Las Americas ASPIRA Academy is our implementation of a Character Education program focusing on the following principles: *Growth Mindset, Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation*. Our focus is to teach these character traits through Morning Meetings and Community Circles as part of our Responsive Classroom approach. One of the tools used to capture year gains is through our Character Growth Cards (Report Cards), where teachers and students are given the opportunity to conduct an assessment of the above mentioned ASPIRA principles. Growth targets will be measured in terms of the rate of completion in terms of reflection between benchmark terms from Fall to Spring in grades 6-8.

Listed below are the 2016-17 outcomes:

Grade	Annual Completion Rate By Grade Level	Rating
6	100%	Meets Standard
7	100%	Meets Standard
8	100%	Meets Standard

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

- Meets Standard: LAAA curriculum supports their school mission with respect to dual language acquisition and character education.
- Approaching Standard: LAAA curriculum supports their school mission with respect to dual language acquisition and/or character education.
- Far Below Standard: LAAA curriculum does not support their school mission with respect to dual language acquisition and/or character education.

2016 - 2017 Scope and Sequence Document:

<https://docs.google.com/a/aspiraacademy.org/document/d/1vRhWTU6SWXkdsmeVggGZgUReP16fGHQIQ1pc5ppRTPw/edit?usp=sharing>

VII. ANNUAL REPORT CERTIFICATION STATEMENT

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

11/16/2017
 Date

Print/Type Name:	Dr. Jose Riera
Title (if designated):	Vice Chairperson of the Board of Directors
Date of approval by board of directors:	November 16, 2017

