



As Good That You're Born
Never Give Up!

Escuela Avancemos! Academy

School Education Annual Education Report (AER)

February 2, 2026

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Escuela Avancemos! Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dr. Azra Ali for assistance.

The AER is available for you to review electronically by visiting the following website:

[https://www.mischooldata.org/annual-education-report/?PageName=Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISD%20Name%20\(ISD%20Code\):Wayne%20RESA%20\(82\)&_Entity-District%20Name%20\(District%20Code\):Escuela%20Avancemos%20\(82744\)&_Entity-School%20Name%20\(School%20Code\):Escuela%20Avancemos%20\(01369\)&_Entity](https://www.mischooldata.org/annual-education-report/?PageName=Accountability&_SchoolYear-Report%20Year:2025-26&_Entity-ISD%20Name%20(ISD%20Code):Wayne%20RESA%20(82)&_Entity-District%20Name%20(District%20Code):Escuela%20Avancemos%20(82744)&_Entity-School%20Name%20(School%20Code):Escuela%20Avancemos%20(01369)&_Entity) (or you may review a copy in the main office at your child's school).

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school HAS NOT BEEN GIVEN ONE OF THOSE LABELS.



A Great Mind Learning Academy
Dedicated to the
Development of the
Whole Child

90-minute reading block: all ELA lessons are scripted for 90 minutes and mirror the Cycle of Effective Instruction, which contains the following 4 stages of instructional delivery: direct instruction; teamwork; assessment; and celebration. An emphasis on teamwork is evidenced by the majority of instructional time spent within this subcomponent within the scripted lessons.

Scripted and timed lessons: all lessons are accompanied by a script and are timed in order to address all requisite reading skills.

Technology-supported instruction: all lessons are supported with multimedia presentations and Smart Boards

Data-driven instruction: instructors are expected to gather data throughout the lesson cycle in the form of formative and summative assessments. Comprehensive and detailed performance scales accompany all performance tasks within each lesson and students are provided copies of each rubric.

Cooperative learning: a majority of the learning process occurs in the contexts of student partnerships and teams.

Curricular Program	Resources in program used for:
Success for All www.successforall.org	Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression
iReady login.iReady.com	Foundation writing skills, Vocabulary Acquisition, Development in Writing Purpose

Math

With respect to mathematics, the academy has implemented Eureka math. Eureka Math is fully aligned with Common Core Standards for Mathematics. Through the implementation of the curriculum, students will develop a conceptual understanding of math concepts through carefully sequenced modules. It also provides on-diagnosis, ongoing assessment, and intervention support.

Curricular Program	Resources in program used for:
Eureka Math https://greatminds.org/math	Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving



A School That Leads to a Brighter and Better Future

The Academy does not charge tuition, nor discriminate in admission policies or practices based on intellectual ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color, or national origin.

In the spring, communication is made with all current families to begin the re-enrollment process for the next school year, with a preference for siblings. In the event that any grade is overenrolled, students are held on a waitlist until enrollment status is determined. The Academy identifies, evaluates, and services all children in the school who may have disabilities.

The Status of the 3-5-year School Improvement Plan

The Single Building District Improvement Plan (SBDIP) using the Michigan Integrated Continuous Improvement Plans is updated frequently and progress is monitored routinely. Administrators, teachers, and ancillary staff participate in a comprehensive review of student data and collaborate to create a school-wide plan that includes a hierarchical arrangement of goals, objectives, strategies, and supporting activities. Our current academic focus is on reading and math, as evidenced by the district's MICIP goals. All goals are focused on increasing achievement while narrowing achievement gaps between various subgroups.

There are three strategies that Escuela Avancemos! will focus on. The strategies are data-driven decision-making, high-quality balanced assessment and implementation of MTSS. The plan is reviewed on an ongoing basis to review curriculum, school initiatives, and programs. Initiatives implemented as a result of this ongoing planning included:

An instructional coach to assist, monitor, and guide teachers with daily instructional practices.

MTSS meets monthly with teachers to review and discuss data and implement instructional strategies for Tier I and Tier II students. (3) Results from formative assessments are used to develop differentiated instruction in ELA and additional practice and re-teaching in all subject areas.

Aggregate Student Achievement Results from Local Competency Testing or National Normed Achievement Tests

Escuela uses a comprehensive approach to assess student readiness for state-mandated assessments (M-STEP) by analyzing data from the NWEA Projected Proficiency report. A student is considered proficient when their percentile rank reaches the 60th percentile, reflecting above-grade-level performance and allowing for robust measurement of academic growth.

Data for kindergarten through 8th grade is included, with the NWEA Projected Proficiency Summary Report generated for grades 2 to 8. For kindergarten and 1st grades, 'Grade Level' reports indicate the percentage of students meeting or exceeding grade-level expectations.

Assessments are conducted three times a year—fall, winter, and spring, with scores reported on the RIT (Rasch Unit) scale (100 to 350). Growth norms provide expected score increments for progress monitoring each term.



A School That Teaches with
Heart and Mind

7	MATH	11.6%	16.6%	0	8
7	ELA	21.4%	21.6%	13%	21
8	PSAT MATH	16.7%	13.6%	17%	14
8	PSAT ELA	28.6%	28.2%	26%	27.5

M STEP - Proficient Percentage (3-Year Comparison)

Grade	Testing AREA	2023	2024	2025
Grade 3	ELA	13%	<10%	<10%
Grade 3	Math	13%	11.4%	<10%
Grade 4	ELA	18.6%	12.2%	<10%
Grade 4	Math	11.6%	<10%	<10%
Grade 5	ELA	16.7%	16.3%	<10%
Grade 5	Math	<10%	12.50%	<10%
Grade 6	ELA	21.4%	13.3%	<10%
Grade 6	Math	<10%	<10%	<10%
Grade 7	ELA	23.80%	17.10%	<10%
Grade 7	Math	<10%	14%	<10%



A School That Develops the
Heart and Mind

Mathematics

Mathematics proficiency remains a significant area of concern:

Grades 3–7 Math proficiency fell below 10% by Spring 2025, with only brief and unsustained gains in prior years.

Grade 8 Math also declined to below 10% proficiency, indicating gaps in readiness for high school-level mathematics.

These results reflect the cumulative effects of unfinished learning and the need for sustained, targeted support across grade levels.

Overall, assessment data demonstrates that while **early math growth is a strength, literacy achievement and upper-grade mathematics remain priority areas for improvement**. The alignment between local growth measures (NWEA MAP) and state assessments (M-STEP/PSAT) provides a clear picture of student needs and guides ongoing instructional planning.

The school remains committed to continuous improvement through strengthened instruction, targeted interventions, and consistent progress monitoring. By addressing foundational skills, improving vertical alignment, and implementing MTSS with fidelity, the school aims to increase student achievement and close learning gaps over time.

Parent and Teacher Conference Data:

January 2024 Parent Teacher Conferences	281 or 82.6% of student/family attendance during PT conferences (in person/Virtual)
November 2024 Parent Teacher Conferences	342 or 81.6% of student/family attendance during PT conferences (in person/Virtual)
February 2025 Parent Teacher Conferences	315 or 75% of student/family attendance during PT conferences (in person/Virtual)
May 2025 Parent Teacher Conferences	335 or 79% of student/family attendance during PT conferences (in person/Virtual)



A School That Lives with
Heart and Mind

- **Multi-Tiered System of Supports (MTSS):**

In response to both NWEA MAP and M-STEP data, the school has strengthened its **Multi-Tiered System of Supports (MTSS)** to address student learning needs. The school continues to implement a robust MTSS framework, providing **daily 30-minute pull-out intervention services** for identified students. Interventions are supported by Reading Coaches and intervention staff and are monitored through **routine progress monitoring**, including running records and formative math assessments, to ensure instruction is responsive and mastery-based.

- **At least 60 minutes per week of i-Ready personalized pathways** aligned to diagnostic and MAP data
- **Regular data review cycles** through MTSS and PLC meetings to ensure mastery-based instruction and timely adjustments
- This system ensures that instructional decisions are data-driven, responsive, and focused on accelerating student growth.

Commitment to Improvement

Through these initiatives, the school is committed to addressing the unique needs of its student population by strengthening language development, building foundational academic skills, and providing targeted support. These efforts are designed to improve student outcomes, promote equitable access to learning, and support continuous growth over time.

The staff, families, and students of Escuela Avancemos Academy have consistently shown resilience while promoting high-quality education and prioritizing effective social-emotional learning. Our community reflects a strong commitment to a holistic educational approach. We look forward to continued success in the years ahead. Please feel free to reach out to us with any questions, concerns, or feedback.

Sincerely,

Dr. Azra Ali

Superintendent

Escuela Avancemos