

Amplus Academy Written Report of Performance 2021-2022

Introduction

Amplus Academy is pleased to report that the first year of operation as a self-managed school was a success. Amplus Academy faced numerous obstacles and challenges during the 2020-2021 school year including establishing Amplus as a self-managed school, opening a second campus (increasing enrollment by 600 students), increasing staffing, shifting instruction strategies and evaluating curriculum. In normal circumstances, this amount of change would be remarkable, but the added challenge of Covid-19 shrouded the last school year with uncertainty, stress, and conflict. It is important to note the following statistics shared in the DOE (Office of Civil Rights) report about the impact of COVID19 on America's students. Some findings that stood out:

- *Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. In core subjects like math and reading, there are worrisome signs that in some grades students might be falling even further behind pre-pandemic expectations.*
- *Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.*
- *For many elementary and secondary school students with disabilities, COVID-19 has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement."*

Despite these challenges, Amplus Academy saw growth in student results, improved instruction, and a turn towards best instructional practices. Embracing a new leadership philosophy centered on individual student well-being and growth created a learning environment that was flexible, rigorous, supportive, understanding, committed, and focused. With the continued support of the SPCSA staff, Amplus Academy is pleased to report on our academic improvements and our strategies for the 2021-2022 school year and beyond.

Academic Performance Elementary

Due to the inability to conduct testing during the statewide shutdown of the 2019-2020 school year, all growth data for Nevada schools is based on the 5th grade testing for SBAC. Growth measures of this class of students represent the general growth of our elementary programs, both at the Rainbow and Durango campuses, and is supported by MAP testing of all students in grades K-10. Based on the state-mandated SBAC testing, some of our elementary school's success are highlighted below:

- Overall elementary growth (MGP/AGP) in both ELA/Math (see progression of growth chart below)
- Overall opportunity gap (i.e. previously non-proficient students hitting their growth targets) in both ELA and Math
- IEP
 - MGP ELA = 79
 - MGP Math = 68
 - 66.6% hit AGP targets
- EL
 - MGP ELA = 62
 - 50% hit AGP targets

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- FRL
 - MGP ELA = 69
 - 60.7% hit AGP targets

SBAC 5-year trend data demonstrating unprecedented growth in the history of the school:

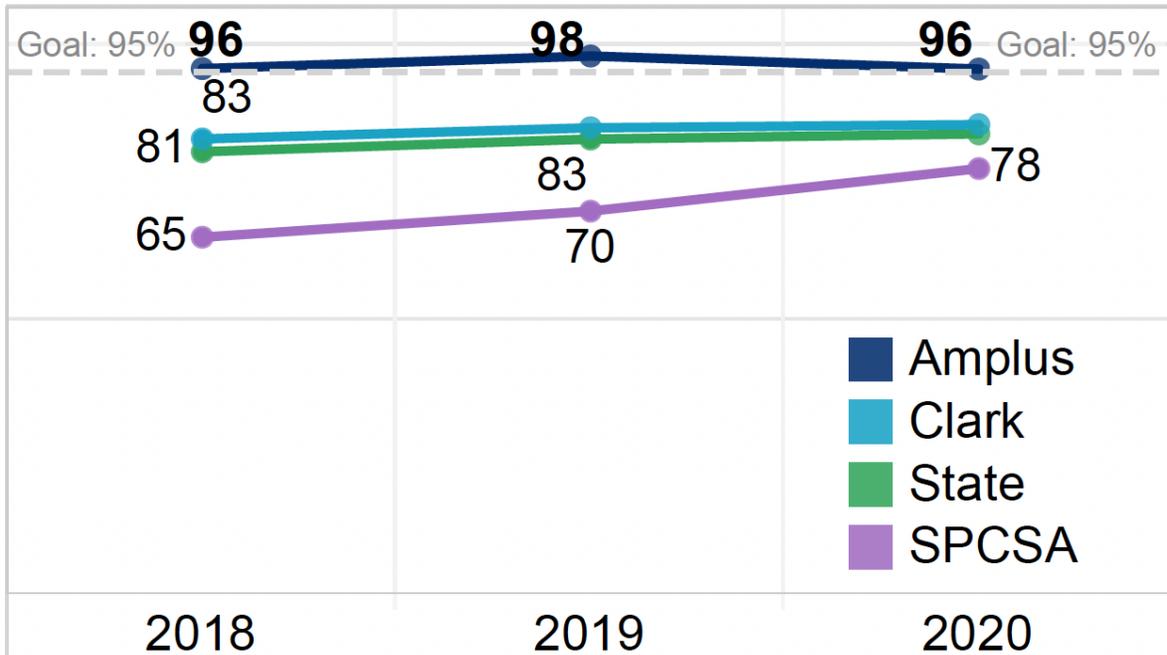
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| <ul style="list-style-type: none"> • PROGRESSION OF GROWTH ELA <ul style="list-style-type: none"> ○ 2016 - 2017 57.0* ○ 2017 - 2018 55.0* ○ 2018 - 2019 50.0* ○ 2019 - 2020 N/A ○ 2020 - 2021 67.0 | <ul style="list-style-type: none"> • PROGRESSION OF GROWTH MATH <ul style="list-style-type: none"> ○ 2016 - 2017 64.0* ○ 2017 - 2018 60.0* ○ 2018 - 2019 52.0* ○ 2019 - 2020 N/A ○ 2020 - 2021 71.0 |
|--|---|

**Results under direction of previous EMO
Results as self-managed school*

Academic Performance Secondary

Please note that in 2018, invalid graduation data was reported for Amplus Academy’s High School (at the time named American Preparatory Academy). The correct graduation rate for the 2018-19 school year can be found on the chart below. Also included are the following year’s graduation rates. Had the graduation rate been reported correctly for the 2018 cohort, the High School would NOT have received a 2 star rating.

Graduation Rate



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Improvement Strategies:

For the elementary growth in both ELA and Math to improve so dramatically, Amplus Academy credits the following five initiatives that were implemented as priorities at the beginning of the 2020-2021 school year:

- Standards-based instruction
 - Professional development for all stakeholders regarding Nevada State Academic Standards began with support from RPDG to study and unpack standards and establish pacing guides and learning targets.
- Alignment of curriculum
 - Committees were created that included parents, teachers, and administration to review curriculum, particularly the math curriculum. EngageNY replaced Saxon Math during the transition to our current standards-aligned program of IXL and Reveal Math (with Aleks student-responsive support programs). All curriculum was reviewed for efficacy and engagement.
- Data-driven formative assessments
 - The continuous feedback process through collecting data and feedback became the hallmark of weekly PLC meetings and professional development. Teachers were given immediate access and training for MAP (NWEA) data as predictors of success and areas of growth in order to inform instruction. Teachers and student support personnel were empowered to adjust instruction to meet the needs of students who were attending in a variety of modes (e.g. in-person instruction, distance learning, asynchronous/synchronous, etc.)
- Implementation of best practices
 - Three book studies informed best practice development as teachers moved to a student-focused engagement plan for learning. *Teach Like a Champion*, *Advancing Formative Assessment in Every Classroom*, and *Positive Mindset* became the foundational guideposts for all teaching. Specific expectations relating to these books informed PLCs, lesson plans, and staff evaluations. Regular professional development centered around the specific strategies and practices shared in these books. For administration, embracing formative assessment provided the support teachers needed to address the needs of their students. Administration credits this practice with the dramatic positive results of our elementary students.
- Focus on program development
 - Prior to being a self-managed school, there was little development for programs associated with special needs, FRL, and EL students. Focusing on program development Amplus Academy is proud to state we have quadrupled the size of our special education department, increased the identification of FRL students by at least 15% (Rainbow campus is now at 40% FRL and Durango campus is now 35% FRL), and developed a robust system of supports for students through the EL program.

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Looking Forward:

Amplus Academy recognizes the work completed in 2020-2021 was only foundational. The continued growth plan and development of the initiatives into 2021-2022 is an integral structure of this school year and the years to come. With the support of the Cares Act, funds assist in continued student improvement in addressing learning loss for any/all students while prioritizing growth; this will be the focus of the 2021-2022 School Performance Plan. The RTI process of evaluation, assessment, and implementation of supports is now overseen by an RTI Facilitator. Supporting the social emotional learning of students with structured behavior expectations as part of “The Amplus Standard” for staff and students tethers school expectations with a growing MTSS program. These programs have been made possible by the dedicated work of parents, students, support staff, teachers, and administrators.

Drafts for the elementary goals of this school year are listed below:

- 25% of our IEP students are currently hitting their math growth targets; our goal is to improve the Math AGP to at least 30%.
- 41.2% of our 3rd-5th grade EL students demonstrated ELA proficiency; our goal is to improve ELA proficiency to at least 50%.
- 49.6% of our economically disadvantaged students demonstrated ELA proficiency - a decline in performance from the 2018-2019 results; our goal is to recover the proficiency from economically disadvantaged students to 55%.

Draft for the high school goals of this school year are listed below:

- Grow the Amplus Academy Dual Credit program by 100%, doubling student enrollment and successful completion of college classes to support statewide graduation rates.
- Continue the CTE program articulation of 2nd and 3rd level completer courses in Video Production (2nd year program), Computer Science (2nd year program), Theater Tech (2nd year program), and Business and Marketing (1st year program.)

Attachments:

1. Projected ES Report Card (as prepared by Dr. Jessica Barr)
2. Projected HS Report Card (as prepared by Dr. Jessica Barr)

AMPLUS ACADEMY

RAINBOW/DURANGO ELEMENTARY



ACADEMIC ACHIEVEMENT



READ BY GRADE 3

Pooled Proficiency



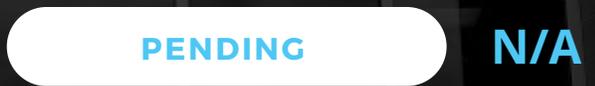
Math Proficiency = 46.4%

ELA Proficiency = 57.7%

Science Proficiency = 28.2%



ENGLISH LANGUAGE

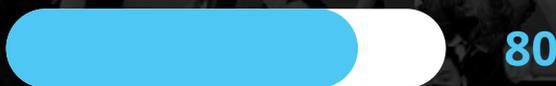


N/A



GROWTH INDICATOR

Math MGP



ELA MGP



OPPORTUNITY GAP

Math Gap



ELA Gap



ENGAGEMENT

Chronic Absenteeism = 0.4%

Math AGP



ELA AGP



AMPLUS ACADEMY

DURANGO HIGH SCHOOL



ACADEMIC ACHIEVEMENT

Math



ELA



Science



COLLEGE/CAREER READINESS

CCR Participation



CCR Completion



Advanced Diploma



ENGLISH LANGUAGE



GRADUATION RATES

4 Year Cohort



5 Year Cohort



ENGAGEMENT

Chronic Absenteeism = 0%

9th Grade Credit Suff. = 95.5%