OVERVIEW

We are committed to assuring the best experience for our students. In the 7 months we have been open, the staff and students are settled in and, as the report below shows, learning is taking place.

As a school developed by an applied science organization, in partnership with stakeholders and residents, we want to measure and share the results. This creates a culture of accountability and transparency that is essential to having an open and effective school.

Below are some of the data that shows how the students are doing. The message is that, on average, the children were below grade level upon entry and achieved grade level at about the 5 month mark. The great majority of students are doing very well.

WE ARE COMMITTED TO ASSURING THE BEST EXPERIENCE FOR OUR STUDENTS.
Here are some of the data on letter sounds – an important step in developing literacy skills. These were measured using the Hillsborough County Kindergarten Readiness Test (KRT).

Using the Fountas & Pinnell reading levels, the students, on average, came into the school as pre-readers and are now reading level C books.

**TAKE HOME MESSAGE:**

Students were not able to discern letters and numbers at entry. Now they know their letters, their sounds, and have whole word recognition. Most are reading and writing complete sentences.

The students are developing a foundation for literacy at a fast pace.

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### KRT Scores

<table>
<thead>
<tr>
<th>Construct</th>
<th>Average score</th>
<th>% of students at 80% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uppercase Letters</td>
<td>89.74%</td>
<td>85.71%</td>
</tr>
<tr>
<td>Lowercase Letters</td>
<td>83.15%</td>
<td>76.19%</td>
</tr>
<tr>
<td>Short Vowel Sounds</td>
<td>80.00%</td>
<td>71.43%</td>
</tr>
<tr>
<td>Long Vowel Sounds</td>
<td>79.05%</td>
<td>80.95%</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>83.45%</td>
<td>80.95%</td>
</tr>
<tr>
<td>Rhyming Words</td>
<td>74.29%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Initial Sounds</td>
<td>84.76%</td>
<td>85.71%</td>
</tr>
</tbody>
</table>
LANGUAGE - KRT SCORES

Average score vs. Construct

% of students at 80% or higher

Construct
- Uppercase Letters
- Lowercase Letters
- Short Vowel
- Long Vowel
- Letter Sounds
- Rhyming Words
- Initial Sounds

Average score

0.00% 25.00% 50.00% 75.00% 100.00%

MARCH 2018
MATH

86% of students meet or approach the standards on the math curriculum, GO Math! This curriculum is aligned to the Florida Standards.

<table>
<thead>
<tr>
<th>Bridges Math Assessment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting standard</td>
<td>59.09%</td>
</tr>
<tr>
<td>Approaching Standard</td>
<td>27.27%</td>
</tr>
<tr>
<td>Strategic intervention</td>
<td>4.55%</td>
</tr>
<tr>
<td>Intensive intervention</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

TAKE HOME MESSAGE:

The students are making very strong progress and nearly 86% have already achieved most of the Kindergarten standards in math.
Despite the challenges many families face, the high rate of attendance demonstrates the children and families enjoy the school experience.

Parent participation in student teacher conference = 100%

Family attendance for Winter Fest = 76%

**TAKE HOME MESSAGE:**

Family engagement is one of the predictors of a successful school experience for the child. We work hard to make sure our parents feel welcome and are connected to the school.

We are on track at this stage and as we expand the school and programming for next year, we are planning for enhanced academic growth among the students.
SOCIAL EMOTIONAL DEVELOPMENT

Individual children are asked to take 5 photographs to show others what their school is like. Then they describe each of them for a book they title. We have developed a series of books over time, providing a means to authentically assess growth in a child’s social emotional development and school experiences. In this case, we can see Student C’s development from a focus on objects, in the earlier book, to a focus on people and relationships. This is true of other children as well. The book project is one of several social emotional development activities we monitor that aligns with how children learn.

- DR. DEMARIE

STUDENT C: HIS SECOND BOOK (LEFT) TALKED ABOUT OUTDOOR ACTIVITIES. THE NEXT BOOK (RIGHT) WAS ABOUT FRIENDS. AND RECENTLY HIS BOOK (NOT SHOWN) FOCUSED ON WHAT HE BUILT BUT STUDENT M HAD COME TO DESTROY IT. I EXPLAINED HOW THIS HURT STUDENT C AND BOTH STUDENTS WORKED TOGETHER TO REBUILD IT.
INTERIM UPDATE ON STUDENT PROGRESS

EAST TAMPA ACADEMY

MARCH 2018

813-816-2100
www.EastTampaAcademy.org
info@EastTampaAcademy.org

Data notes: The sample size is relatively small, so small changes or outliers can have a significant impact. These data were collected as a snapshot so pre-post comparisons are not precise. We have tried to align the results with standards to create a comparison.

Students were not assessed at entry because they could not read letters or numbers required for the assessments.

East Tampa Academy is a project of the Evolution Institute, a 501(c)(3) charitable organization.

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