

# **FREIRE CHARTER SCHOOL**

**ANNUAL REPORT**

**2016-2017**



**201 W 14th St,  
Wilmington, DE 19801  
Phone:(302) 407-4800**

## 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	Freire Charter School
Year School Opened	2015
Enrollment 2016-2017 <sup>1</sup>	322
Approved Enrollment	336
School Address	201 W 14th St, Wilmington, DE 19801
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="http://freirewilmington.org/">http://freirewilmington.org/</a>
Name of School Leader	Paul Ramirez Felicia Wenell
School Leader Email and Phone Number	Paul.Ramirez@freirecharterschool.org Felicia.Wenell@freirecharterschool.org (302) 407-4800
Name of Board President	Clint Walker
<b>Mission Statement:</b> Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.	

## 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 <sup>1</sup>
Total Enrollment	322
# of Students on Waiting List	250
Gender	
% Male	44.41%
% Female	55.59%
Ethnicity/Race	
% African American	71.43%
% American Indian	0.31%
% Asian	3.11%
% Hispanic/Latino	7.14%
% White	15.84%
% Multiracial	1.86%
Special Populations	
% Special Education <sup>2</sup>	16.15%
% English Language Learners	2.17%
% Low-Income	54.66%

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

Freire Charter School Wilmington serves a particularly diverse student body from across New Castle County, drawing students from four different school districts. Supporting all students who enroll, regardless of background, is at the very core of all Freire’s actions. The imperative that we meet the needs of historically underserved populations goes without saying at Freire. In the 2016-17 school year, the two largest subgroups of the student body were African Americans, comprising 71.43% of the population and low-income students, who comprise over half, or 54.66%, of the student population. Supporting all our students means supporting students within these subgroups, and overall, Freire has outperformed the state average in helping these students achieve proficiency. Further, Freire provides professional development and implements a wide variety of school programming to help all members of our school community understand the value of diversity.

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### 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
March 24, 2015	Eliminate admissions preference Decrease approved student enrollment	Approved

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

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**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		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8	112	133
Grade 9	112	130
Grade 10	112	59
Grade 11		
Grade 12		
<b>Total</b>	<b>336</b>	<b>322</b>

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

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**1.5 Reenrollment:**

Reenrollment Rate<sup>2</sup> 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		
Cells highlighted in grey were grade levels not serviced by this school		
Freire Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8	2	
Grade 9	66	44.30%
Grade 10	49	57.65%
Grade 11		
Grade 12		
<b>Total/Avg</b>	<b>117</b>	<b>50.00%</b>

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

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

The transition from the 2015-16 to the 2016-17 school year happened at the end of the school’s first year in operation. Families in Delaware were becoming acquainted with the Freire model for the first time and Freire Wilmington was developing its own identity. Therefore, a certain amount of adjustment in the student population was to be expected. Given that we have an 8<sup>th</sup> grade class, we also expect to see some students choosing other high schools given that there are many options in this natural transition year. We also saw that some students wanted programs like clubs and extracurriculars that the school had not been able to implement given our small size in our first year and therefore sought other schools with

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greater extracurricular and athletic offerings. With our increase in size and funding capacity of these programs through sources like the 21<sup>st</sup> Century grant, we have added significantly more programming based on student interest. We are proud that Freire's attrition rate has dropped significantly during the transition from the 2016-17 year to the 2017-18 year, from 50% to 32%. As we continue to build our success and define our identity and expectations, we hope to see attrition continue to decrease.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	2 Stars (50/150pts) Needs Improvement
Growth	4 Stars (158/200pts) Meets Standard
On Track to Graduation	5 Stars (47/50pts) Exceeds
College and Career Preparation	2 Stars (33/100pts) Needs Improvement

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.

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#### School Comments:

2016-17 was Freire Charter School Wilmington's second year of operation, and first year being formally rated under the Delaware School Success Framework (DSSF), indicating Freire's performance against a state standard. Most excitingly, Freire's progress within the growth and On-Track to graduation categories indicates that the school is indeed driving students to grow academically at high rates and remaining true to its mission and vision for the students it educates.

Despite this growth, Freire did face challenges in both the academic achievement and college and career preparation metrics. This may seem strange given that academic growth was so high, but it is unsurprising given the overall level of preparation our students arrived with upon entering 8<sup>th</sup> grade—even with high rates of growth, students start so far behind that they still struggle to meet proficiency by the end of their 8<sup>th</sup> grade year (which is the only grade level represented in these numbers). Further, in the College and Career Preparation metric, Freire's lack of an 11<sup>th</sup> grade class this school year meant that we lacked SAT or other secondary assessment results.

At Freire, we are driven to grow students even more and see these students through to success and therefore plan intensive supports for these learners. We are taking a number of steps to increase academic achievement and growth, especially putting a great deal of effort into bringing students with proficiency gaps up to grade level and continue to accelerate growth.

To remedy the existing achievement gap of students, Freire employs a number of efforts to give our students the extra support retroactively and as-needed. Instead of regarding extra help as an add-on, our instructional program builds support and interventions into every aspect of the school day. 8<sup>th</sup> grade is a year focused on providing academic supports. This year is dedicated to giving students the intervention and remediation that they need to continue with the rigorous high school curriculum. Freire 8<sup>th</sup> graders take supplemental reading and math classes to develop fundamental skills. Teachers also



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support students in achieving proficiency through the operation of school academic centers where students can receive supplemental help for all core subject areas. Data analysis is becoming increasingly integrated into understanding student outcomes and planning strategic interventions. Freire’s focus on college preparation for its students has led to improvement in student knowledge and understanding of the college application process as the school continues to add higher grade levels. The common denominator of all of this programming is the open academic culture that Freire represents every day; there is no stigma for asking for extra help or for a teacher to “break down” or unpack difficult concepts.

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## Performance Agreement

### Academic Performance Expectations

By September 2018, 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): 100% of graduates will successfully complete an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action."

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

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### School Comments

Freire Wilmington continues to make every effort toward reaching its goals of academic achievement, outlined by the Performance Agreement in the areas of Academic Performance Expectations. Given Freire's strong performance within the Growth metric, proficiency and achievement will improve in correlation to consistent strength in this category of Academic Performance. Further, Freire will accumulate innovative academic programming as it continues to age, supporting the growth and health of all metrics related to academic performance.

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## 2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (50/150pts) Needs Improvement	
	School	State
ELA	41.42 %	56.63%
Math	24.16%	45.13%
Science	35.89%	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

In terms of Academic Achievement, the scores above indicate that the school is performing below state averages. While we are working on improving this rating, important contextually is that this low rating is attributed to the fact that students arrived significantly behind in proficiency levels. Although we were able to help students make exceptional academic process in a school year (which is detailed under the Growth metric), for many students it was still not enough to get them to proficiency. Students entered with a need for substantially accelerated growth in order to reach grade level expectations in ELA and math.

To give some specific detail, the above ELA and Math Achievement Scores for Freire are based only on our 8<sup>th</sup> grade class because it is 11<sup>th</sup> grade that is tested for high school and Freire did not have an 11<sup>th</sup> grade class this year. When looking at the 16-17 cohort of 8<sup>th</sup> grade students' incoming scores from 7<sup>th</sup> grade, less than 30% were proficient on the Smarter Balanced test in ELA and less than 15% were proficient in math. Thus, even though Freire's DSSF proficiency scores are lower than the state average, it does represent a significant increase from where students entered. Indeed, the growth scores achieved indicate that students were growing at a rate 2-3 times the state average. Even given the low starting point of many of our students, Freire still sees this as no excuse and we still push for all students to reach proficiency and beyond as we move forward.

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

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### School Comments

Looking ahead, Freire expects to increase academic achievement for students over the course of their time at Freire, especially in bringing students up to grade level proficiency. One challenge with this goal, however, is that since the Academic Framework is heavily weighted toward outcomes for our 8<sup>th</sup> grade class, we've experienced some variability with the level at which students come in to our school. For instance, the 16-17 cohort of 8<sup>th</sup> graders experienced even higher rates of growth than the previous year, but they entered the school significantly lower causing their academic achievement score to be lower. Given this, we aim to increase rates of growth with the eventual goal of having students be college ready by graduation, regardless of where they start when they enter.

To do this, Freire will focus on the specific areas of assessment and student academic skill. Increasing academic achievement will yield student outcomes such as an increase in student level of critical thinking, including the ability to answer complex questions that meet college preparatory standards; lowering the rate of students failing at the end of each quarter; and increasing the number of students on the honor roll. To support these outcomes, Freire will put more emphasis on creation of aligned and high-level assessments with the aid of data systems that will enable teachers and families to more deeply understand the academic needs of students. Additionally, Freire will support teachers to achieve the desired outcomes by providing professional development that increases teacher assessment literacy, ensuring that teachers understand critical benchmarking assessments such as the PSAT and SBAC on a deep level. Professional development will also prompt teachers to analyze the level of critical thinking/questioning needed for students to be successful on assessments and prepared for college and careers.

Embedded throughout these strategies is the need for emphasis on the mastery of basic skills in ELA and Math. Academic skills in ELA such as literacy will be supported by use of the highest quality texts and implementing close reading and writing techniques within the classroom. Further, in the Math curriculum, skills such as problem-solving and critical thinking will be increasingly aligned to standards that reach beyond basic fluency to higher-level conceptual understanding. Academic support centers as well as extra tutoring after school will provide the necessary support framework for students that will maintain a steady increase in academic achievement as Freire ages.

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

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### School Comments

In order to provide evidence of the desired outcomes in assessment and student academic skills, scores from interim teacher-created assessments, benchmarks, state assessments, and national assessments (PSAT, SAT, ACT) will be analyzed using a comprehensive data system to create more targeted and strategic instruction at the individual student and classroom level, especially in ELA and Math. Continuous comparison of this data to Freire's-school-specific goals, surrounding schools and statewide data will indicate weak areas on a macro level.

To ensure accountability in tracking progress, Freire partners with Build the Future Education Collaborative, a charter support organization, which includes a team of Performance Management data analysts. This team tracks achievement, discipline, attendance, and other relevant data on a continuous basis to monitor the effectiveness of all interventions. These metrics are reported at bi-monthly meetings so that progress is tracked at the highest level. Additionally, the Performance Management team provides ongoing review of school data, supporting the administration in understanding the meaning of the data. Teachers also review performance data on a regular basis, doing so individually, in consultation with colleagues and administrators, at staff meetings, and in professional development sessions. Evidence from state tests, benchmarks, and course midterms and finals are at the center of Freire's professional development and instructional decisions.

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## 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	4 Stars (158/200pts) Meets Standard	
	School	State
ELA	84.17 %	50.00 %
Math	74.00 %	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

While our students' achievement levels were farther behind on Math and ELA proficiency, Freire Wilmington demonstrated a clear ability to help students grow faster in these subjects to help close that gap. This is represented by Freire's student year to year gain from the 7<sup>th</sup> to 8<sup>th</sup> grade growth in Smarter Balanced scores. The data indicate that Freire has experienced a large growth of scaled test scores compared to other feeder schools within the area as well as the state. ELA scaled scores represented triple the growth statewide, with a positive 40-point change in ELA scores, compared to the 13-point change statewide for 8<sup>th</sup> grade. Math scores represented double that of state growth, with a 37-point change in Math scores compared to a 16-point change statewide. Indeed, Freire had some of the highest DSSF Growth scores of any school in the state, with ELA growth placing us among the top five schools in Delaware, and Math growth placing us in the top fifteen. We attribute these gains and the strength of our performance on the DSSF Growth metric to our rigorous curriculum, the ability of our teachers to engage students in deep critical thinking, as well as the intensive academic support programming implemented in the 2016-17 school year.

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

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### School Comments

In addition to the outcomes and strategies that will improve academic achievement to sustain constant and increasing growth in the future, Freire hopes that growth will continue to achieve a level/rating that is at least double the state average going forward. Maintaining consistent strength within the growth metric will be necessary to improve upon and achieve proficiency goals. Achieving this growth goal requires growth and diversification in teacher development to ensure teachers are constantly abreast of the latest techniques. As such, teachers are encouraged to experience and learn from different teaching methods by visiting other high-performing schools. In the 2016-17 school year, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington DC and within Delaware.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

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### School Comments

Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track Growth outcomes.

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## 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 (47/50pts) Exceeds	
	School	State
Attendance	93.14 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>3</sup>	**	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

Once Freire has been in operation long enough to graduate students, this metric will be based chiefly on graduation rates. At the present, however, it is based on average daily attendance. Attendance has improved greatly since the 2015-16 school year, from 88% average daily attendance to 93%, but the percentage is still lower than the state average. Freire was not scored in terms of On-Track in the 9<sup>th</sup> grade metric, because it has only been in operation for two years. However, by the start of the 2016-17 school year, 97.6% of students returning to Freire after a 9<sup>th</sup> grade year in 2015-16 began the year with 4 or more core credits (English, Math, Science, Social Studies, and a Foreign Language).

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

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## School Comments

Looking forward, Freire will continue to improve upon attendance by strengthening the sense of community within the school and continue to develop interventions to address absenteeism. As we prepare to begin graduating students for the first time in the future, we are hopeful that our strong academic programming, interventions, and supports will lead to high graduation rates.

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

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## School Comments

Progress within the On Track to Graduation metric will be tracked based on a monthly dashboard of relevant data, created collaboratively between Build the Future and Freire Wilmington. This dashboard is presented to Board members in order for appropriate interventions to be made in areas of weakness.

Last year, attendance was a priority that arose in the school's needs assessment. Given the financial constraints of being in its first year of operation and serving only two of five planned grade levels, the school did not have the necessary staffing focus on attendance in 2015-16. Thus, Freire during the 2016-17 school year developed several interventions around absenteeism, resulting in a growth of 5% in average daily attendance from 88% in 2015-16 to 93% in 2016-17. This growth puts Freire closer to its long-term, internal goal of 95% average daily attendance. These interventions include an automated call system to alert parents of absence; working with attendance-focused counselors to identify and work with students with attendance issues; and finally, the positive incentivizing of homerooms with high attendance.

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## 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	2 Stars (33/100pts) Needs Improvement	
	School	State
Growth to Proficiency ELA	53.27 %	59.19 %
Growth to Proficiency Math	13.08 %	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

When Freire offers higher grade levels, this measurement will be based on a variety of measures that demonstrate college-ready proficiency. In the meantime, the measurement indicates whether students are on track to achieve proficiency within three years as determined by DDoE calculations. By these measures, there has been a year to year increase in growth to ELA proficiency, 53% of students meeting this metric in ELA as compared to the 2015-16 percentage of 46%. However, Freire is still behind in growth to proficiency in ELA with the state average at 59%. Freire has declined slightly in its growth to proficiency in Math from last year, from 14% in 2015-16 to 13% in 2016-17. Further, Freire remains behind the state average of 35%. As a college preparatory school, Freire pays the utmost attention to this rating and is determined to improve per Freire’s hallmark commitment to outstanding levels of growth. At the same time, it is important to consider that the state’s calculation is “based on an expected growth path that takes into account variations in the amount of growth demonstrated on average statewide for each grade level.” (DSSF Reference Guide 2016-17 rev. 7/24/17, pg. 16). Given Freire’s above-average growth levels, Freire expects that students will reach proficiency more rapidly than the state average.

- b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

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### School Comments

Freire Wilmington is focused on SAT, PSAT and ACT prep as we prepare to serve the 11<sup>th</sup> and 12<sup>th</sup> grade for the first time in the coming years. Looking forward, continuous focus on aligning curriculum and supporting instruction that improves assessment literacy will aide in overall preparation for these examinations. We also plan on offering a variety of AP courses and dual enrollment programs in the future as we grow to higher grade levels. Given all of these things, we expect high percentages of our students to participate in these programs and expect to meet this metric.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

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### School Comments

Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track College and Career Preparedness outcomes.

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### 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
With our focus on providing a college preparatory education, our mission-specific goal is for students to gain understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	Meets Standard:	May include:  -Participation rates for college visits  -Student participation rates for college-related events, speakers, workshops, courses, or other programming.	PDF Upload and entry into system by DOE.	1a1
	90% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.			
	Approaching Standard:			
	75% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, and in-school workshops, courses, and programming.			
	Far Below Standard:			
	60% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.			

a) Rate the school’s performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

#### School Comments

Freire Wilmington met the criteria for its mission specific goal. Further, at the heart of Freire’s ethos is college preparation, thus Freire has implemented several programs and initiatives that offer students and their families holistic support around preparing for college. Research indicates that access to opportunities and exposure to experiences are critical for college preparedness. The logic being that by exposing students to a variety of experiences outside of the classroom through field trips and extracurriculars, students will be able to expand upon what they learn in the classroom while exploring postsecondary education and potential career opportunities. As such, Freire has not only provided programming around college access but has gone beyond the metrics within the mission specific goal with its commitment to expanding student experience. Of the field trips planned in the 2016-17 year, some include not only college trips but also the 8<sup>th</sup> and 9<sup>th</sup> graders going to Shakespeare plays and 10<sup>th</sup> graders traveling to Washington D.C. to visit Smithsonian Museums.

In addition, Freire continues to expand and change its vibrant selection of extracurricular activities. 2016-17 marks the first year a parent college workshop was offered. At the event, an expert presented to parents about the role they play in their child’s success in college, how to plan for and pay for college, and how to find the resources a family will need. Looking

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forward, preparation is underway to develop the programming for the high school to post-secondary transition, as Freire will be offering the 11<sup>th</sup> grade for the first time in 2017-18. This includes developing targets for SAT scores and graduation rates. Overall, this programming is expected to expand and become tailored to Freire's unique school community through the successful acquisition of the 21<sup>st</sup> Century Community Learning Centers grant Freire Wilmington was awarded for the 2017-18 school year.

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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

### Freire Charter School

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	AS	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:

Freire Wilmington has met all standards in the overall rating and will describe its plan of action to improve the only indicator it is “approaching standard” in, 1c: Students with Disabilities, in the following section c).

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

School Comments:

Although we meet all overall standards this year, we continuously review our organizational practices for effectiveness and make every effort to remain current on constantly changing statutes, regulations, and guidance.

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

## 1. EDUCATION PROGRAM

### Measure 1c.

#### Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

##### DOE Rating Information:

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The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.

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##### School Response To Rating:

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Freire accepts into its learning community students from a wide range of backgrounds, needs and academic skill levels. Further, Freire ensures that programing and curriculum for students having difficulty with the mastery of subjects to proficient or advanced levels of academic achievement are timely, effective and monitored regularly; especially students with IEPs and 504 plans. The Freire approach has always been to meet students where they are when they arrive at the school, which requires personalizing each student’s education program –setting goals, working with parents and students on identifying and planning their needs, and creating a framework of the right blend of services and programs to build academic growth and achievement

While Freire always plans to meet the needs of identified students with special needs, the school has recognized that often times best practices for special education students can also be classified simply as good teaching. The Student Services (Special Education) staff at Freire helps to integrate supportive approaches and instructional ideas into the general education teacher’s classroom instruction, providing students the kind of deliberate, explicit teaching they need. Through adapted texts, “push-in” special education and reading and math support, supplemental “pull-out” instruction in small groups, and after school subject-matter tutoring, coupled with frequent academic monitoring, Freire is able to educate students of all needs including students with no particular learning challenges, students at risk of academic failure (far below grade level skills), students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, and homeless students. A student’s individual needs are used to adjust the curriculum and scope and sequence for that student through differentiated instruction involving grouping and assignments of different types of learning tasks in projects, additional courses, and/or above-level or below-level courses in a particular academic area. We always place students in the least restrictive environment that will enable them to succeed.

Freire is engaged in a corrective action plan to address special education records compliance for a number of individual students and aims to be fully compliant with its terms.

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## Performance Agreement

### Organizational Performance Expectations

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

By September 2018, 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 this organizational performance expectation. This progress will be monitored through our annual performance review.

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

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#### School Comments:

Freire ensures that it is meeting performance expectations for its educational program by submitting a school calendar that meets the minimum number of instructional hours, instituting state assessments, and teaching to Delaware content standards and program requirements. Other measures include complying with federal requirements under ESEA, IDEA, and ADA for at-risk, special education, and ELL students. Freire's Director of Student Services monitors all students with IEPs and 504 plans.

The Build the Future charter support team works closely with the Board of Directors to ensure compliance with all Governance and Reporting requirements. Freire has appropriately filed Articles of Incorporation, compliant bylaws, and numerous policies in place to this effect. The school observes state requirements regarding open meetings, the state code of conduct, conflicts of interest, membership composition, training, background checks, and annual evaluation of the school, including the school leaders and student performance.

Freire ensures the rights of students and employees through following board-approved handbooks and policies. These cover areas including admissions, student records security and access, due process, civil rights, student conduct, and staff credentialing.

Build the Future's experienced charter school operations team works closely with the Co-Head of School, Academic Supports to ensure a safe school environment. Freire holds appropriate permits, licenses, and inspections including a certificate of occupancy and fire inspections; maintains appropriate insurance coverage; and complies with requirements regarding student transportation, food service, dispensing of pharmaceuticals, nursing services, and emergency plans.

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### 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*
Trish	Blessing	1/19/2017	1/19/2020	Parent Representative President	2/2/2017	*see comments
Mia	Davenport-Chaney	9/10/2015	9/10/2018	Parent Representative	2/2/2017	9/2015
Robert	Goff	2/25/2016	2/25/2019		7/25/2017	*see comments
John	Kane	1/28/2016	1/28/2019		2/2/2017	*see comments
Julia	Li	8/18/2015	8/18/2018	Teacher Representative	3/30/2017	9/2015
Hal	Real	6/5/2014	6/5/2017		resigned	9/2015
Henry	Smith III	5/29/2014	5/29/2017		resigned	9/2015
Clint	Walker	12/8/2014	12/8/2017	President	7/25/2017	9/2015
Christian	Willauer	11/10/2014	11/10/2017		2/2/2017	9/2015

\*Please list only the most recent training date.

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

#### School Comments:

The three Board members without Board Governance Training dates joined the board after the training was offered in September of 2015. These three Members with outstanding attendance will attend a training no later than fall of 2018.



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
John	Kane	9/21/2016	9/21/2018	Board Liaison	2/2/2017
Kevin	Lair	11/17/2016	11/17/2018	Teacher Representative	2/2/2017
Jodi	O’Ferrall	11/18/2015	06/2017	Secretary	9/20/2011
Bill	Ray	11/18/2015	11/18/2017		2/2/2017
Tom	Wannop	1/18/2017	1/18/2019	Parent Representative	10/13/2017
Eric	Williams	9/21/2016	9/21/2018		2/2/2017
Wyatt	Cadley				10/19/2017

**School Comments:**

Currently, all CBOC members have completed the required finance training. DDoE’s offering of an online training option has made the training more accessible and realistic to accomplish given the tight time constraints in the regulation.

### 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
93.8	15	16

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.

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#### School Comments:

As Freire continues to grow, it is faced with the task of hiring many new staff members and at the same time ensuring that they are effective educators, indicating staff recruitment as a high need as the school continues to grow into its full capacity. As such, Freire has a rigorous application process for all staff members. Prospective instructional staff members submit a resume, cover letter, sample lesson plan aligned to Common Core Standards, and references. Staff members screen incoming applications to determine applicants’ alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screenings with Freire staff to further determine whether an applicant will be a good addition to our team. Finally, a portion of applicants is invited to participate in an in-person interview with Freire staff members. Teaching applicants in most cases are required to conduct a demonstration lesson and meet with school leaders.

In addition to recruiting from local colleges, universities, other networks, as well as local and national job websites, Freire partners with Teach for America to ensure that it is attracting staff of the highest quality and effectiveness. Freire is drawn to the TFA program for recruitment because the training teachers receive is hands on and practical (teachers are prepared from day one) and instills within teachers a belief in kids and high expectations for students and their own professional growth.

Once high-quality teachers are on board, Freire employs a variety of strategies to retain them, including:

- Providing a safe, peaceful work environment
- Engaging teachers in decision making
- Providing leadership opportunities for teachers
- Providing frequent feedback on instruction
- Providing high quality professional development and ongoing instructional coaching support

At Freire, having the highest-quality teaching staff is of the utmost importance. Freire ensures this not only by striving for all teachers to be certified, but by recruiting the best people, using instructional coaches, providing effective professional development, and building planning time into the school’s schedule. Monitoring of teacher attrition is maintained by the analysis of the Build the Future Performance Management team as well as school analysis of teacher exit surveys at the end of each school year. Only one teacher has left in the previous year to pursue another opportunity. We believe the strategies have helped us to keep the high-quality staff that we recruit.

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

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## School Comments:

Freire professional development supports teachers and leadership through its dual function of providing both pragmatic and effective programming to enhance teacher efficacy and thus student achievement as well as building a strong sense of community and collaboration within the school community. Freire ensures that all teachers are supported regardless of their experience level in order to provide the best instruction to the students. Before the new school year starts, all staff participate in one week of pre-service professional development, with new teachers participating in an additional week of new teacher professional development. Based on individual and group professional learning goals, 2016-17 topics included Freire Operating Values, Review of Freire Policies and Procedures, Stories of Our Students, School Culture, Technology Training, Effective Teaching, State Assessments, Special Education, Using Data to Drive Instruction, Common Core, School Safety, Vertical Planning Teams, the Meaning of College Prep, and more. Freire also introduced Doug Lemov's *Teach Like a Champion 2.0* as a text and resource training in 62 topics that put students on the path to college, which is referenced throughout the year.

Once the school year is underway, the school calendar is structured so that full-day professional development sessions happen every 4-6 weeks. In addition to Lemov, based on individual and group professional learning goals, 2016-17 topics included delivering rigorous content, core instructional techniques, understanding assessment analysis, the role of diversity in the classroom, and positive behavior intervention and supports. Professional development days may include built in planning time with either a teacher's grade level or their content area—or both. Also emphasized is common planning time outside of dedicated professional development days, with common preparation and collaboration time build into the school day for teachers.

To encourage their growth and development as educators, we are now encouraging our teachers to experience and learn from different teaching methods by visiting other high performing schools. In 2016-17, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington D.C., and within Delaware. Another way Freire encourages teacher professional development is through mentoring, with experienced teachers provided as mentors for first, second, and third-year teachers.

Finally, Freire also implements a teacher-coaching program, where experienced teachers provide differentiated support to other teachers. The instructional coaches provide one-on-one teacher coaching specific to instructing students with academic, social, and emotional barriers to learning. Instructional coaching focuses on classroom management, content, instruction, and assessment for learning

Freire leaders also undergo professional development and learning, both through development and mentorship from within Freire and without. Within Freire, leaders collaborate regularly with the other principals in the Freire network as well as continue development through the Build the Future Team. Freire leaders also participate in other training programs including participation in Lead for Delaware principal training program, attending workshops and conferences both in Delaware and beyond at institutions like Harvard's Graduate School for Education, as well as mentorship from other Delaware principals.

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## 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	N/R	M	N/R	M	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:

Financially, Freire remains healthy with a ‘meets standard’ rating for all possible metrics within this category. While the state defined metrics for total margin and cash flow measure performance over a three-year period, Freire, for the second year in a row, met both standards as computed over the fiscal year ended in June 30, 2017. The standards were to have a positive total margin and a positive cash flow. Freire’s total margin was 5%, a decrease from last year’s margin of 10%, however, still over the requirement in both years. The School ended the fiscal year with an unrestricted cash surplus of \$472k, an increase of \$249k from the previous 2016 fiscal year. The financial Performance Framework Ratios require that Freire either: (1) exceed 60 days cash on hand or (2) exceed 30 days cash on hand and show an increase in days cash on hand from the prior year. Therefore, Freire will continue to budget sufficient reserves to meet this ratio in future years.

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

#### School Comments:

No changes required as financial outcomes have been strong. The school monitors financial health proactively.

c) Address any measure where school did not meet standard or is approaching standard  
N/A; Freire meets all standards, even those it has not been mature enough to have been rated on.

## Performance Agreement

### Financial Performance Expectations

By September 2018, 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:

Freire Wilmington meets, and has met, all standards within the Financial Performance metric currently and historically. Further, Freire will continue to maintain financial health and outcomes in the future through collaboration with its support organization Build the Future and through compliance with the annual performance review.

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

N/A

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## 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).

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### School Comments:

Freire Wilmington has put significant effort into positively enabling students to achieve high standards through a variety of initiatives. Many of these initiatives stem from the fostering of a supportive school climate, creating a safe space for students, families and staff alike. Freire Wilmington takes a proactive approach in building a Freire Family, which means that the culture of the school is one where everyone is valued and where the school community is built upon mutual respect, openness and honesty. Student and staff voice is paramount to the operation of the school, as Freire believes that the success of the community, as a whole and individually, is contingent upon making sure everyone is included.

There are many ways the Freire builds this culture within the community. New students are introduced through a two-day summer clinic, before the start of the school year. The clinic serves as an intensive orientation to the unique school culture and expectations. Students learn conflict resolution skills, the anti-bullying program, and peer mediation. Throughout the year, students have access to various behavioral supports through the Dean of Students and through peer mediation. Mediations are held by trained student peers and staff and can be requested by the student themselves, a staff member or a dean as a requirement of a behavioral resolution. Mediations are completely confidential, keeping with the theme of honesty and respect. Academically, Freire has implemented the use of Afterschool Academic Centers where students can drop-in for help from teachers as well as their peers on topics and subjects that they have difficulty with.

Freire has also undertaken a number of diversity initiatives to help students and staff bridge differences. At the midway point of the 2016-17 school year, as students returned from rigorous midterms, a "Dragon Day" was held. This was a celebration focused on building the school family and creating a sense of belonging and personal development. Teachers offered workshops and activities like chess lessons and escape the room that students signed up for based on interest. The day also included a diversity session where participants discussed their own identities, got to know others, and ultimately built a greater mutual understanding of issues around diversity and sense of oneness. The 2016-17 year also featured all-school field trips to go ice skating and to enjoy Hershey Park as a way to build camaraderie and connectedness.

Further, Freire held conversation circles on race for the school community in 2016-17, including family-focused events to ensure the maximum of opportunities to integrate community voice into school outcomes. Facilitators led a discussion on a topic such as black lives matter vs. blue lives matter vs. all lives matter. Conversation was then directed toward brainstorming about how to best keep students safe coming to and from school each day so that the Freire community could ensure student safety and success despite nationwide tensions.


Many of the innovation practices mentioned above have improved culture, impacted a decrease in attrition rates, and also impacted a complementary increase in attendance. Attrition rates dropped 18% from 2015-16 to 2016-17. Further, attendance has increased from 88% in 2015-16 to 93% in 2016-17. Anecdotally, student interviews have also described an increased sense of safety and family culture. Freire will continue to strive for excellence in these climate indicators and others year after year in the effort to foster a supportive and safe school community.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Freire Charter School Wilmington
<b>Location:</b>	201 W. 14 <sup>th</sup> St. Wilmington, DE 19801

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.



11/30/18  
Date

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

<b>Print/Type Name:</b>	Clinton W Walker
<b>Title (if designated):</b>	
<b>Date of approval by board of directors:</b>	11/30/18



## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> 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.

<sup>3</sup> 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: Results of Freire Charter School Wilmington’s Mission Specific Goal(s)

### Mission Specific Goal Data Collection:

Freire Charter School- With our focus on providing a college preparatory education, our mission-specific goal is for 90% of students to increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.

### Data sources may include:

- Participation rates for college visits
- Student participation rates for college-related events, speakers, workshops, courses and other programming.

Data Source	Description	Results
Summer Clinic and Orientation Sessions	Workshop series with new and returning students about the importance of college, the admissions process, and what students need to be doing now.	Whole School -- 94% Attendance
College Visit to University of Delaware	Students and staff visited the University of Delaware to explore the campus and experience part of university life.	Whole School -- 87% Attendance
College Visit to Swarthmore	10th grade students visited the school to learn more about liberal arts colleges, including university life, admissions process, etc.	10th grade students - 97% Attendance
Course: College Seminar	An individual course for 10th graders focused on learning about colleges, financial aid, and process.	All 10th grade students
English Course College Focus	Teachers in English classes dedicated time to writing college admission essays, researching aspects of college, and other aspects of the admissions process.	All students
School-wide initiative to frame projects, assignments, and tasks around college	Teachers received PD and implemented ways to incorporate college themes and structures into classes. Example this year included using financial aid in math classes, college seminar-style discussion, etc.	All students

### Overall Rating:

Based on the above data, Freire met the criteria for the mission specific goal.