



Delaware Department of Education
2016-2017
STATE CHARTER REPORT

Table of Contents

Report Overview	4
General Charter School Information.....	5
Charter School Enrollment	6
Revenue and Expenditure Comparison.....	8
Figure 1: Summary of expenditures per pupil by district.	11
Figure 2: Summary of expenditures per pupil by individual charter school.	12
Figure 3: District and all charter revenue based on September 30, 2015 enrollment.	13
Figure 4: Charter revenue based on September 30, 2015 enrollment.	14
Charter School Performance Framework.....	15
Academic Performance Data	15
Charter School Academic Performance SY16/17.....	16
Beyond the Achievement Data: Conclusions	20
Organizational Performance Framework	21
2016-2017 Overall Organizational Performance Ratings.....	22
Beyond the Organizational Performance Framework Data: Conclusions	25
Financial Performance Framework.....	26
2016-2017 Overall Financial Performance Ratings	27
2016-2017 Near-Term Indicators	28
2016-2017 Sustainability Indicators	29
Beyond the Financial Performance Framework Data: Conclusions	30
Innovation and Collaboration	30
Policy Recommendations.....	53
Appendix A.....	54

Report Overview

As required by [Del. C., Title 14, Ch. 5 § 514](#), the Department prepares an annual report for the Governor, the General Assembly, and the State Board of Education on the success or failure of charter schools and proposes changes in state law necessary to improve or change the charter school program. This report contains:

- a comparison of the per student expenditures of charter schools, considering all sources of such expenditures, with those of other public schools;
- recommendations and proposed changes relating to Delaware education laws, in light of the content of annual reports submitted pursuant to § 513 of this title; and,
- the assessment of specific opportunities and barriers relating to the implementation of charter schools' innovations in the broader Delaware public education school system.

[14 DE Admin. Code 275](#) further defines the requirements of this report to include an analysis of all charter schools in relationship to the Performance Framework.

General Charter School Information

There are currently twenty-four charter schools in Delaware. Twenty-two of these charter schools are authorized by the Department of Education with the assent of the State Board of Education and two charter schools are authorized by the Red Clay Consolidated School District. The current charter schools and the year that they opened include:

<u>School Name</u>	<u>Date Opened</u>
Positive Outcomes	September 1996
East Side Charter School	September 1997
Campus Community Charter School	September 1998
Thomas Edison Charter School	September 2000
Sussex Academy	September 2000
Kuumba Academy	September 2001
Newark Charter School	September 2001
MOT Charter School	September 2002
Providence Creek Academy	September 2002
Academy of Dover	September 2003
Family Foundations Charter School	September 2006
Delaware Academy of Public Safety & Security	August 2011
Las Americas Aspira Academy	August 2011
Gateway Lab School	August 2011
Odyssey Charter School	August 2011
Academia Antonio Alonso Charter School	August 2014
Early College High School	August 2014
First State Montessori	August 2014
Design Lab Charter School	August 2015
First State Military Academy	August 2015
Freire Charter School	August 2015
Great Oaks Charter School	August 2015

Red Clay Schools

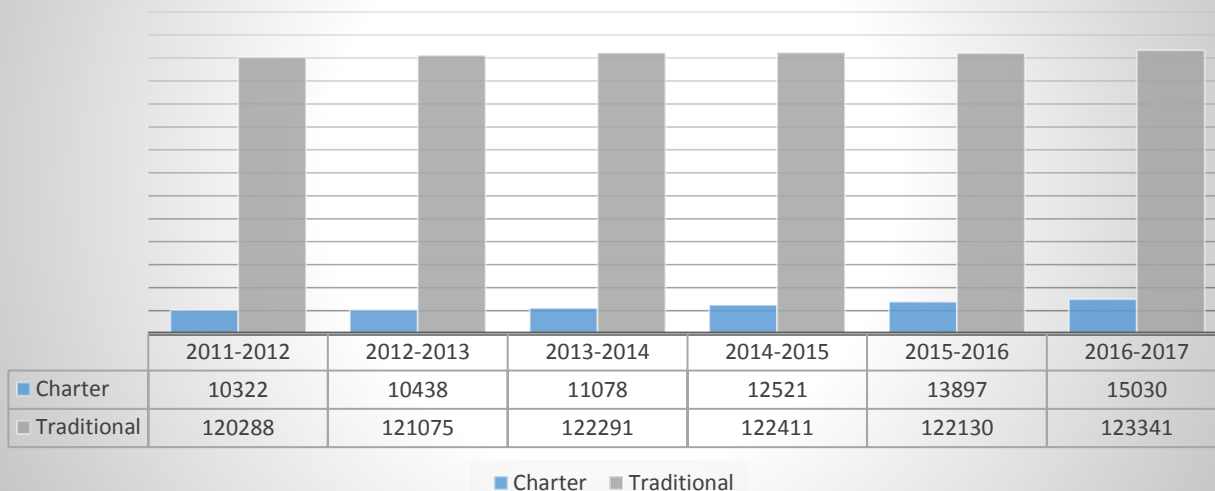
Charter School of Wilmington	September 1996
Delaware Military Academy	September 2003

*There are no new charter schools opening for school year 2018-2019.

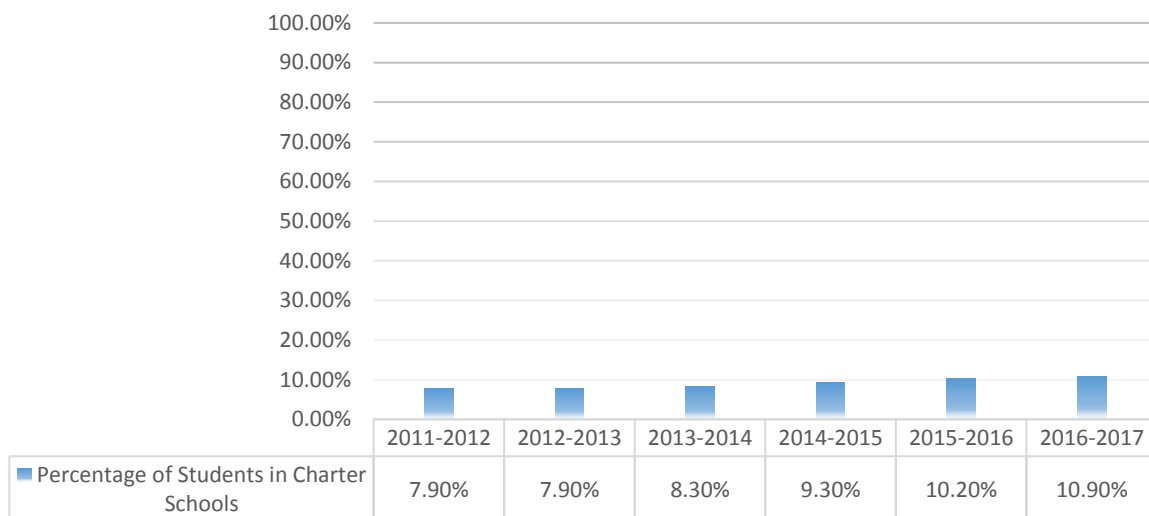
Charter School Enrollment

Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs and others. They are authorized by designated local or state educational organizations, who monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. Delaware has seen a 0.7% increase in students attending charter schools SY16/17 in comparison to SY15/16.

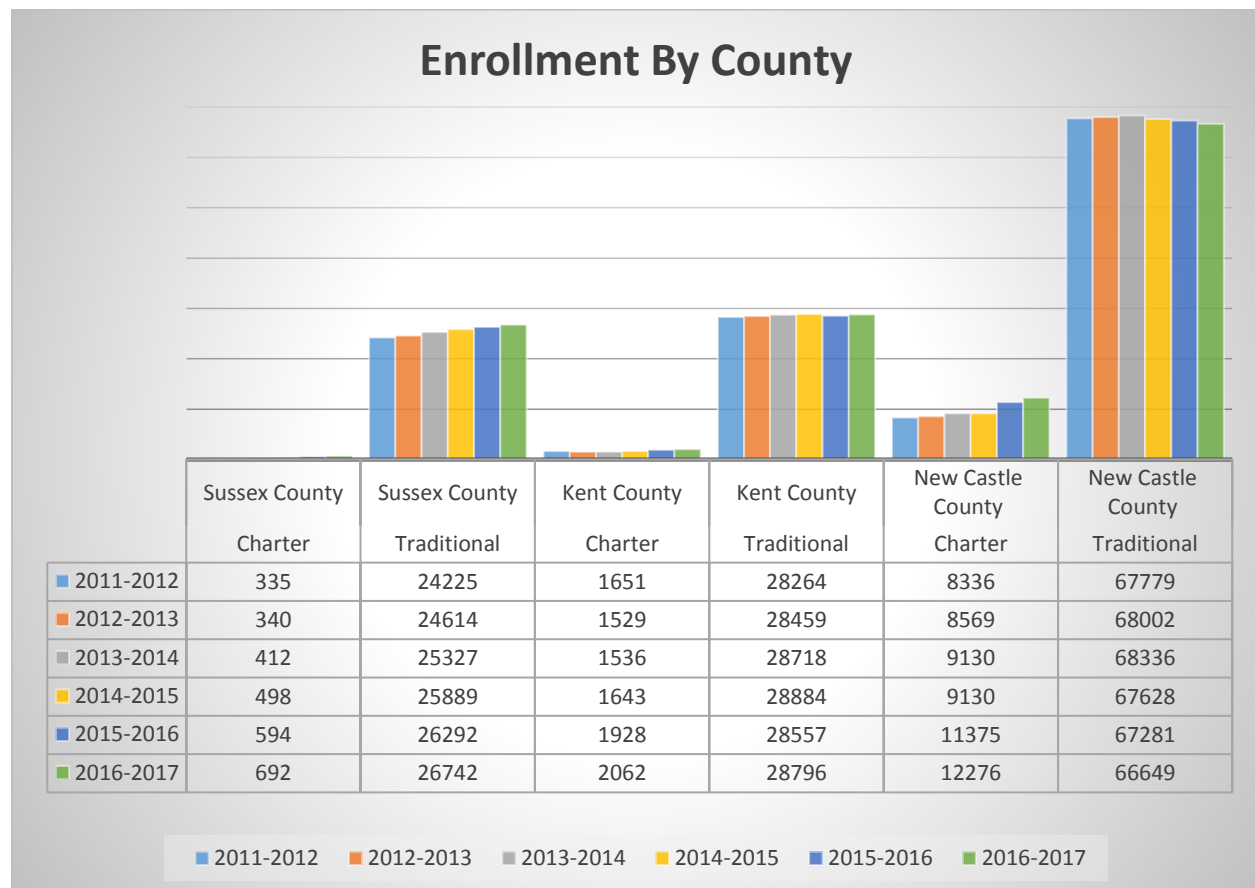
Total Charter/Traditional Public School Enrollment Comparison



PERCENTAGE OF STUDENTS IN CHARTER SCHOOLS



There is a disparity over the last six years in the number of students enrolled in charters across the three counties. This disparity correlates to the number of charter schools located in New Castle County as compared to other counties. The number of students enrolled overall in charter schools has not varied greatly over the last three years. Similar to the enrollment by county, there have also been slight variances in demographics of charter schools that align with demographic trends in non-charter schools. Data was reviewed in relationship to demographics which showed that both charter and non-charter schools followed a similar enrollment trend over the last five school years.

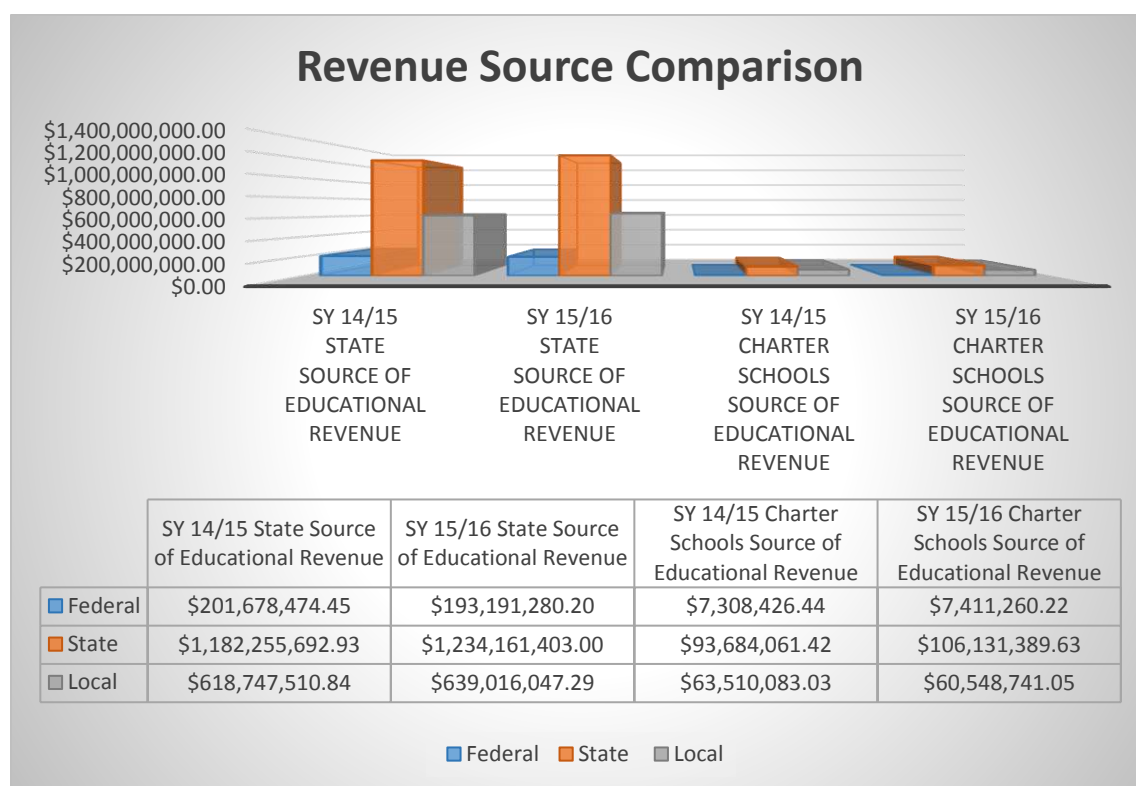


Revenue and Expenditure Comparison

Annually the Department of Education produces educational statistic reports. The tables below were produced as part of the annual fiscal reporting for 2015-2016 and can be found at <https://www.doe.k12.de.us/Page/3253>. It is essential to note that the financial data for this report is lag data. The 2016-2017 report will not be available until March/April 2018 when fiscal monitoring is complete.

In school year (SY) 2015-2016 there were 25 charter schools servicing 13,897 students. Public charter school revenue is comprised of federal, state, and local dollars. There were slight differences in funding revenue from SY2015-2016 that seem to correspond with the increase in enrollement. In SY2014-2015, 12,521 students were enrolled in charter schools. In 2014-2015, charter school revenue equated to \$7,308,426.44 in federal funds, \$93,684,061.42 in state funds, and \$63,510,083.03 in local funds.¹ In SY2015-2016, 13,897 students were enrolled in charter schools. In SY2015-2016, charter school revenue equated to \$7,411,260.22 in federal funds, \$106,131,389.63 in state funds, and \$60,548,741.05 in local funds².

The chart below provides a comparison of all state sources of educational revenue to charter school sources of revenue.

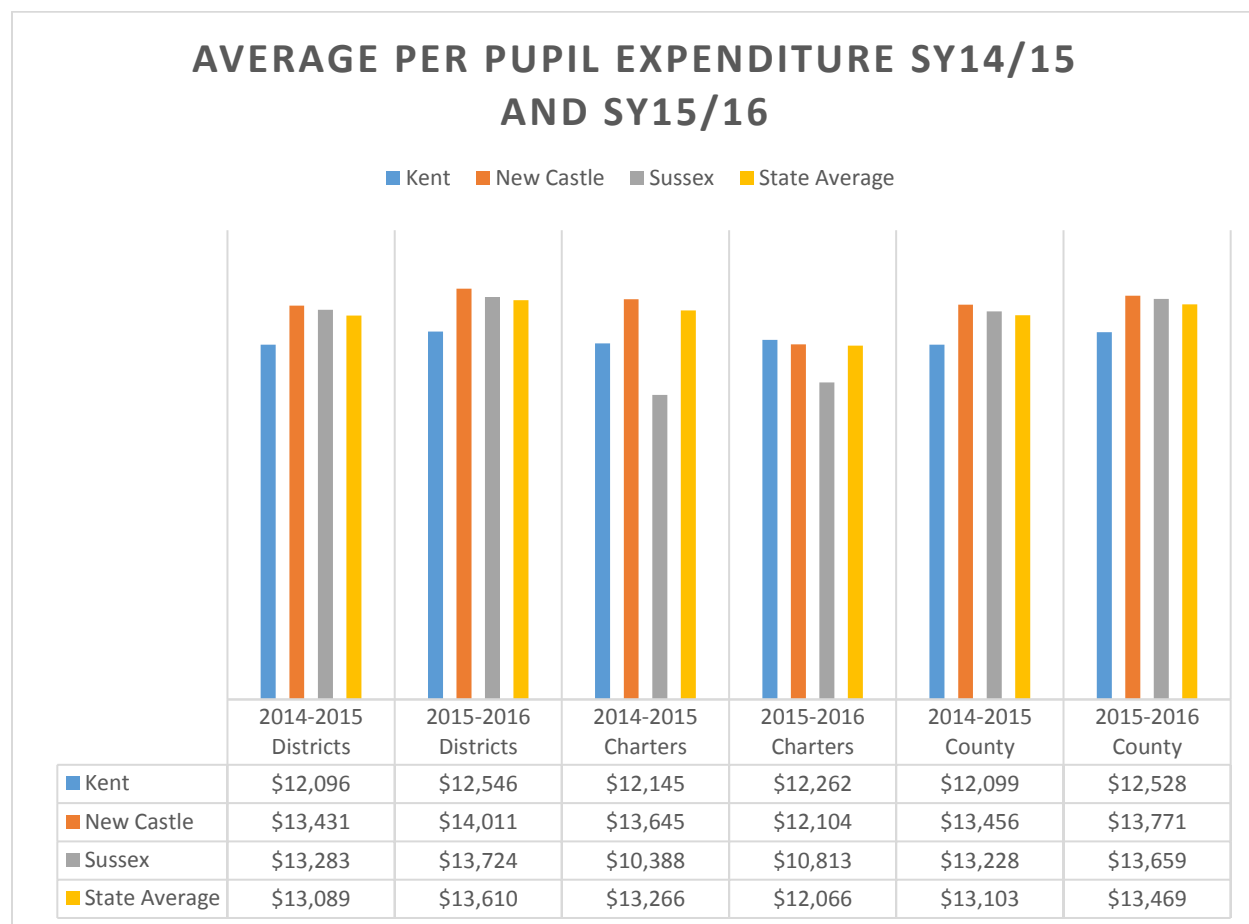


¹ Reports can be located at: <http://www.doe.k12.de.us/Page/1521>.

² Reports can be located at: <https://www.doe.k12.de.us/Page/3253>

² Per Pupil Expenditure Reports can be located at: <http://profiles.doe.k12.de.us/SchoolProfiles/State/Finance.aspx>

Average per pupil expenditures increased from SY2014/15 to SY2015/16. This data is reported annually on Delaware School Profiles website. Per pupil expenditure reports are broken down by county, by school districts, and by charter schools³. Comparison of the two year trends indicates an increase of per pupil expenditures for districts and for all counties ranging from \$315 to \$521 dollars. Charter school per pupil expenditures included a \$425 increase for Sussex County and \$117 increase for Kent County. There was a decrease of \$1,541 in per pupil expenditures for New Castle County. The decrease in the overall pupil expenditure in New Castle County charter schools resulted from an increase in enrollment and the decrease in overall funding. Figure 4 (Table 34 located on page 13) of this report provides a breakdown in the per pupil revenue.

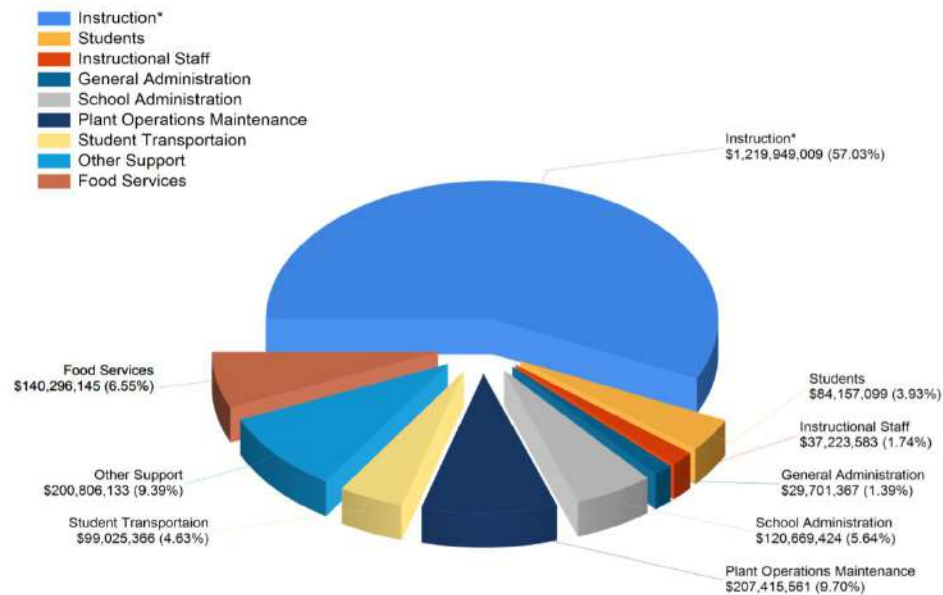


³ Per Pupil Expenditure Reports can be located at: <http://profiles.doe.k12.de.us/SchoolProfiles/State/Finance.aspx>

Actual expenses for District and Charter's are captured in the graphics below:

[District](#)

Figure 56 Actual Expenses Delaware School Finance (2015-2016)



[Charter](#)

Figure 56 Actual Expenses Delaware School Finance (2015-2016)

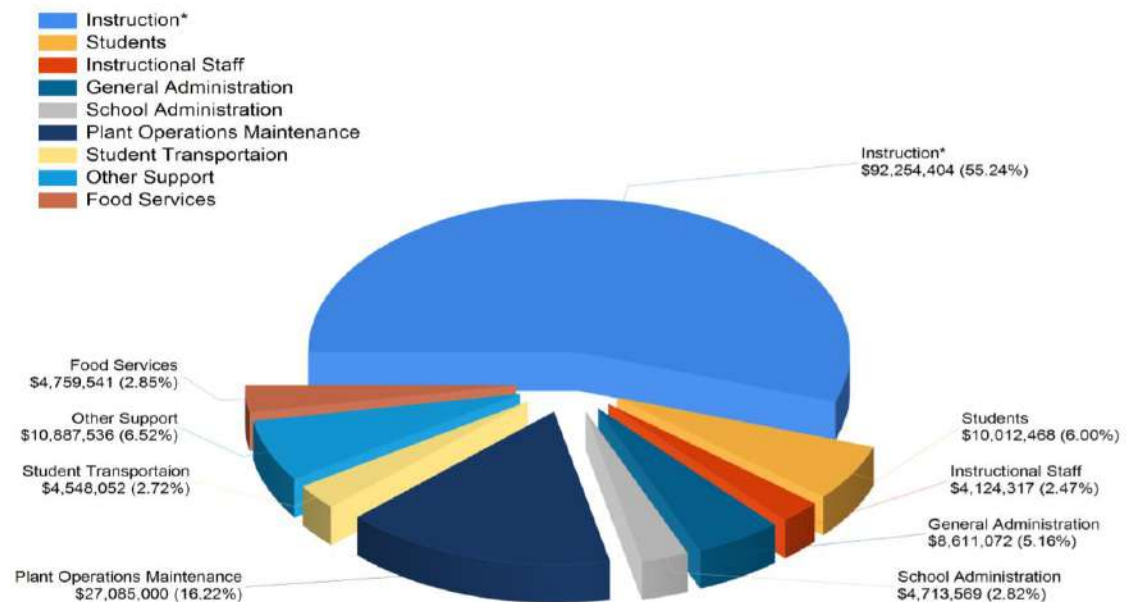


Figure 1 provides a comparison of the per student expenditures of all charter schools, considering all sources of such expenditures, with those of other public schools. Figure 2 provides a similar analysis for individual charter schools only. ⁴

Figure 1: Summary of expenditures per pupil by district.

TABLE 48
SUMMARY OF EXPENDITURES PER PUPIL BY DISTRICT
2015-2016

District	Actual Expenses							Local Bonded Debt			
	Enrollment	ADM	ADA	Total	Per Pupil			Total	Per Pupil		
					Enrollment	ADM	ADA		Enrollment	ADM	ADA
New Castle County											
Appoquinimink	10,378	10,512	10,022	120,251,418	11,587	11,439	11,999	51,742,001	4,986	4,922	5,163
Brandywine	10,580	10,562	10,004	164,312,601	15,530	15,557	16,425	60,557,130	5,724	5,733	6,053
Data Service Center	0	0	0	2,813,299	0	0	0	0	0	0	0
Christina	15,553	15,104	13,934	215,100,993	13,830	14,241	15,437	43,820,483	2,817	2,901	3,145
Del Autistic	417	412	387	33,511,677	80,364	81,339	86,593	0	0	0	0
Margaret S. Sterck	111	105	95	11,139,539	100,356	106,091	117,258	0	0	0	0
R.E.A.C.H	152	157	146	9,376,985	61,691	59,726	64,226	0	0	0	0
Christina ILC	80	150	98	12,360,173	154,502	82,401	126,124	0	0	0	0
Colonial	9,763	9,650	9,113	134,837,530	13,811	13,973	14,796	42,116,952	4,314	4,364	4,622
John G. Leach	84	74	63	10,377,901	123,546	140,242	164,729	0	0	0	0
NCC Votech	4,698	4,654	4,415	78,333,287	16,674	16,831	17,743	39,417,172	8,390	8,470	8,928
Red Clay	16,094	16,067	15,057	226,794,697	14,092	14,116	15,062	103,686,166	6,443	6,453	6,886
Meadowood	163	162	146	12,033,077	73,823	74,278	82,418	0	0	0	0
Red Clay ILC	240	0	0	8,667,829	36,116	0	0	0	0	0	0
COUNTY TOTALS	68,313	67,609	63,480	1,039,911,007	15,223	15,381	16,382	341,339,904	4,997	5,049	5,377
Kent County											
Caesar Rodney	7,221	6,869	6,514	80,763,756	11,185	11,758	12,398	14,850,465	2,057	2,162	2,280
John S. Charlton	215	216	200	14,696,017	68,354	68,037	73,480	0	0	0	0
Dover Air Base	510	626	605	7,901,197	15,493	12,622	13,060	0	0	0	0
Capital	6,486	6,450	6,044	95,942,013	14,792	14,875	15,874	75,492,282	11,839	11,704	12,490
Polytech	1,194	1,183	1,129	19,152,480	16,041	16,190	16,964	13,155,884	11,018	11,121	11,653
Lake Forest	3,794	3,789	3,525	45,817,658	12,076	12,092	12,998	7,036,595	1,855	1,857	1,996
Millford	4,119	4,014	3,806	48,091,863	11,676	11,981	12,636	15,197,259	3,690	3,786	3,993
Smyrna	5,233	5,221	4,984	62,119,998	11,871	11,898	12,464	29,355,624	5,610	5,623	5,890
COUNTY TOTALS	28,772	28,368	26,807	374,484,983	13,016	13,201	13,970	155,088,110	5,390	5,467	5,785
SUSSEX COUNTY											
Cape Henlopen	5,170	5,174	4,803	80,035,787	15,481	15,469	16,664	38,003,101	7,351	7,345	7,912
Delmar	1,347	1,350	1,250	13,992,996	10,388	10,365	11,194	2,237,152	1,661	1,657	1,790
Indian River	10,171	10,063	9,514	136,015,122	13,373	13,516	14,296	29,716,527	2,922	2,953	3,123
Howard T. Ennis	134	135	120	10,511,642	78,445	77,864	87,597	503,457	3,757	3,729	4,195
Laurel	2,221	2,231	2,058	25,984,190	11,699	11,647	12,626	31,270,596	14,080	14,016	15,195
Seaford	3,473	3,457	3,220	48,419,593	13,942	14,006	15,037	13,633,697	3,926	3,944	4,234
Sussex Technical	1,444	1,434	1,381	22,163,968	15,349	15,456	16,049	11,872,758	8,222	8,279	8,597
Woodbridge	2,466	2,487	2,345	34,211,003	13,873	13,756	14,589	17,994,731	7,297	7,236	7,674
COUNTY TOTALS	26,426	26,331	24,691	371,334,300	14,052	14,103	15,039	145,232,021	5,496	5,516	5,882
CHARTER TOTALS	14,112	13,765	13,167	166,995,959	11,834	12,132	12,683	0	0	0	0
TOTAL ALL DISTRICTS	137,623	136,073	128,145	1,952,726,249	14,189	14,351	15,238	641,660,034	4,662	4,716	5,007
Department of Education	0	0	0	186,517,439	0	0	0	0	0	0	0
TOTAL ALL DISTRICTS & DOE	137,623	136,073	128,145	2,139,243,688	15,544	15,721	16,694	641,660,034	4,662	4,716	5,007

Note: Current Expenses Adjusted For Within State Tuition (\$71,842,505).
ADA=Average Daily Attendance, ADM=Average Daily Membership. Row totals may vary due to rounding.
Source: Technology Resources & Data Development

⁴ Reports can be located at: <https://www.doe.k12.de.us/Page/3253>.

Figure 2: Summary of expenditures per pupil by individual charter school. ⁵

TABLE 48
SUMMARY OF EXPENDITURES PER PUPIL BY CHARTER SCHOOL
2015-2016

District	Actual Expenses						
	Enrollment	ADM	ADA	Total	Per Pupil		
					Enrollment	ADM	ADA
CHARTER SCHOOL							
1st State Military	202	191	176	2,317,180	11,471	12,132	13,166
Academia Antonia Alonso	320	315	292	3,521,123	11,004	11,178	12,059
Academy of Dover	284	278	262	3,614,138	12,726	13,000	13,794
Aspira	639	642	619	7,927,767	12,407	12,349	12,807
Campus Comm	417	405	385	4,500,789	10,793	11,113	11,690
Chrt Sch Wilm	972	972	943	9,827,513	10,111	10,111	10,422
DE Design Lab HS	233	225	206	2,416,017	10,369	10,738	11,728
DE STEM	0	0	0	224,591	0	0	0
Del Coll Prep	186	24	22	2,329,780	12,526	97,074	105,899
Delaware Met	215	103	85	2,110,627	9,817	20,492	24,831
Delaware Military Academy	564	564	538	5,246,286	9,302	9,302	9,751
Early College High School	209	210	201	2,688,079	12,862	12,800	13,374
East Side	443	500	499	6,819,613	15,394	13,639	13,667
Fam Foundations Acad	792	790	757	9,420,117	11,894	11,924	12,444
Freire Charter	234	227	201	2,944,133	12,582	12,970	14,647
Gateway	212	209	198	4,543,789	21,433	21,741	22,948
Great Oaks	212	209	193	3,214,890	15,165	15,382	16,657
Kuumba	644	628	618	8,041,522	12,487	12,805	13,012
Mapleton Charter	0	0	0	1,737	0	0	0
Montessori Academy	325	323	312	3,791,384	11,666	11,738	12,152
MOT	1,013	1,015	982	11,319,765	11,174	11,152	11,527
Moyer Academy	0	0	0	112,934	0	0	0
Newark Charter	2,140	2,133	2,060	22,986,015	10,741	10,776	11,158
Odyssey	1,161	1,150	1,108	13,039,912	11,232	11,339	11,769
Positive Outcomes	126	124	114	3,107,354	24,662	25,059	27,257
Prestige	224	224	211	3,636,072	16,232	16,232	17,233
Providence Creek	690	672	641	7,414,126	10,745	11,033	11,566
Public Safety	303	296	267	4,003,377	13,212	13,525	14,994
REACH - Girls	0	0	0	233,815	0	0	0
Sussex Academy	594	581	556	6,422,684	10,813	11,055	11,552
Thomas Edison	758	755	721	9,218,832	12,162	12,210	12,786
CHARTER SCHOOL TOTAL	14,112	13,765	13,167	166,995,959	11,834	12,132	12,683

Note: part-time students excluded from totals. Current Expenses Adjusted For Within State Tuition (\$71,842,505).
 ADA=Average Daily Attendance, ADM=Average Daily Membership. Row totals may vary due to rounding.
 Source: Technology Resources & Data Development

⁵ Reports can be located at: <https://www.doe.k12.de.us/Page/3253>.

Figures 3 and 4 provide a comparison of district and charter revenue based on September 30, 2015 enrollment.⁶

Figure 3: District and all charter revenue based on September 30, 2015 enrollment.

TABLE 34 DISTRICT REVENUE RECEIPTS PER PUPIL BASED ON SEPTEMBER 30, 2015 ENROLLMENT 2015-2016											
District	Enrollment	State Revenue Total	Federal Revenue Total	LOCAL REVENUE						Local**** Revenue Total	Local Revenue Total
				Current Expenses			Other Than Current Expenses				
				Taxes	In-Tuition	Other** Sources	Tuition Outgoing	Debt Service	Other***		
NEW CASTLE COUNTY											
Appoquinimink	10,378	9,348	275	1,869	0	320	843	614	164	3,646	12,269
Brandywine	10,580	8,380	590	5,005	10	478	1,050	759	166	7,184	16,143
Data Service Center	0	0	0	0	0	0	0	0	0	0	0
Christina	15,553	7,859	762	0	0	7,400	0	0	0	5,776	14,397
Del Autistic	0	0	0	0	0	0	0	0	0	0	0
Margaret S. Sterck	0	0	0	0	0	0	0	0	0	0	0
R.E.A.C.H	0	0	0	0	0	0	0	0	0	0	0
Christina ILC	0	0	0	0	0	0	0	0	0	0	0
Colonial	9,763	8,252	866	3,569	0	79	835	510	156	4,894	14,012
John G. Leach	0	0	0	0	0	0	0	0	0	0	0
NCC Votek	4,698	11,364	525	5,663	0	1,134	606	0	11	7,384	19,274
Red Clay	16,094	7,827	794	4,378	113	991	1,135	458	166	6,063	14,684
Meadowood	0	0	0	0	0	0	0	0	0	0	0
Red Clay ILC	0	0	0	0	0	0	0	0	0	0	0
COUNTY TOTALS	67,066	9,272	664	3,046	158	2,578	732	399	115	6,258	16,195
KENT COUNTY											
Caesar Rodney	7,221	8,726	736	629	387	857	425	252	44	2,121	11,583
John S. Charlton	0	0	0	0	0	0	0	0	0	0	0
Dover Air Base	510	0	0	0	0	18,631	0	0	0	18,631	16,547
Capital	6,486	10,668	1,035	1,709	32	496	602	1,059	150	3,935	15,638
Polytech	1,194	11,003	747	3,652	0	586	0	589	44	4,871	16,621
Lake Forest	3,794	9,615	634	1,232	0	1,111	377	173	73	2,790	13,038
Millford	4,119	9,101	743	1,080	0	574	523	413	51	2,121	11,965
Smyrna	5,233	9,264	482	1,355	0	549	465	462	145	2,748	12,494
COUNTY TOTALS	28,557	9,805	732	1,268	187	1,020	455	496	91	3,231	13,730
SUSSEX COUNTY											
Cape Henlopen	5,170	10,325	858	3,749	0	1,502	2,029	1,034	91	8,367	19,550
Delmar	1,347	8,408	488	710	13	669	598	267	54	1,343	10,239
Indian River	10,171	8,274	728	2,778	244	594	874	312	56	4,101	13,103
Howard T. Ennis	0	0	0	0	0	0	0	0	0	0	0
Laurel	2,221	8,961	1,091	0	0	3,171	0	0	0	2,859	12,910
Seaford	3,473	10,007	1,391	1,245	20	597	309	363	105	2,571	13,969
Sussex Technical	1,444	10,839	858	6,625	0	1,211	0	759	145	8,679	20,376
Woodbridge	2,466	10,223	954	1,005	460	1,029	347	564	145	3,205	14,382
COUNTY TOTALS	26,292	9,507	888	2,471	141	1,282	841	480	78	4,871	15,266
CHARTER TOTALS	14,112	7,521	525	1,113	343	2,836	0	0	0	4,291	12,336
TOTAL ALL DISTRICTS	136,027	9,248	707	2,361	180	2,027	619	394	91	5,151	15,098
Department of Education	0	0	0	0	0	0	0	0	0	0	0
TOTAL ALL DISTRICTS & DOE	136,027	9,853	1,475	2,361	180	2,027	619	394	91	5,151	16,471

*Part-time students are excluded from totals. **Includes interest, rent, athletic funds and other.

Interest for construction and minor capital improvements.*Local revenue receipts adjusted for Within State tuition (\$71,842,505).

Note: State Revenue includes school construction funding provided through General Funds rather than through the sale of bonds. Row totals may vary due to rounding.

Source: Technology Resources & Data Development

⁶ Reports can be located at: <https://www.doe.k12.de.us/Page/3253>.

Figure 4: Charter revenue based on September 30, 2015 enrollment⁷.

TABLE 34
CHARTER SCHOOL REVENUE RECEIPTS PER PUPIL BASED ON SEPTEMBER 30, 2015 ENROLLMENT
2015-2016

District	Enrollment	LOCAL REVENUE								State, Federal	
		State Revenue Total	Federal Revenue Total	Current Expenses			Other Than Current Expenses			Local**** Revenue Total	Local Revenue Total
				Taxes	In-Tuition	Other** Sources	Tuition Outgoing	Debt Service	Other***		
CHARTER SCHOOL											
1st State Military	202	8,598	311	0	1,813	2,152	0	0	0	3,965	12,873
Academia Antonia Alonso	320	6,925	519	3,743	0	536	0	0	0	4,280	11,724
Academy of Dover	284	8,934	1,107	0	0	2,541	0	0	0	2,541	12,581
Aspira	639	7,256	521	0	0	5,178	0	0	0	5,178	12,955
Campus Comm	417	8,108	1,158	0	0	1,944	0	0	0	1,944	11,209
Chrt Sch Wilm	972	6,475	118	0	0	3,446	0	0	0	3,446	10,038
DE Design Lab HS	233	7,878	343	0	0	4,288	0	0	0	4,288	12,509
DE STEM	0	0	0	0	0	0	0	0	0	0	0
Del Coll Prep	186	6,465	1,657	0	0	4,470	0	0	0	4,470	12,593
Delaware Met	215	5,871	502	0	0	3,332	0	0	0	3,332	9,705
Delaware Military Academy	564	6,802	261	0	0	4,264	0	0	0	4,264	11,326
Early College High School	209	8,312	518	1,770	0	1,796	0	0	0	3,566	12,396
East Side	443	7,868	1,584	0	0	6,600	0	0	0	6,600	16,052
Fam Foundations Acad	792	6,619	636	0	0	4,368	0	0	0	4,368	11,623
Freire Charter	234	5,929	365	0	0	7,218	0	0	0	7,218	13,512
Gateway	212	13,524	869	0	0	7,655	0	0	0	7,655	22,048
Great Oaks	212	6,976	429	3,751	0	4,459	0	0	0	8,210	15,615
Kuumba	644	5,977	1,151	0	0	4,059	0	0	0	4,059	11,187
Mapleton Charter	0	0	0	0	0	0	0	0	0	0	0
Montessori Academy	325	7,963	358	4,228	0	468	0	0	0	4,696	13,017
MOT	1,013	8,160	156	0	0	3,877	0	0	0	3,863	12,179
Moyer Academy	0	0	0	0	0	0	0	0	0	0	0
Newark Charter	2,140	7,802	199	3,653	0	869	0	0	0	4,522	12,523
Odyssey	1,161	6,770	238	3,572	0	1,174	0	0	0	4,747	11,754
Positive Outcomes	126	20,814	1,092	0	3,392	526	0	0	0	3,918	25,825
Prestige	224	8,573	1,051	0	0	5,085	0	0	0	5,085	14,709
Providence Creek	690	7,675	360	0	0	2,124	0	0	0	2,124	10,160
Public Safety	303	8,323	634	0	0	4,293	0	0	0	4,293	13,250
REACH - Girls	0	0	0	0	0	0	0	0	0	0	0
Sussex Academy	594	7,883	263	0	2,083	28	0	0	0	2,111	10,256
Thomas Edison	758	6,192	1,224	0	3,702	1,003	0	0	0	4,706	12,121
CHARTER SCHOOL TOTAL	14,112	7,521	525	1,113	343	2,836	0	0	0	4,291	12,336

*Part-time students are excluded from totals. **Includes interest, rent, athletic funds and other.

Interest for construction and minor capital improvements. *Local revenue receipts adjusted for Within State tuition.

Note: State Revenue includes school construction funding provided through General Funds rather than through the sale of bonds. Row totals may vary due to rounding.

Source: Technology Resources & Data Development

⁷ Reports can be located at: <https://www.doe.k12.de.us/Page/3253>.

Charter School Performance Framework

Charter schools are evaluated annually for their academic, organizational, and financial performance using three separate performance frameworks.

On October 13, 2016, the State Board of Education approved revisions to the Charter School Organizational and Financial Performance Frameworks with the goal to:

- Clearly communicate standards and expectations to schools;
- Conduct a transparent, consistent, and predictable oversight process;
- Conduct an oversight process that is respectful of charter schools' autonomy;
- Focus on student outcomes; and
- Provide evidenced-based feedback to schools and communities indicating where schools stand relative to performance framework expectations and standards.

These changes went into effect SY2016-2017.

Included in this report is the summative data for all charter schools from SY2014-2015 and SY2015-2016 for each of the performance frameworks as well as the individual measures included within the frameworks.

Academic Performance Data

Delaware School Success Framework (DSSF) is a component of the Performance Framework. The DSSF is a tool that provides a comprehensive summary of a school's academic outcomes for the prior academic year just completed. The DSSF is a comprehensive accountability system that measures and publicly reports on multiple areas of school success.

The DSSF applies to all public schools, including charter schools and career technical schools that are subject to the calculation and reporting of AYP as prescribed by the Federal Elementary and Secondary Education Act (ESEA), 20 U.S. C.A. §6301 et seq. and 14 DE Admin. Code 103 Accountability for Schools, Districts and the State. The DSSF is an index made up of four metric areas that include:

1. Academic Achievement
2. Growth
3. On-Track-to-Graduation
4. College and Career Preparation

These four metric areas are comprised of nine individual elementary school (ES) and middle school (MS) metrics and eleven individual high school (HS) metrics. The metrics are:

- Proficiency in English language arts (ELA), mathematics, and science;
- Growth in ELA and mathematics,;
- Growth to proficiency in ELA and mathematics (ES and MS only);
- Average daily attendance (ES and MS only);
- On track in 9th grade (HS only);
- Graduation rate for 4-, 5-, and 6-year cohort (HS only);

- Successful participation in a college or career experience while in high school, such as Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and technical skill attainment (HS only).

Each of these metric areas are measured using a rating system of one (1) to five (5) stars. These ratings are defined below:

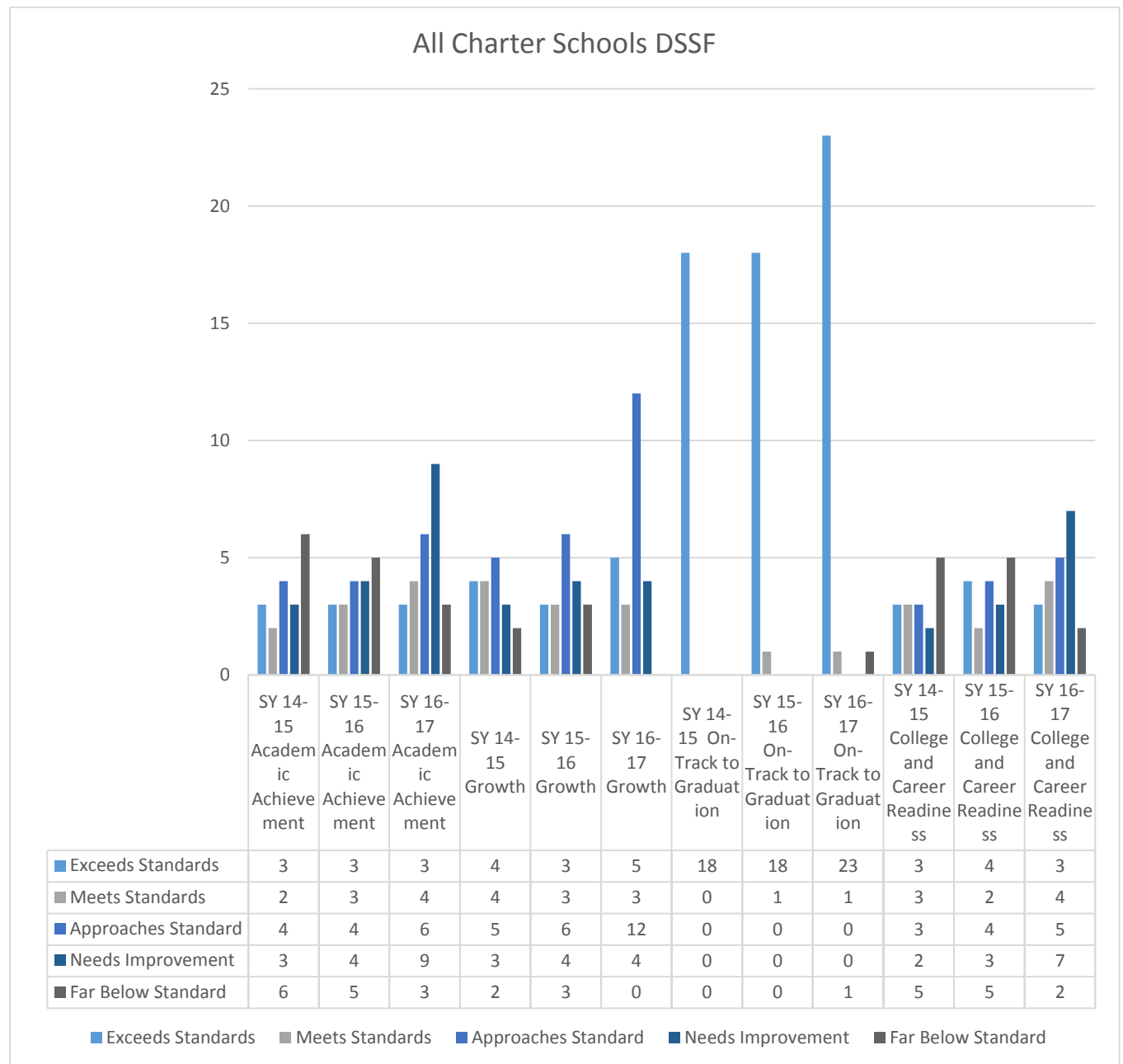
- 1 Star – Far Below Standard;
- 2 Stars – Needs Improvement;
- 3 Stars – Approaching Standard;
- 4 Stars – Meets Standard, and;
- 5 Stars – Exceeds Standard.

Charter School Academic Performance SY16/17

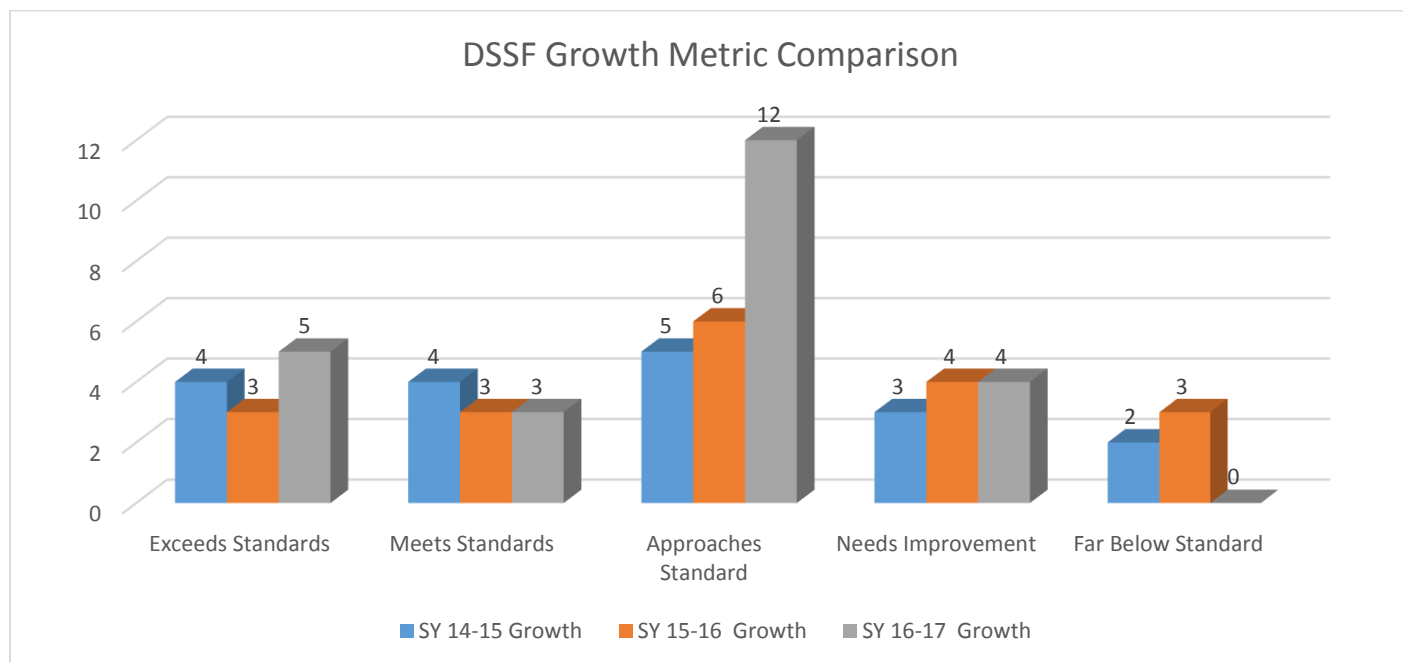
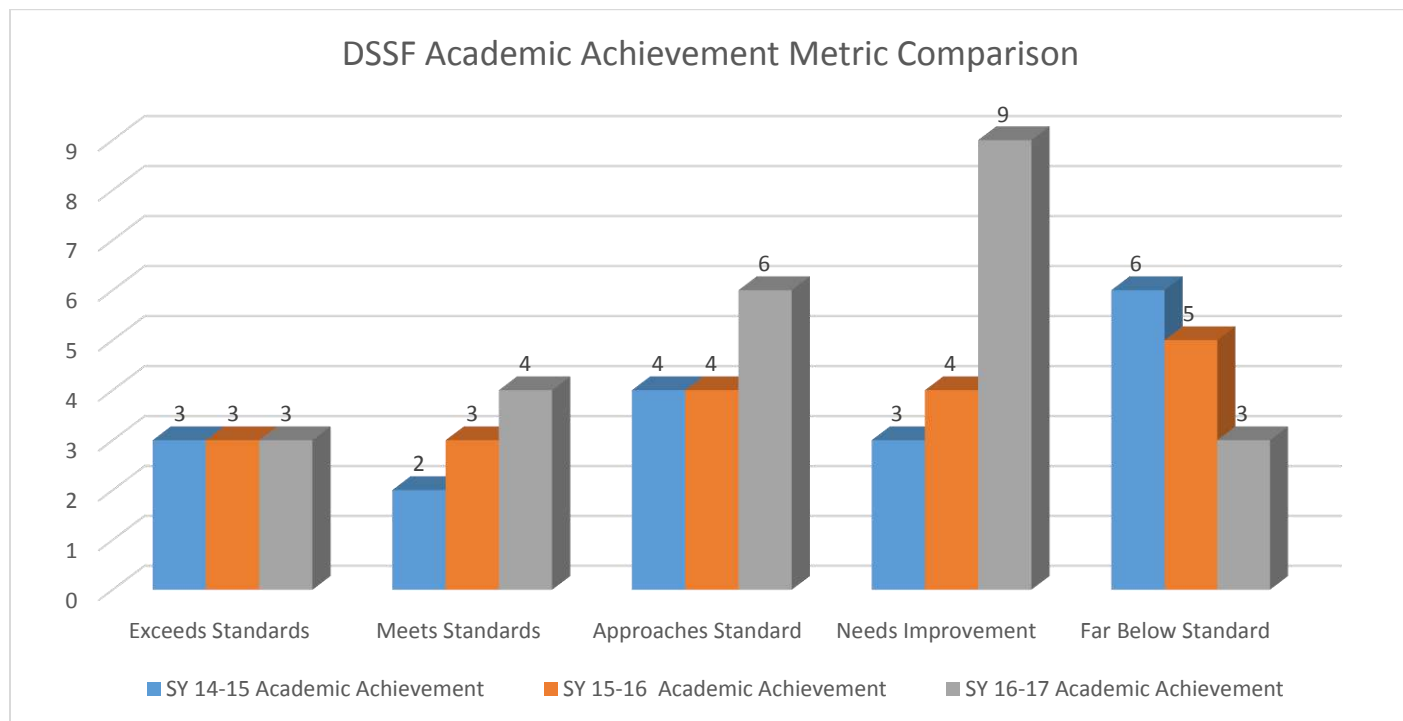
The Charter School Office conducts an analysis of charter school academic achievement looking for trends in data that include information collected through site visits and annual reports. Overall charter school trends demonstrate positive growth. There was an increase in the number of schools meeting and exceeding standards in all four DSSF Metrics. There was a positive growth trend in schools moving towards meeting and exceeding standards. Although there was an increase in the number of charter schools evaluated by the DSSF, there was a decrease in the number of schools achieving a rating of Far Below Standard and an increase in the number of schools meeting or exceeding overall DSSF ratings.

% of Schools Meeting Performance Level	% Academic Achievement	% Schools Growth Rating	% Schools On Track to Graduation Rating	% Schools College Career Preparation Rating
Exceeds Standard (5 Stars)	12.0%	20.8%	92.0%	14.3%
Meets Standard (4 Stars)	16.0%	12.5%	4.0%	19.0%
Approaching Standard (3 Stars)	24.0%	50.0%	0.0%	23.8%
Needs Improvement (2 Stars)	36.0%	16.7%	0.0%	33.3%
Far Below Standard (1 Star)	12.0%	0.0%	4.0%	9.5%

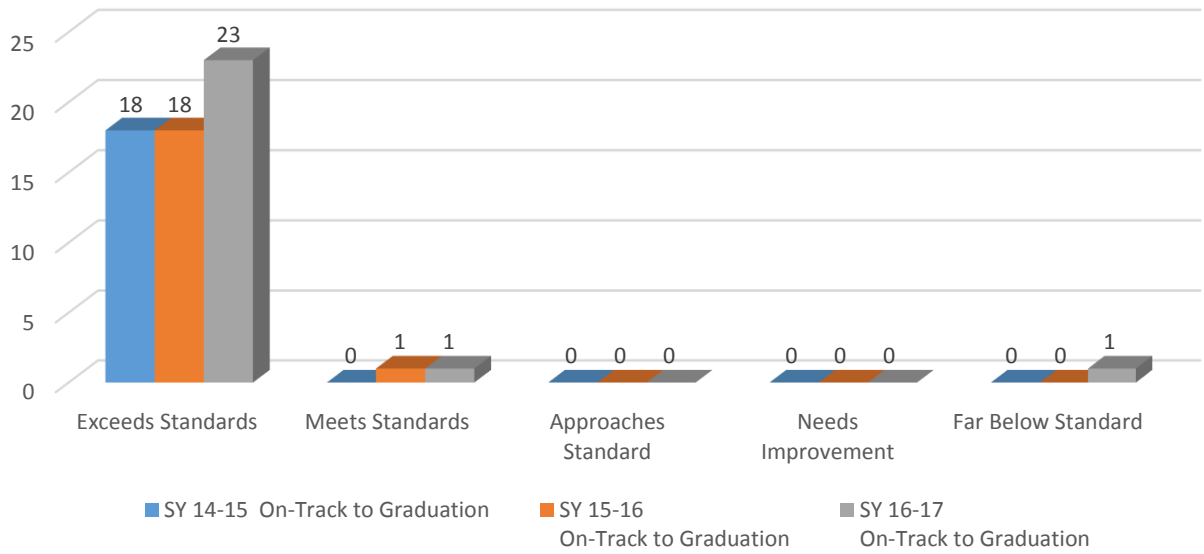
The chart below provides the number of schools achieving each performance level across a three year period.



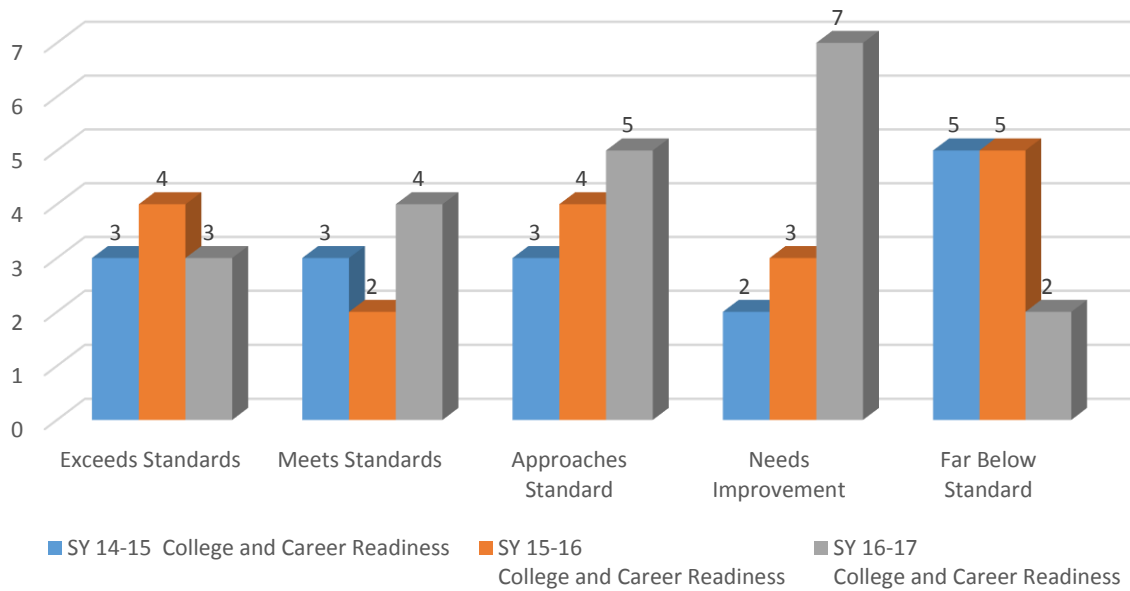
The charter school results by metric show similar trends. There are no charter schools achieving a rating of Far Below Standard in the Growth metric and twenty-three of the twenty four charter schools assessed were meeting or exceeding standards in the On Track to Graduation metric.



DSSF On-Track to Graduation Metric Comparison



DSSF College and Career Readiness Metric Comparison



Beyond the Achievement Data: Conclusions

The CSO reviews the data collected beyond DSSF for our high performing schools and those schools demonstrating substantial growth for common trends or practices that can be replicated across schools throughout Delaware. The trends in the high performing schools this year include:

1. a consistent, well-developed curricula that is implemented with fidelity and supported by professional development;
2. a rigorous system for RTI that includes clearly developed systems of identifying student needs and tracking student progress, and;
3. a curricula for RTI that is implemented and supported by professional development.

There are many factors that make schools successful which includes establishing a climate and culture of success, consistent effective school leadership, and a high functioning system of school governance lead by a strategic plan. These factors will be covered in the Organizational Performance Framework.

Organizational Performance Framework

The purpose of the Organizational Performance Framework is to provide each charter school and the public a useful annual assessment of the school's organizational soundness, public stewardship, and fulfillment of essential legal obligations. The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law, 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, fiduciary duties, and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

As much as possible, the Organizational Performance Framework seeks to focus on:

- outcomes rather than process or inputs (except where the law dictates particular compliance processes or requirements);
- matters that are material or significant to a school's organizational health and effectiveness; and
- measures that can be objectively judged or determined.

In SY16/17 the Organizational Performance Framework was significantly revised and enhanced to clarify the measurement and evaluation for each metric of the organizational performance framework. The financial oversight metric was moved to the Financial Performance Framework. The performance levels were changed to include the ratings described below:

Rating	Description
Meets Standard	The school generally meets the stated expectations and/or minor concern(s) are noted.
Approaching Standard⁸	The school meets some of the stated expectations but not others and/or moderate concern(s) are noted.
Far Below Standard	The school falls below the stated expectations and/or major concern(s) are noted. The failures are material and significant to the viability to the school.

⁸ Due to the developmental nature of establishing a high-performing charter school, it is not unusual for schools in their first charter term to receive "Approaching Standard" for certain measures.

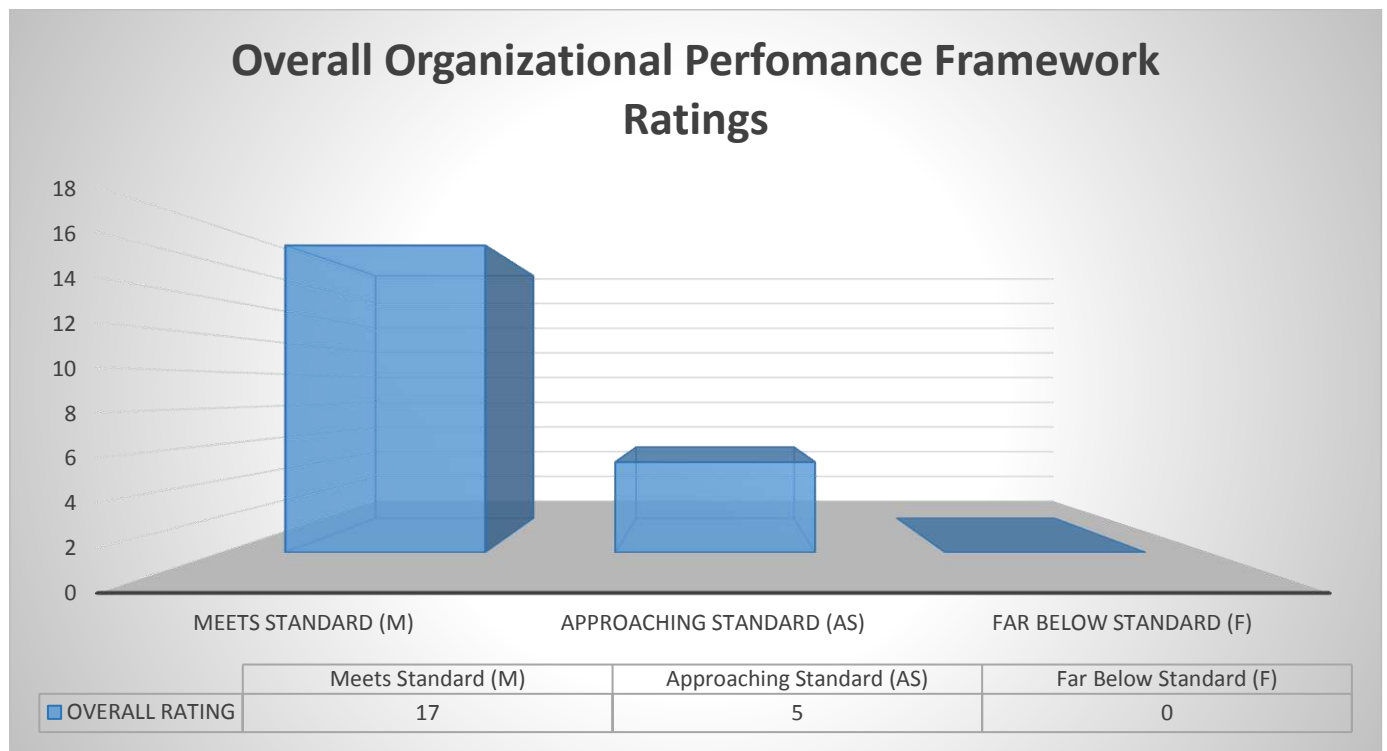
Due to the significant changes in the Organizational Performance metrics and measures, prior year's data could not be aligned with the current Framework. To access historical data, please click [here](#).

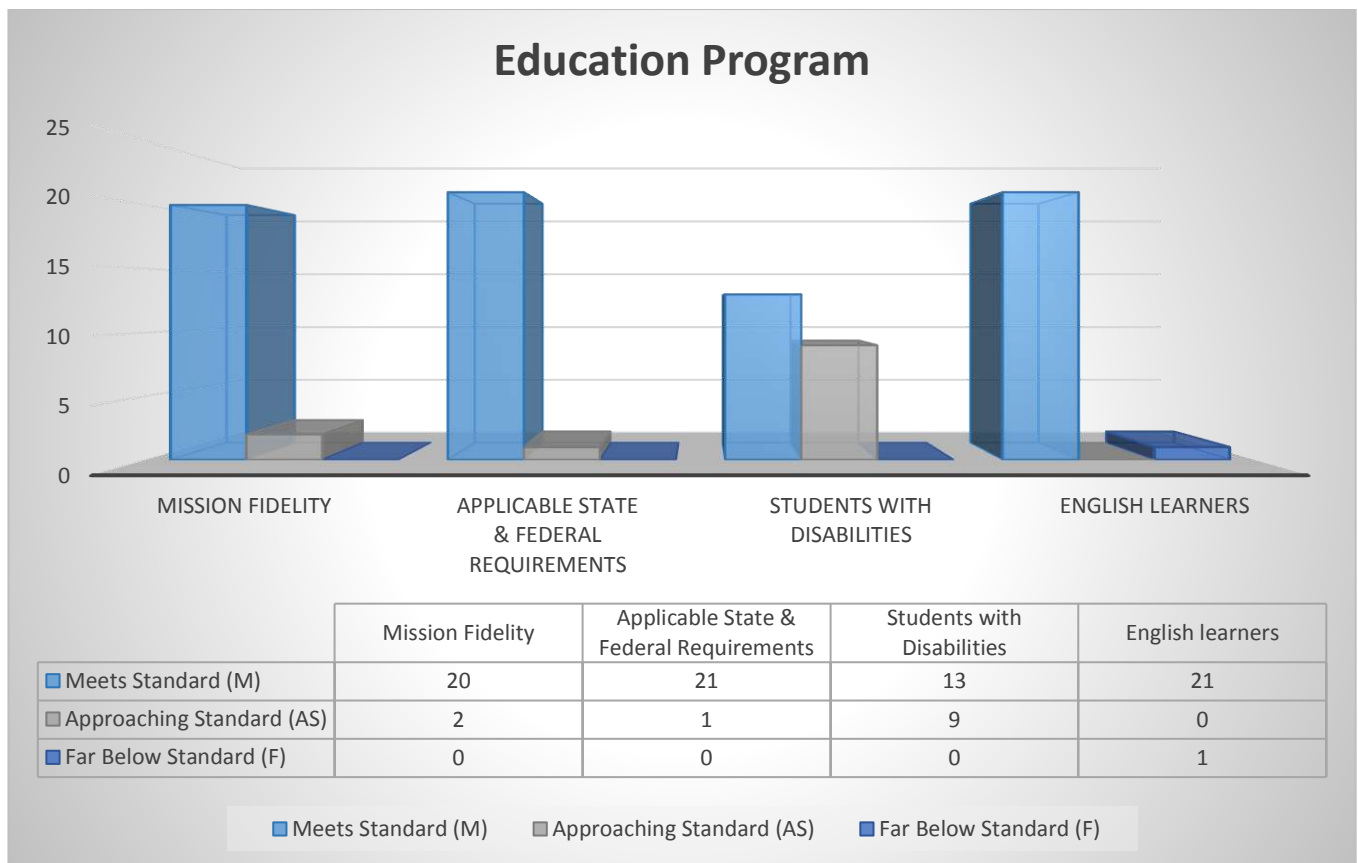
The overall Organizational Performance Framework is broken down into four metrics or indicators that include ten separate measures. These metrics/indicators and measures include:

1. Education Program
 - a. Mission Fidelity
 - b. Applicable State and Federal Requirements
 - c. Students with Disabilities (SWDs)
 - d. English Learners (ELs)
2. Governance and Reporting
 - a. Governance and Public Stewardship
 - b. Oversight of School Management
 - c. Reporting Requirements
3. Students and Staff
 - a. Student Rights
 - b. Requirements on Teacher Certification and Hiring Staff
4. Facilities, Transportation, Health, and Safety

2016-2017 Overall Organizational Performance Ratings

There were no schools that earned a rating of Far Below Standard on the Organizational Performance Framework for SY16/17, but five schools earned a rating of Approaching Standard.

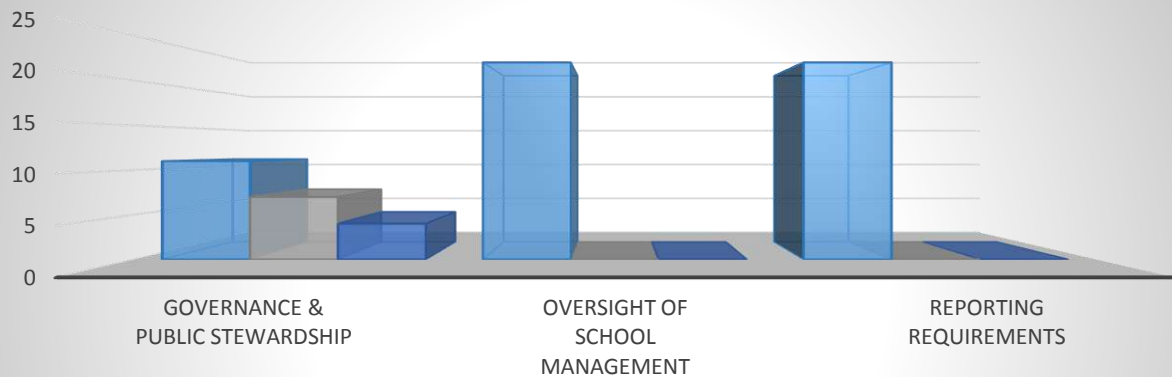




All schools met the measures for Oversight of School Management and Reporting Requirements but eleven schools failed to meet standards relating to Governance and Public Stewardship. The majority of schools failed to meet standards due to improper posting of school board meeting minutes, and failing to obtain financial training. The Charter School Office has worked with the schools by putting training online and providing an additional monthly follow-up to further assist schools in meeting standards in SY16/17. All schools met the measures for Students and Staff. Twenty-one of the Twenty-two schools measured met standards for Facilities, Transportation, Health, and Safety. One school approached standard due to errors in documentation for nursing services that have since been corrected.

The majority of charter schools met standards for measures of the Education Program Metric. Two schools earned a rating of approaching standard for mission fidelity. Mission fidelity is a goal created by the school, and approved by the CSO, to measure implementation of the school's mission. One school was late in meeting submission deadline for federal and state reporting resulting in an approaching standard rating for federal and state requirements. Nine schools failed to meet some aspects of special education reporting which resulted in an approaching standard rating and one school failed to meet the requirements of the English Language Learner reporting which resulted in a far below standard rating.

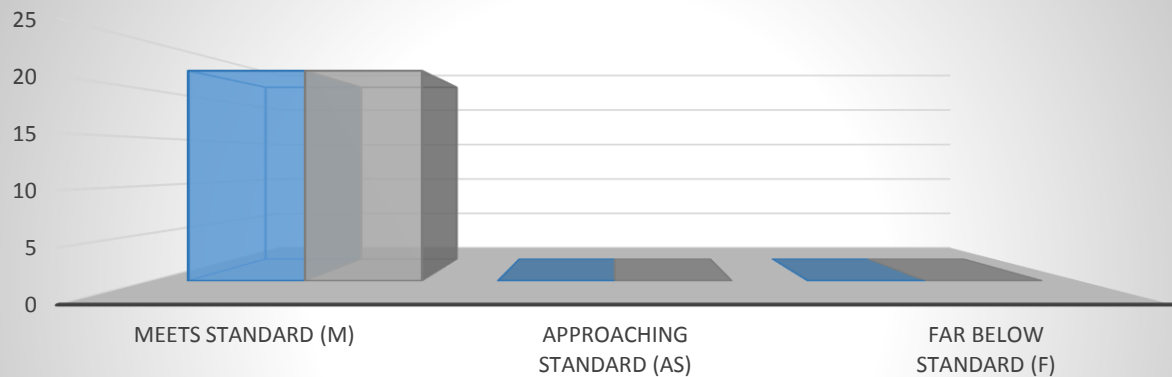
Governance and Reporting



	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
Meets Standard (M)	11	22	22
Approaching Standard (AS)	7	0	0
Far Below Standard (F)	4	0	0

Meets Standard (M) Approaching Standard (AS) Far Below Standard (F)

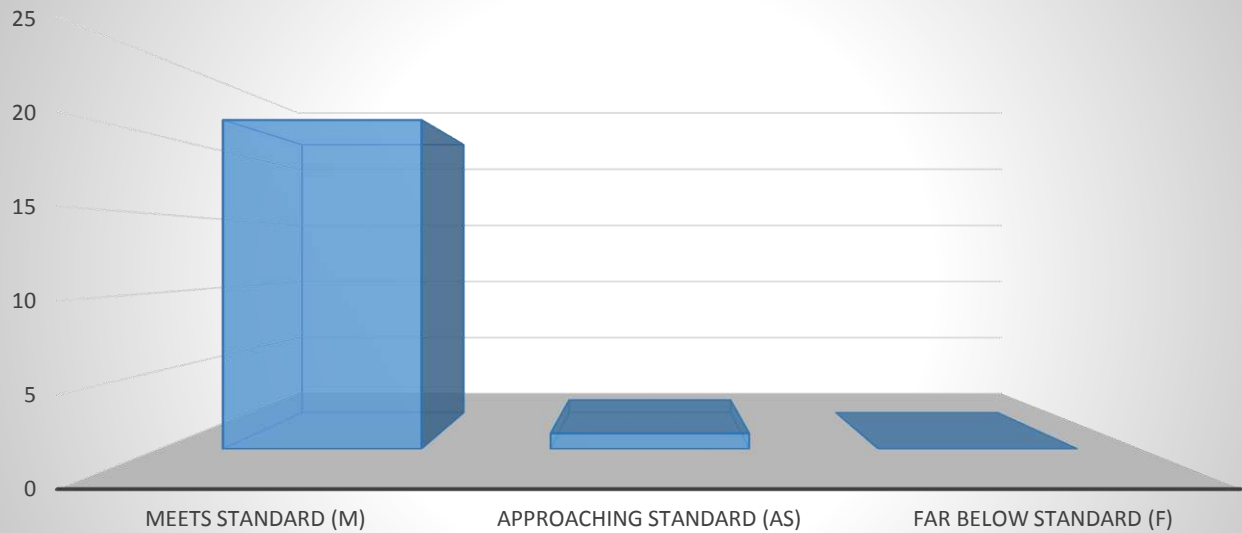
Students and Staff



	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
Students Rights	22	0	0
Req. on Teacher Certification & Hiring Staff	22	0	0

Students Rights Req. on Teacher Certification & Hiring Staff

Facilities, Transportation, Health & Safety



Overall, schools performed well with the newly defined Organizational Performance Metrics/Indicators, measures and corresponding guidelines. The newly revised Organizational Framework and guidance document was created in conjunction with charter school leaders to clearly define each metric/measure and what it means to meet, approach, and fall far below standards. This process has increased the rigor of the systems used by the CSO to collect and record information relating to charter school compliance.

Beyond the Organizational Performance Framework Data: Conclusions

The new Organizational Performance Framework and its corresponding guidance document has allowed the Charter School Office to provide schools with clearly defined metrics and measures. It has allowed the CSO to enhance its current data collection and compliance verification system to assess and identify schools that are struggling with issues relating to compliance. From this data we were able to implement the following:

1. Every charter school was provided with a training on the new Organizational Performance Framework in SY16/17.
2. Schools that failed to meet standards for SY15/16 were provided a Board Training on data and school reporting tools to measure school performance.
3. School leaders and school boards are provided a monthly report on their school's compliance with open meeting laws, governance, financial training, and compliance with required posting of school policies.
4. Schools that earned a rating of approaching standard as well as schools that did not meet standard in two or more areas were provided a follow-up training in SY17/18 for school leaders and boards.

Successful schools began with successful leadership and governance. The system that has been created by the CSO will be completed in the Fall of 2018 to include a portal for school reporting and data collection.

Financial Performance Framework

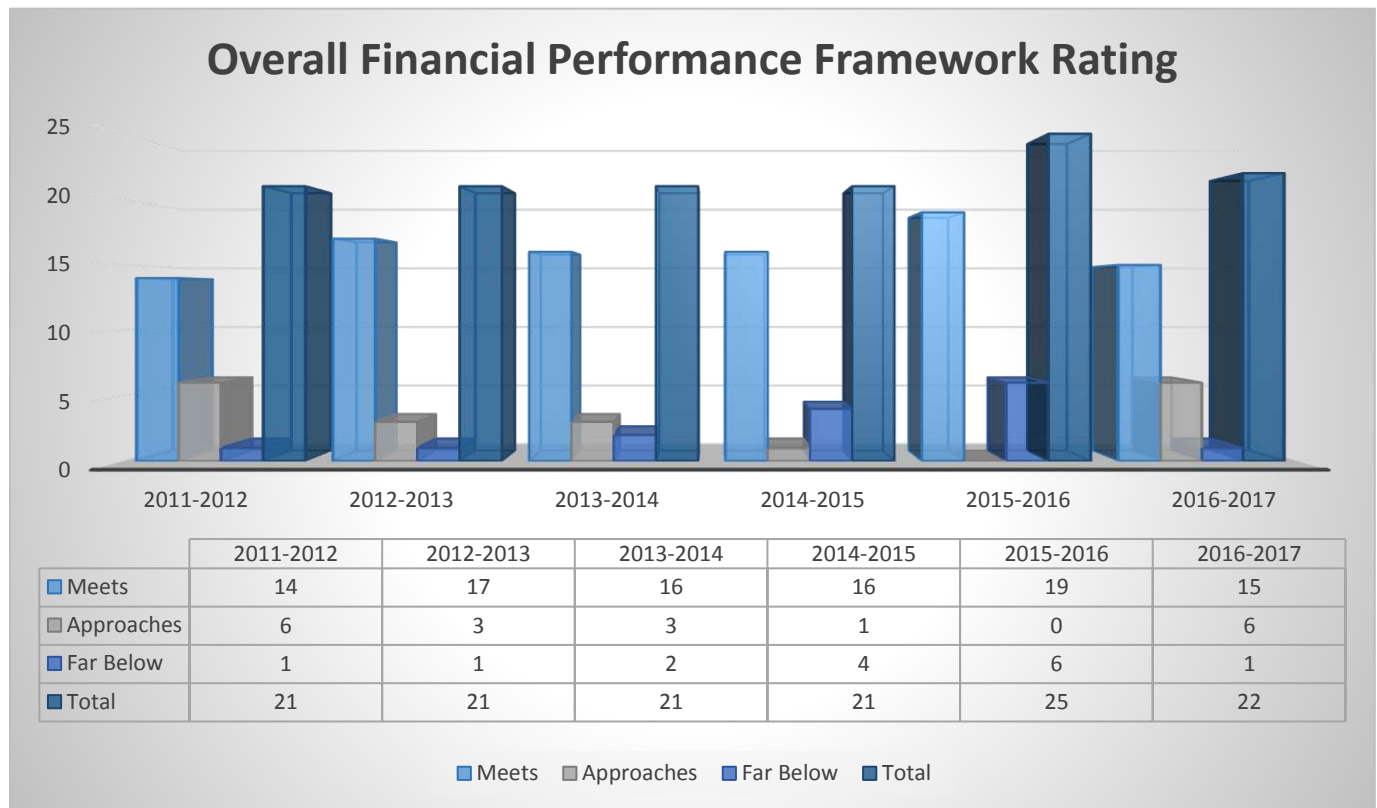
Charter schools have the autonomy to manage their finances consistently with state and federal law; however, authorizers must ensure that the schools they approve are financially stable. Authorizers, by renewing or not renewing a charter school, determine whether that school is not only academically and operationally sound, but also financially viable. The Financial Performance Framework gauges both near term financial health and longer term financial sustainability.

The portion of the framework that tests a school's near term financial health is designed to depict the school's financial position and viability in the upcoming year. Schools meeting the desired standards demonstrate a low-risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk for financial hardship in the near term. These schools may require additional review and immediate corrective action on the part of the Delaware Department of Education (DDOE).

The portion of the framework that tests a school's longer term financial sustainability are designed to depict a school's financial position and viability over time. Schools meeting the desired standards demonstrate a low-risk of financial distress in the future. Schools that fail to meet the standards are at high risk for financial hardship in the future.

Revisions to the Financial Performance Framework were made in October of 2016. These changes went into effect for the SY2017-2018 annual report. Due to the alignment of the prior annual reporting and the October 2016 changes to the Financial Framework, it was possible to include historical data for this performance framework. It should be noted that an additional metric/indicator, Financial Management and Oversight, was added to the Financial Performance Framework. The names of the performance levels were changed to align with the DSSF and to provide clarity and consistency in public reporting. The Financial Performance Framework is designed to be a stand-alone document that clearly identifies each school's financial standing in the context of eight measures.

2016-2017 Overall Financial Performance Ratings



In SY2016-2017 fifteen of the twenty-two charter schools met Financial Performance Standards. There was an increase of the number of charter schools attaining the rating of Approaching Standard and a decrease in the number of charter schools attaining the rating of Far Below Standard. This overall data is further explained by the metric/indicators and measures that are utilized to determine if a charter school is meeting the standards of financial performance.

These Metrics/Indicators and Measures include⁹:

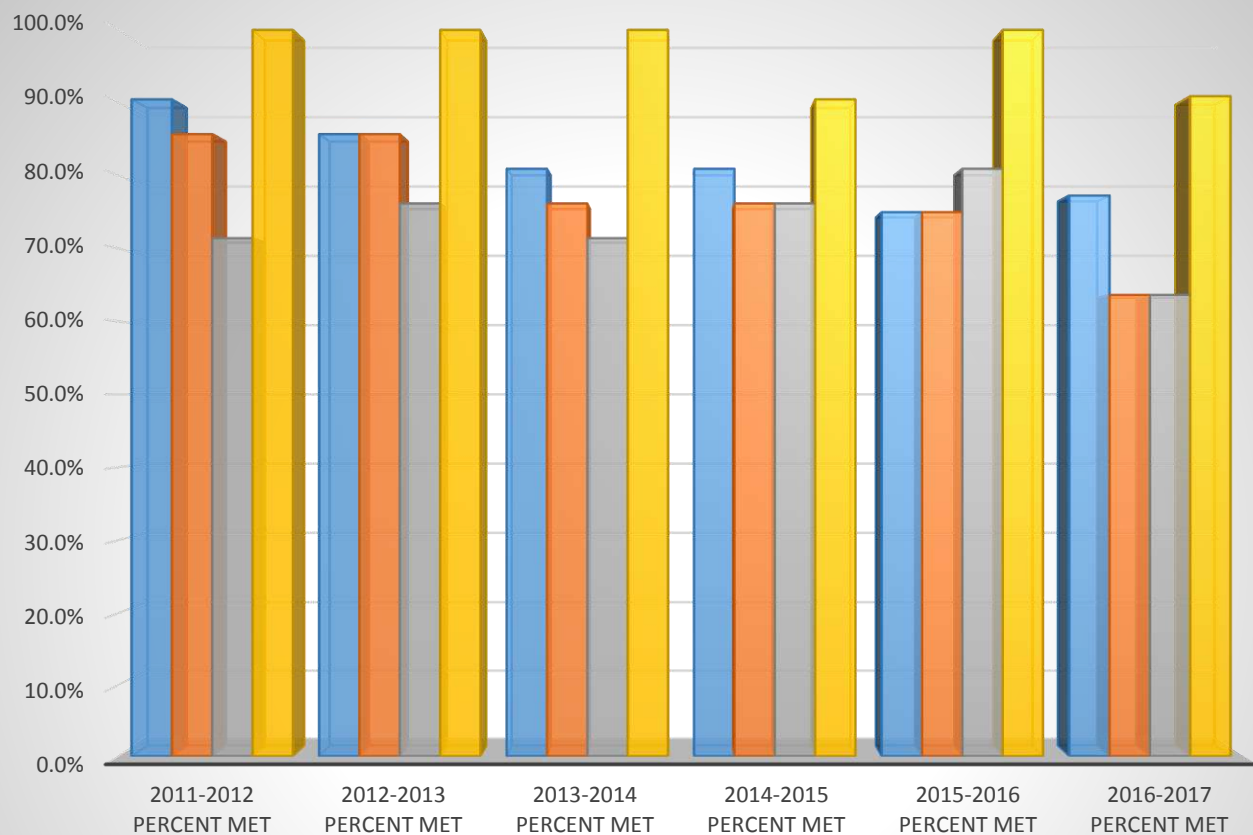
1. Near-Term Metric/Indicators
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Default
2. Sustainability Metric/Indicators
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service Coverage Ratio
3. Financial Management and Oversight Metric/Indicators
 - a. Financial Reporting and Compliance Requirements

⁹ For each measure, the school is able to earn a rating of “Meets Standard”, “Approaches Standard”, or “Far Below Standard”

2016-2017 Near-Term Indicators

The Near Term Indicators include four measures including current ratio, unrestricted days cash, enrollment variance, and default. The current ratio depicts the relationship between a school's current assets and current liabilities. The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Enrollment variance tells authorizers whether or not the school is meeting its authorized enrollment, thereby generating sufficient revenue to fund ongoing operations. Debt default indicates if a school is not meeting debt obligations or covenants.

% of Schools Meeting Near Term Metrics/Indicators

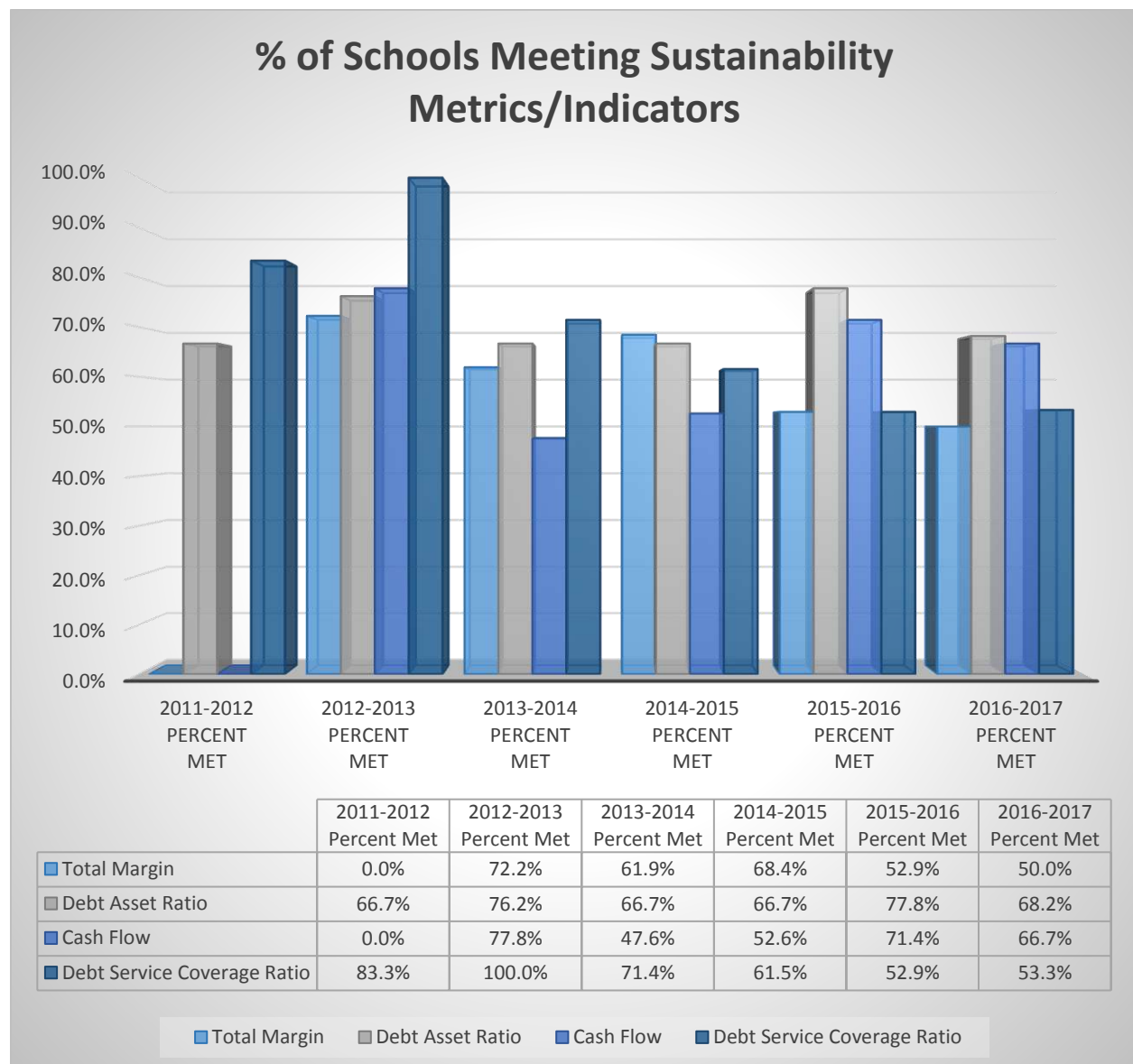


	2011-2012 Percent Met	2012-2013 Percent Met	2013-2014 Percent Met	2014-2015 Percent Met	2015-2016 Percent Met	2016-2017 Percent Met
Current Ratio	90.5%	85.7%	81.0%	81.0%	75.0%	77.3%
Days Cash	85.7%	85.7%	76.2%	76.2%	75.0%	63.6%
Enrollment Variance	71.4%	76.2%	71.4%	76.2%	81.0%	63.6%
Default, Loan Covenants, & Debt Service Payments	100.0%	100.0%	100.0%	90.5%	100.0%	90.9%

■ Current Ratio
 ■ Days Cash
 ■ Enrollment Variance
 ■ Default, Loan Covenants, & Debt Service Payments

2016-2017 Sustainability Indicators

The Sustainability Indicators include four measures: total margin, debt to asset ratio, cash flow, and debt service coverage ratio. 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 debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. The cash flow measure indicates a school's change in cash balance from one period to another. The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.



Beyond the Financial Performance Framework Data: Conclusions

Review of the data indicates that schools operating for less than five years are less likely to meet overall Financial Performance Framework standards. There is a similar trend for schools that have made substantial capital improvements. These substantial capital improvements impact Financial Performance Framework ratings overall and within individual measures.

It is the goal of the CSO in conjunction with charter school leaders to determine what enhancements could be made to the Financial Performance Framework in 2018.

Innovation and Collaboration

Each charter school highlights their innovative practices as a part of their annual reports that can be found at <http://www.doe.k12.de.us/page/2654>.

As a part of these reports schools were required to share innovative practices that could be replicated. Excerpts from the school's annual reports are below.

Academy of Dover shared:

AOD has a great process for Response to Intervention (RTI) that proves to be effective. Currently AOD uses DIBELS for reading RTI and Math Inventory for math RTI. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to the regular ELA and Math blocks. This allows AOD students to spend about 3 hours per day in small groups with the classroom teacher and the math and reading interventionists. Students are tested 3 times per year in these areas and benchmarked either weekly or bi-weekly depending on their tier. Also, for math students practice on IXL daily for the additional math practice at their grade level. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is implemented with fidelity. Attached is RTI data for the 2017 school year which shows Beginning, Middle and End of year (Appendix 4 of the SY16/17). Keeping in mind this was the first year with the Math Inventory, many students went up in tiers. However, we continue to analyze data and make changes to positively affect the process and student outcomes.

Campus Community Charter School shared:

Creating a culture of learning within the CCS school community naturally lends itself to **innovation and unique features**. Foremost, there is an overall raising expectation that everyone and everything is constantly evolving, growing with infinite capacity, where all students can be successful. Second, relationship building between and among teachers, students, families, and the larger community is essential to understanding the interconnectivity and interdependence of all learning. Fourth, a deepening appreciation, respect and understanding of the influences of poverty, race, ethnicity, culture on learning. Finally, develop in students the capacity to nurture passion creativity and intrinsic motivation to learn.

Professional Learning Communities

The school environment itself is learner-centered for both children and adults. Staff are organized into professional learning communities that meet weekly to reflect and improve upon the results of data analysis and classroom practice, with the goal of continuous improvement. Staff also meets one or more times per month to discuss and study academic focus areas. The focus area for 2015/2016 was Assessment. The focus area for 2016/2017 is science. Staff also meet regularly in workgroups to discuss academic programs, assessment initiatives and climate and culture issues that impact the whole school. Daily academic expectations include collaborative team planning, use of differentiated instruction and moving students forward to become independent learners. Administrators and teachers leverage tools such as routine practices, supportive and consistent messaging, and modeling. These tools are used to develop and maintain a positive culture for critique and continuous improvement among peers and their students.

Student-led conferences

Another innovative practice at CCS is our student-led conference. A student-led conference is a meeting with the student and his or her family and the teacher to discuss school progress. The student has the leadership role in informing parents of their progress by sharing evidence of their learning in meeting state standards. Students use this time to discuss school expectations as well as personal growth goals. Student-led conferences help students develop ownership and accountability for their learning. These conferences are required and take place twice per year.

Habits of Mind

Habits of mind are an essential part of the environment at Campus Community School. Each quarter, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community has emphasized these traits throughout the school and teaches them to students along with the academic curriculum.

Responsive Classroom

Campus Community has adopted the Responsive Classroom approach to teaching and learning. Responsive Classroom is a researched based approach that focuses on the strong link between academic success and social/emotional learning. Responsive Classroom is structured around 4 domains; Engaging Academics, Positive Community, Effective Management, and Organizational Awareness. The program has a set of seven guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

- The social and emotional curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- Great cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

After School and Summer Enrichment Program

Campus Community School's 21st Century Community Learning Center offers an intensive after-school enrichment program to students in grades k-8 focused on increasing access to high quality Science, Technology, Engineering, Art and Math instruction. "S.T.E.A.M. into Learning: Explore, Discover, and Create" features standards-based, supplemental instruction along with integrated enrichment projects.

Throughout the school year, this program takes place every Monday through Thursday, after school for two hours. There is a S.T.E.A.M Enrichment Program that takes place in the summer as well. Collaboration with multiple community based organizations offers the opportunity for children to engage in high interest extensions of the curriculum in addition to supporting their social and emotional growth.

Academic Enrichment

All K-8 students participate every day in Academic Enrichment, as part of Campus Community's day. The purpose of Academic Enrichment is to provide students with additional time to enhance their academic skills in the core content areas, especially reading, writing and math. Some students may need more support, while others may need more of a challenge. Whole class and individual needs were considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. Students also receive enrichment based around their interest through clubs, such as Robotics, Yearbook, and Cougars Reaching Out. Every educator in our building is assigned to a group of students to help support their needs.

Mentoring

Partnering with Communities in Schools, Campus Community School implements a mentoring program for at risk students. Students are identified by their teachers based on academic and behavioral concerns. Mentors are recruited from the community (Wesley College, local businesses, school board members, Delaware State University, etc.) and receive extensive training from our Site Coordinator. Mentors meet with their assigned mentees at least once a week to build relationships, provide a positive role model, and provide tutoring. Having this one-on-one relationship with a caring adult is critical to our students' success. Campus Community has also implemented a student mentoring program in which older students mentor younger students.

Charter School of New Castle and East Side Charter School shared:

Charter School of New Castle and East Side Charter School have been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system. It is expected that five of the seven schools currently not meeting standard will be able to meet standards in SY17/18 due to being in their 5th year of operation and fully enrolled or due to the fact that one year expenditures in SY16/17 will no longer impact their ratings.

Delaware Academy of Safety and Security shared:

The Delaware Academy of Safety and Security (Academy) made significant changes based on 2015-2016 data. DAPSS offers five dual enrollment classes including Survey of Criminal Justice, Principles of Criminology, World History, English Composition I, and English Composition II. We are exploring an additional class next year. Additionally, the Academy added two elective Public Safety classes: Delaware Criminal Code and Crime Science Investigation. The Public Safety classes have also increased their involvement and interaction with our Public Safety partners specifically by creating more hands-on and practical exercise with these partners. Cadets have the opportunity to experience training scenarios that are commonplace in the First Responder fields.

The Academy continues to refine the academic RtI process in alignment with best practices. We currently offer three math enrichment classes and five Read 180 classes. STAR serves as a universal screener.

By adjusting the master schedule, DAPSS was able to create two Khan Academy classes specifically for 11th grade students, implement the RtI process, and allot weekly structured PLCs. The Academy is a member of the Stand by Me Program: Delaware Financial Empowerment Partnership and has had several representatives to the school to help cadets with college financial aid. Additionally, all Applied Mathematics students are participating in the Junior Achievement Program.

In keeping with the mission, the Academy currently has three public safety teachers.

To better communicate with parents, all teachers are required to post course syllabi for every class on his/her website. Websites are to be updated weekly and homework assignments posted.

Delaware Design Lab High School shared:

Delaware Design Lab High School (DDLHS) utilizes multiple innovative practices that could be replicated at other schools in Delaware. Because DDLHS has only been in operation for two years, and many of these programs are new this year, we do not have adequate data to support their success. However, a brief summary of some of our innovative practices are mentioned below:

1) DDLHS takes student voice very seriously and encourages students to take control of their own education. To that end, DDLHS offers students multiple opportunities to use their voices to influence decisions at an administrative level. For example, DDLHS offers students the opportunity to participate in student-created, student-selected, student-run clubs during the school day. Allowing students to identify the types of clubs they wish to create drives interest, while guiding students to lead their own clubs teaches students leadership skills, independence, and responsibility. Promoting club participation during school hours encourages all students to engage in extra-curricular activities while overcoming barriers to participation (i.e., transportation) that may be associated with afterschool clubs. DDLHS also hosts a student-led “Making Change” committee whose responsibility it is to advise administration regarding issues of student concern and methods for improvement. DDLHS further bases its course offerings, in part, upon the interests of its students. For example, DDLHS boasts a strong entrepreneurship program in which students have requested a third level course be added. DDLHS is working to adjust its existing course offerings for second semester to accommodate this request.

2) DDLHS uses an innovative approach to education because it utilizes the “design-thinking” process across all curriculum. For every problem, from math to technology, students are asked to “IDENTIFY [the problem], VISUALIZE [the solutions], PROTOTYPE [the best solution], and PRESENT [their findings]. Our students are taught to utilize this approach outside of school, thus furthering their readiness to solve real-world problems through this unique lens.

3) DDLHS encourages students to get real world experience across all grade levels by offering flexible scheduling for students who hold paid and unpaid internships and offering in-house internships across all subject matters. Current students earn credit for internships providing services ranging from car maintenance to technology and IT support.

4) DDLHS also offers students at all levels of proficiencies the opportunity to engage in “a la carte” learning geared toward their personal educational goals. Students are able to utilize school time and resources to enroll in online courses they either need for graduation but are not offered at a time that is available in their schedule, or electives that pique their interest. Students participate in teacher guided learning circles to discuss their courses and deepen their understanding at least once per week.

In SY2014-15, **Early College High School (ECHS@DSU)** opened with ninth grade and added a new grade each year thereafter; thus, the school will have its first graduating class during the 2017-18 school year. The anticipated graduation date for the first graduating class is May 15, 2017. Therefore, using the current DOE metrics, there is no College and Career Preparation data. To date, however, the ECHS students have earned 3,588 college credits with the Class of 2018 earning 2,333 of those credits.

First State Military shared:

First State Military's key innovative practice is the focus on culture and a strong foundation of for a successful learning environment centered on the principals of the Marine Corps.

Freire shared:

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 Freire Charter School 2016-2017 Annual Report Page 32 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.

Gateway Lab School shared:

At GLS we have an above-average percentage of students with developmental disabilities and learning differences. Examples include hearing impairment and disorders such as autism spectrum, attention deficit, oppositional defiant, bipolar and conduct. The composition of our student population calls on us to innovate in certain ways:

- For example, we believe that a foundation of solid emotional growth is a precondition for strong academic growth and to this end we successfully blend the Responsive Classroom approach with Applied Behavior Analysis. This innovation facilitates significant emotional growth in our students. We believe this practice is replicable at other schools in Delaware.
- Another innovation we have found to be very successful is our Wilson Reading program. We have a specifically trained staff member in the practice of Wilson Reading, and she is also trained to train our instructional staff in how to benefit from Wilson Reading. The innovation here is not only the use of the practice with students, but in the leverage gained through having a central expert act as a resource to all instruction staff. The data in Attachment-1 (MAP data) on the last side (“Wilson Data”) illustrates the success of this innovation: 91% of the GLS student who participate in the Wilson Reading program have met their NWEA MAP growth targets. We believe this practice is replicable at other schools in Delaware.

Great Oaks shared:

GO-WIL’s approach apart from other college preparatory charter schools is our high-dosage tutoring; the Great Oaks Tutor Corps, a highly selective cadre of recent college graduates, will deliver at least two hours of individualized instruction to every student every day. GO-WIL will serve Wilmington students in Grades 6-12. In our first year, enrolled 240 sixth graders, selected a corps of 40 highly effective tutors, and currently have 60 recent college graduates supporting our students’ academic growth. The academic model of our schools was inspired by the Match School of Boston (Match), which has an extraordinary track record of success using the Tutor Corps model.

GO-WIL’s vision has three components and extends beyond the four walls of our school. First we envision creating a supportive yet rigorous middle/high school program that promotes college readiness. Second, we envision incorporating an intensive teacher preparedness program that creates a pipeline of highly effective educators. Third, we envision partnering with other high-performing schools and community-based organizations to invest in the community of Wilmington, DE.

The data that this is replicable can be seen in the MATCH School, which has sent 89% of graduated high school seniors to 4-year colleges and universities, and the Great Oaks Charter School Location in Newark, New Jersey, which graduated 100% of their seniors into 4-year colleges and universities in May 2017.

Kuumba Academy shared:

Kuumba Academy is happy to report the continued successful Implementation of the Teaching Excellence Framework to support our teachers' professional growth and development. The Urban Charter Collaborative received the "Superstars in Education" award for the creation of this innovative and effective framework.

In collaboration with Thomas Edison, East Side Charter School and Prestige Academy, KACS is implementing an alternative teacher evaluation system in place of the DPAS II. 2016-2017 marked our fourth year of implementation. TEF is built around four goals/objectives that we believe revamping our teacher evaluation process will help us meet. These include:

- Dramatically Improve Student Performance - Put student learning front and center and utilize their performance as the primary benchmark of our teachers' development and success.
- Develop and Retain Effective Teachers – Engage teachers in a culture of feedback and professional learning that promotes effective practice, enables leadership roles, and rewards those achieving at high levels.
- Develop a Network of Like-Minded Colleagues - Create space for educators both within and between our schools to provide feedback and engage in development opportunities.
- Inform Policy and Practice - Share lessons learned to policymakers and practitioners in order to drive change at scale to the benefit of every student throughout Delaware.

76% of teachers reported that the feedback they receive from the TEF is "very valuable" or "extremely valuable".

Las Americas Aspira shared:

The program at Aspira includes many innovative practices including:

- **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 Mastery Connect 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 mini lesson 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.

MOT Charter School shared:

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

Involved Parents

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents serve as members of the P.O.S.S.E. (Parents Offering Support Services in Education) to provide small group instruction to students who need extra help and those who need additional challenge. Parent volunteers regularly provide support in our library.

Rigorous, Student-Centered Instruction

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.

Responsive Curriculum

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter’s curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

Early Intervention

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT’s educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students’ needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using *Schoology* as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the *Schoology* platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.

Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

Newark Charter School shared:

1) Setting the Bar High for Academics

Newark Charter School's original charter application stated that the school was established to provide an alternative "rigorous and academically challenging curriculum." The school's theme is "Emphasizing Excellence in Academics and Decorum" reflects our philosophy "to serve a diverse student population by challenging each student at his or her level so that all students exceed the state standards and reach their full potential." The outcomes described in this Annual Report show that our two-time National Blue Ribbon School for Academic Excellence has achieved consistently excellent results. Setting the bar high for academics is essential and replicable in all of our public schools.

During the 2016-17 school year, the school received a rating of Exceeds in three of four measurements of School Overall Performance on the Delaware School Success Framework, the state's comprehensive accountability system that measures and publicly reports on multiple areas of school success. The highest score (5 stars) was received for Academic Achievement, On Track to Graduation and College and Career Readiness. Academic Growth received a rating of four stars. This is considered to be very good, especially given the school's high level of Academic Achievement. Out of 15 state tested areas (grades 3-8 Smarter Balanced ELA and Math; grades 5, 8 and 10 DCAS Science), Newark Charter School students placed first in the state in 7 categories and second in the state in 8 categories. The school's high school students also performed significantly higher than the state and national averages on the PSAT for Math and Reading/Writing. And the juniors who took the SAT scored second highest in the state in Math and third highest in the state in Evidence-Based Reading and Writing.

2) Continuity of Educational Services

NCS provides continuity from grade to grade. Configured as a K-12 school, NCS is the largest public schools in the state. More importantly, the school has a program that allows students to remain in one place for a longer period of time than most traditional public schools. The benefit of this continuity of educational services is enhanced by the fact that student attrition is extremely low (less than 1%). NCS is above the state average daily attendance. The school's average daily attendance is 96.68% (96.3% in the primary school; 96.94% in the intermediate school; 96.96% in the junior/senior high school). The most recent available data (2015 – 2016) for the State of Delaware shows that average daily attendance rate is 94.24% (95.32% in grades K - 3; 95.36% in grades 4 - 6; 92.815% in grades 7 - 12). Finally, the school provides summer learning opportunities including 23 Summer Camps, year-round education for students with intense or complex disabilities, and academic enrichment programs.

3) Core Knowledge Curriculum (K-8)

Since its inception, NCS has utilized the Core Knowledge curriculum scope and sequence developed by Dr. E. D. Hirsch and the Core Knowledge Foundation. It is carefully aligned to the State and Common Core Standards. The Core Knowledge curriculum framework is coherent, cumulative and, most importantly, it identifies specific content to be studied in each grade. Core Knowledge presents a body of lasting knowledge that should form the core of a preschool to 8th grade curriculum. Core Knowledge is an interdisciplinary curriculum, which helps children see the interrelationships between subjects taught in school. Because students learn best when new knowledge builds on previous knowledge, the curriculum is carefully sequenced to ensure that students enter each new grade ready to learn and build on knowledge and skills learned in previous years. Knowledge builds on knowledge. Gaps and repetitions in content do not occur. All students, regardless of socioeconomic backgrounds or past levels of achievement, have a level academic playing field.

NCS earned the designation as a Core Knowledge Visitation School. Schools throughout the country are encouraged to visit to learn about our academic programs. The Core Knowledge Foundation cited NCS as one of the eight best Core Knowledge schools in the country. NCS

was the first school in Delaware to use the Core Knowledge curriculum. Locally, Las Americas Aspira Academy successfully replicated NCS's Core Knowledge curriculum. The two charter schools have shared Core Knowledge in-service training for teachers. Other Delaware and regional charter schools have consulted the school about adopting its Core Knowledge curriculum.

4) Instructional Grouping

Homogeneous grouping (phasing) for instruction is observed in grades 4-8. Homogeneous groups bring together students of similar ability in order to optimize learning. Students receive instruction to meet their learning needs more specifically. Teachers can better attend to learning similarities and differences, making differentiated instruction and assessment more efficient. Extra support can be made available more readily to those who need it.

Phasing is determined by multiple indicators of student achievement, including Smarter Balanced testing, DCAS, MAP growth model testing, standardized testing, teacher and parent recommendations, grades and learning style assessments. Phasing the students into groups does not mean that any student is presumed to be below grade level, although occasionally scores may indicate that. All students are taught on grade level and receive the same curriculum. The pacing at which instruction takes place and the depth to which a topic is studied may differ. Within each phase there remains a range of learning ability so that instruction is tailored to the unique needs of the groups.

Phasing of students is reviewed by the teams of teachers and administrators working with the students, with essential input from parents. A student can move up a phase or down. The reliability of the phasing system in place at NCS has proven to be very high, as few students need to be re-phased.

5) A Community-Based School

NCS is a community-based school, made possible in part by the five-mile radius and the sibling preference in the lottery-based admissions process used by the school as encouraged by Delaware's charter school law. This is the best model to foster parental involvement, improve the school environment and motivate the students. The School Council's annual Parent Satisfaction Survey (February 2017) shows that parents are highly satisfied with the school overall. The survey yielded an increase in responses for the sixth consecutive year. The chart below shows the average scores (on a 7-pt. scale) representing 46 questions across eight domains:

- | | |
|------------------------|--------------------------------|
| 1= Completely disagree | 2 = Moderately disagree |
| 3 = Mildly disagree | 4 = Neither agree nor disagree |
| 5 = Mildly agree | 6 = Moderately agree |
| 7 = Completely agree | |

Domain	# Questions	2017 Mean
Care & Treatment	6	6.4
Rules & Conduct	5	6.5
Safety & Communication	5	6.6
Instructional Quality	5	6.5
Academic Support	4	6.3
Services	4	6.1
Participation	6	6.0
Overall Experience	4	6.7

In order to foster a “small community feel” to a large and growing school with three buildings on two campuses, the School Director continued his in-house newsletter for staff called STAFF MATTERS. This weekly publication features news about staff members to keep them “connected” to each other and to keep them informed about what is happening school wide.

6) Strong Site-Based Management

As a school established by parents, there is a high degree of parent involvement and parent satisfaction each year. Parent surveys consistently show that parents are virtually 100% satisfied with the school. Parents have authentic participation in school-wide decision making. They hold the majority of seats on the Board of Directors. The School Council, consisting of parent-elected parent representatives from each grade level, serves as a “sounding board” to management on issues. It conducts and monitors two formal parent satisfaction surveys annually. The Friends of NCS is an active and essential parent organization, providing volunteers, fund raising support, and programs to enrich the school. More than 500 different parent volunteers served the school this past year.

Internally, the staff decision making process is modeled after management practices at large integrated companies. Each grade is represented by a team leader to provide a horizontal perspective that focuses on what the students in a particular grade experience and learn. Academic core content areas are representative by department heads to provide a vertical perspective, ensuring that each content area connects from one grade to the next. In the Jr./Sr. High School, a faculty-based Leadership Council ensures that shared decision making occurs through constant communication among academic departments, grades, and with administration.

7) Market-Driven School

NCS continuously measures the extent to which it is meeting the demands of its market. Annually, it uses extensive parent and staff survey data, and input through stakeholder groups such as the School Council, Board of Directors and CTE Advisory Committees, to assess how the school is measuring up to its constituents' expectations and how it is responding to market trends and demands, such as the job market and competition within the education environment. A school-wide strategic long range planning committee is being formed in 2017.

Market demand continues to be strong. 3,247 external applications were received for the 2017-2018 school year. Approximately 215 applicants were offered enrollment, mostly in the Kindergarten class, leaving more than 3,000 students on the waiting list for grades K-12.

8) Emphasis on Decorum and Character Development

NCS's motto is "Excellence in Academics and Decorum." The school has made it a priority to create an orderly, safe environment allows teachers to teach and students to learn. School uniforms have been in place from the beginning to promote discipline, respect, and a focus on learning. This has since been replicated in many public school districts and charter schools. Strict absentee and tardiness policies teach students to value the importance of education. Students encourage one another to adopt good behavior, good manners, honesty, politeness and civic-mindedness.

NCS was the first school in Delaware (2005) to implement the research-based Olweus Anti-Bullying Program. The program enhances school culture because everyone has a part to play. Everyone has a right to a safe school where students feel secure and treat each other with mutual respect and kindness. Years later, such anti-bullying programs would become mandatory in Delaware public schools.

NCS was one of two Delaware schools designated "No Place For Hate" schools. The "Gold Service Leadership School" was awarded to the high school for the students' Jefferson Awards community service activities. Even though the school population increased, suspensions decreased compared to the previous year. As of May 30, 2017, during the 2016 - 2017 school year, Newark Charter School had 22 suspension incidents with 24 students suspended. This represents 1.1 % of the school population.

9) Commitment to Diversity

Diversity in the student body continues to increase. In the 2017 lottery, 56% of the newly-admitted students are Caucasian compared to 64.9% in the school's general population for 2016-2017.

The school's population continues to include an increasing number of students with significant intellectual and physical disabilities. The number of students with "Complex" disabilities (including Down Syndrome, Autism, Significant Multiple Disabilities, etc.) continues to increase:

2014	(8 students)
2015	(13 students)
2016	(15 students)
2017	(17 students)

The school's student demographics compares closely to the diversity within the Greater Newark area and within New Castle County.

The Outreach Committee, comprised of administrators, faculty and parents, is active and its efforts continue to provide awareness and accessibility to underrepresented populations within the greater Newark community.

10) AP Capstone Diploma Program

Newark Charter High School is the first high school in Delaware, to implement the College Board's new AP Capstone™ Diploma Program, an innovative and challenging program that allows students to develop the skills that matter most for their future college success: research, collaboration, and communication. Already, other Delaware high schools have reached out to NCS to learn more about the program for possible adoption in their schools.

The Advanced Placement program includes a two-course sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement courses and exams while empowering students with the very skills college professors want their students to possess.

Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing will receive the AP Capstone Diploma™. Students who earn qualifying scores on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will earn the AP Seminar and Research Certificate™.

The AP Seminar course, typically taken in 10th or 11th grade, will equip students with the power to explore academic and real-world issues from multiple perspectives. Through a variety of materials — from articles and research studies to foundational and philosophical texts — students will be challenged to explore complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, and develop, communicate, and defend evidence-based arguments. Teachers have the flexibility of choosing themes based on student interests, whether they are local, regional, national or global in nature. By tapping into students' personal interests, AP Capstone gives a broader array of students an entry point into

challenging coursework. Students are assessed through an individual and team project completed during the year and a year-end written exam.

The subsequent AP Research course will allow students to design, plan, and conduct a year-long investigation on a topic of their choosing with support from experts at the university level or in the community. At the end of the course students have the confidence to present and orally defend their own scholarly academic research.

11) Global Studies/ Leadership Academy (9-12)

Newark Charter High School's Global Studies/ Leadership Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. Classroom activities directly connect with the opportunity for students to take action in the greater community and beyond. Several community partnerships are in place to support and encourage service outreach conducted by students such as; the Jefferson Awards: Students in Action, the Newark Rotary, and the Human Ecology Foundation. The Global Studies/Leadership Academy endeavors to offer insights into the histories of various peoples, cultures of the world, dynamic issues of the day, and effectively contributing to the global community in which we live.

12) Science, Technology, Engineering and Math (S.T.E.M.) Academy

The high school's STEM Academy is a program grounded in a common core of studies, with opportunities for students to focus on challenging programs of interest and career pathways. Students will also be able to explore opportunities for enrichment through elective courses and complementary activities outside the classroom. STEM Academy coursework will focus upon studies in science, technology, engineering, and mathematics. Three-year programs of study are offered in the following pathways in Engineering (Project Lead the Way), Biotechnology, Computer Science and Business, Finance and Marketing. These pathway programs provide students the opportunity for college credit and dual-enrollment. Additionally, following completion of the program students are encouraged to enroll in AP math and science courses to further enhance their learning experience.

13) Accountability, Autonomy and Choice

NCS provides autonomy at the school level in exchange for clear accountability, which results in outstanding student performance and a well-managed organization. All staff members have one-year contracts that must be renewed annually. The school uses its autonomy to take advantage of innovative practices such as financial spending flexibility, peer evaluations and alternative curriculum models. School choice is vital for a charter school to provide a focused learning community where staff, parents and students share common values and expectations.

14) Merit Pay

NCS was one of the first schools in Delaware to offer its teachers and staff members merit pay (bonuses). Merit pay may be awarded through a merit pool to be administered by the management. The level of the bonus is determined by the Board of Directors and is dependent on availability of funds. Newly-hired employees will become eligible to participate in the merit pay program after completion of their second year of employment. Merit pay is awarded based on a combination of factors including, but not limited to, formal observations and evaluations (such as those outlined by the Delaware Department of Education) walk-through observations, informal observations, parent surveys, student achievement, attendance, and uncompensated efforts on behalf of the school that go above and beyond basic job duties, etc.

- Since its inception, Odyssey Charter School has taught Modern Greek language and Math in Greek to students starting in Kindergarten for approximately 90 minutes per day. This Foreign Language in the Elementary School (FLES) model has enhanced our curriculum and is an integral part of our students' academic achievements. Beginning in the 17-18SY, students entering Kindergarten will have the opportunity to be part of a new immersion track, where students will receive instruction in Greek for approximately half of the instructional day. Students in the immersion track will learn Math and Science primarily in the Greek, in addition to Greek Language Arts instruction, and English Language Arts and Social Studies primarily in English. Just as FLES students, immersion students attend the same specials as other students outside of their regular bilingual classroom time.
- Odyssey Charter School is pleased to forge a new pathway to foreign language acquisition. The goal of the Greek immersion track is to provide improved learning outcomes in Greek language to our students, as well as the linguistic, academic, and cognitive benefits of foreign language immersion programs. Through innovative programs such as our "school within a school" model, positioning FLES and immersion side by side, we aim to accelerate achievement for all Odyssey Charter School students.
- When examining longitudinal standardized assessment data, as reported by DOE for the SBAC and DCAS assessments, Odyssey Charter School had historically produced strong achievement as compared with the state and neighboring schools. However, our overall SBAC gr 3-8 combined scores have dropped approximately 3% over the past three years. While we have added approximately 400 new students in that time, we still believe in a collective, well-defined mission to maintain our upward trajectory of achievement in the midst of rapid growth. Knowing the school's culture of intrinsic motivation and pursuit of excellence, the administrative team identified a "back to basics" approach to curriculum and instruction improvement. We know our teachers have the ability to advance achievement in a meaningful way; the focus on research-proven, high-leverage lesson planning was determined to be the focus of the upcoming school year.
- To that end, utilizing Mike Schmoker's Leading With Focus book as a guide, our teachers will receive training on the curricular materials already in place in the school. Because of our rapid growth, many teachers have not been formally trained on the reading, literature, and math programs in place in our school. Working with our publishers, teachers will receive two trainings during the school year on the respective

programs, as well as engage in book study around Schmoker's Focus: Elevating the Essentials work.

Providence Creek Academy Charter School shared:

Providence Creek Academy Charter School believes in educating the Whole Child, therefore we offer opportunities in Academic's, Athletics and The Arts. During the course of the year we offer many electives for our Upper School Students, such as French, Percussion Ensemble, Coding, Student and Peer Mentoring, Math League, Drama, and Band to name a few. Our Athletic program offers programs for fitness as well as full sports starting in 5th grade for some programs. We partner with the Biggs Museum in Dover for Art. Service Learning is part of the curriculum for the entire school body. Each year the entire school population performs a community service. PCA has partnered with the Food Bank, Delaware State Parks, the City of Dover, the Town of Smyrna and the Town of Clayton, Habitat for Humanity, Nemours Children Hospital, Ronald McDonald House, Three Palms Petting Zoo, and 321 Foundation among others to support the needs of others. Providence Creek Academy Ballet is offered to both attending students as well as the entire surrounding community. The Ballet Program has been recognized regionally and nationally.

Students' learning is varied depending on each student. Each class room applies real world skills. Our students use technology as a tool to become part of the world. Classes use the 44 acre campus as an extension of their own classroom. The campus offers environments that are conducive to real learning. While we follow the Common Core, we enhance opportunities beyond the classroom walls.

Positive Outcomes Charter School shared:

The staff at Positive Outcomes Charter School has always viewed the school as an important component in the educational system for the state of Delaware. Many of the strategies and practices that make our school successful could be replicated throughout the state.

Specific Academic Strategies and Practices

The school is small.

Class sizes are small.

The school is student focused.

Professional Development activities are focused on student need.

Teachers are trained to provide individual accommodations, based on student need.

Evaluations are based on coaching staff to improve outcomes for students

The Student to Instructional Staff Ratio is small – 1:7

The Student to Computer ratio is high – 1:2.09

Students are evaluated through authentic assessment of their learning through exhibitions

Students have regular and continuous access to technological tools for learning.

All staff members take a personal interest in the success of all students.

The staff meets regularly to discuss the needs and issues of students.

Intensive Behavioral, Social and Emotional Supports

Students participate in real world internships

Within the small classes of students teaching methods appear to be traditional at Positive Outcomes, within the small classes of students. During instruction, though, a dozen strategies may be implemented which differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students. Teachers may use the same test but grade it differently for different students.

Over 68% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations that are listed in each student IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for methods of teaching special education students.

The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff to identify students in need of accommodations, increased attention, that are having problems at home, solutions to issues, and strategies to help other staff. These weekly meetings are also attended by the school administration to ensure that our students have access to all the services that are available to them.

Each of the practices listed above adds to the cost of education. Each of the practices could be replicated elsewhere, if schools or districts are willing to commit the necessary resources. There is no inexpensive way to address the complicated needs of this diverse student population.

Organizational Practices that other schools could replicate:

One of the cornerstones of Positive Outcomes Charter School is ensuring compliance with the myriad of regulations, policies and requirements that have been established for charter schools. Additionally as has been previously stated, our school attempts to operate with complete transparency in all school operations and programing.

Many of the strategies and practices that make our school successful could be replicated throughout the state. Identifying key aspects that could be replicated is challenging as our

school has strived to be a model organization in all aspects of school operations. We frequently consult with other new and existing charter schools to assist their development and operations.

Financial Practices that other schools could replicate:

Positive Outcomes Charter School believes in having completely transparent financial processes with significant oversight and segregation of duties. This transparency has led to our school having no significant findings or acts of impropriety for the last 20 financial audits. Our school knows and understands that the foundation of our school is built upon our financial position. For this reason, our school has always focused on solidifying this area of our school operation.

Many of the strategies and practices that make our school successful could be replicated throughout the state.

Specific Financial Strategies and Practices

High Quality Business Manager

Strategic Planning of Financial Operations

15 Month Forecasting of Finances

Transparency of P-Card Expenditures

Integration of Business Manager into Leadership Team

Continuous Focus on Cost Saving Practices

Streamlined Fiscal Monitoring

Comprehensive Inventory of Assets

- Continuous updating of reports for clarity and refinement

The most significant financial practice that could be replicated at other schools is having a high-quality business manager that is a member of the leadership team. Having a high-quality business manager that is focused on the overall success of the school is critical. As a member of the school's leadership team the business manager is involved in all planning activities. This enables the business manager the opportunity to identify funding options for improvements. In addition, the business manager can know what changes are needed to fund critical school programs.

POCS also consistently and conservatively estimates budget revenues each year to protect against potential revenue shortfalls and deviations. The final and actual revenues are never known during the preliminary budget processes due to the fact that local funding amounts, as well as some state and federal revenues, are not provided to the charter schools until after the school year has begun. The school avoids deficit spending and is continually focused on staffing formulas based on unit count projections and estimates.

Our school also has ensured that our Board of Directors receives and reviews monthly reports showing line item expenses and revenue compared to budget projections showing favorable and unfavorable items. These reports are also reviewed and analyzed by the POCS CBOC. The board also reviews all spending and purchasing that is executed by the school. We do this by presenting all P-Card reports to the board and the CBOC at each meeting. In addition, the board and CBOC are able to have access to all financial reports that they request either in paper or in digital formats.

The school annually receives an external audit that is conducted by a certified public accounting firm. These audit reports are shared with the Board of Directors, CBOC, Department of Education and the State Auditor's Office and are posted on the school's webpage. We also welcome our annual audits as an opportunity to review current practices and identify areas that can be strengthened and improved. This belief system helps our school focus on continuous growth and improvement compared with maintaining the status quo.

Renewing schools including Academia Antonia Alonso, Early College High School, First State Montessori, Sussex Academy, and Thomas Edison Charter School included their innovation as a part of their overall renewal application and plans for the next five years. Please see the renewal applications located at <https://www.doe.k12.de.us/Page/3308>.

Policy Recommendations

There are currently policy recommendations that came out of the Strategic Planning Committee for Educational Opportunities. These recommendations can be found in [Strategic Plan for Educational Opportunities Report](#).

There have been several recommendations to review the dates surrounding the Choice window to ensure all families have reasonable opportunities for participating in school choice.

It is recommended that the annual report on charter schools be removed from statute. The information from this report is now all available online or via monthly updates of the charter school office. At the time the annual report was established in 14 Del. C. § 514 there were not published performance frameworks, robust and informative annual reports from charter schools, nor was there an accountability dashboard included in the school profile. With the improvements to reporting and the transparency of that information, this report has become a redundant regurgitation of the information already easily available from those other sources. Additionally, the CSO provides a monthly update to the State Board which is published online and available for all to review as well. This report is no longer an additive source of information nor an effective use of resources.

There are also recommendations for changes to Regulation 275. The changes are:

9.8 Major modifications, include the word ‘add’ to 9.8.1.1 and 9.4.3. We also recommend that First Instructional Day be discussed and potentially stricken from the regulation. Should a charter school determine that the education management organization is not best suited or able to meet the terms of the agreement, it is not in the best interest of the school or the taxpayer to enforce that contract without a process by which to make the modification.

9.8.1 A major modification is any proposed change to a charter, including proposed changes to any condition placed on the charter, which would:

9.8.1.1 Replace, **add**, remove or permit the school to operate **with or** without an educational management organization providing administrative, managerial or instructional staff or services to the charter school at any time ~~on or after the First Instructional Day~~ **that was not included in the approved charter**; or

9.4.3 An application to replace, **add**, remove or permit the school to operate **with or** without an educational management organization providing administrative, managerial or instructional staff or services to the charter holder at any time ~~before the First Instructional Day~~ **that was not included in the approved charter**.

Appendix A

Below is the individual performance of each charter school by assessment and grade level.

Charter Schools Performance and Participation Smarter Balanced ELA

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academia Antonia Alonso	3	2371	16	> 95	2433	52	> 95
Academy Of Dover Charter School	3	2425	37	> 95	2433	52	> 95
	4	2478	56	> 95	2477	54	> 95
	5	2541	73	> 95	2520	60	> 95
Campus Community School	3	2454	61	> 95	2433	52	> 95
	4	2443	37	> 95	2477	54	> 95
	5	2514	60	> 95	2520	60	> 95
	6	2540	58	> 95	2530	52	> 95
	7	2580	61	> 95	2555	54	> 95
	8	2625	88	> 95	2567	52	> 95
East Side Charter School	3	2365	13	> 95	2433	52	> 95
	4	2383	15	> 95	2477	54	> 95
	5	2414	12	> 95	2520	60	> 95
	6	2457	13	> 95	2530	52	> 95
	7	2475	17	> 95	2555	54	> 95
	8	2519	29	> 95	2567	52	> 95
Edison (Thomas A.) Charter School	3	2375	26	> 95	2433	52	> 95
	4	2421	34	> 95	2477	54	> 95
	5	2444	20	> 95	2520	60	> 95
	6	2476	23	> 95	2530	52	> 95
	7	2551	55	> 95	2555	54	> 95
	8	2582	57	> 95	2567	52	> 95
Family Foundations Academy	3	2398	34	> 95	2433	52	> 95
	4	2457	48	> 95	2477	54	> 95
	5	2503	51	> 95	2520	60	> 95

	6	2502	35	> 95	2530	52	> 95
	7	2499	25	> 95	2555	54	> 95
	8	2549	42	> 95	2567	52	> 95
First State Montessori Academy	3	2459	64	> 95	2433	52	> 95
	4	2495	61	> 95	2477	54	> 95
	5	2537	74	> 95	2520	60	> 95
	6	2577	69	> 95	2530	52	> 95
Freire Charter School	8	2546	39	> 95	2567	52	> 95
Gateway Lab School	3	2350	22	> 95	2433	52	> 95
	4	2418	24	> 95	2477	54	> 95
	5	2430	18	> 95	2520	60	> 95
	6	2436	10	> 95	2530	52	> 95
	7	2445	11	93	2555	54	> 95
	8	2485	18	95	2567	52	> 95
Great Oaks Charter School	6	2463	25	> 95	2530	52	> 95
	7	2496	27	> 95	2555	54	> 95
Kuumba Academy Charter School	3	2362	20	> 95	2433	52	> 95
	4	2413	25	> 95	2477	54	> 95
	5	2487	38	> 95	2520	60	> 95
	6	2493	34	> 95	2530	52	> 95
	7	2523	41	> 95	2555	54	> 95
	8	2542	48	> 95	2567	52	> 95
Las Americas ASPIRA Academy	3	2415	47	> 95	2433	52	> 95
	4	2462	42	> 95	2477	54	> 95
	5	2512	49	> 95	2520	60	> 95
	6	2555	62	> 95	2530	52	> 95
	7	2569	55	> 95	2555	54	> 95
	8	2585	57	> 95	2567	52	> 95
MOT Charter School	3	2470	74	> 95	2433	52	> 95
	4	2533	76	> 95	2477	54	> 95
	5	2591	85	> 95	2520	60	> 95
	6	2595	85	> 95	2530	52	> 95
	7	2604	70	> 95	2555	54	> 95
	8	2602	71	> 95	2567	52	> 95

Newark Charter School	3	2523	88	> 95	2433	52	> 95
	4	2581	> 95	> 95	2477	54	> 95
	5	2620	> 95	> 95	2520	60	> 95
	6	2632	93	> 95	2530	52	> 95
	7	2667	93	> 95	2555	54	> 95
	8	2695	> 95	> 95	2567	52	> 95
Odyssey Charter School	3	2486	78	> 95	2433	52	> 95
	4	2521	73	> 95	2477	54	> 95
	5	2567	81	> 95	2520	60	> 95
	6	2567	69	> 95	2530	52	> 95
	7	2620	84	> 95	2555	54	> 95
	8	2596	66	> 95	2567	52	> 95
Positive Outcomes Charter School	7	2486	19	> 95	2555	54	> 95
	8	2503	33	> 95	2567	52	> 95
Prestige Academy	6	2430	8	93	2530	52	> 95
	7	2443	10	> 95	2555	54	> 95
	8	2471	15	> 95	2567	52	> 95
Providence Creek Academy Charter School	3	2437	61	> 95	2433	52	> 95
	4	2492	62	> 95	2477	54	> 95
	5	2542	80	> 95	2520	60	> 95
	6	2546	55	> 95	2530	52	> 95
	7	2575	65	> 95	2555	54	> 95
	8	2588	59	> 95	2567	52	> 95
Sussex Academy of Arts and Sciences	6	2639	> 95	> 95	2530	52	> 95
	7	2655	> 95	> 95	2555	54	> 95
	8	2680	> 95	> 95	2567	52	> 95

Charter Schools Performance and Participation

Smarter Balanced Mathematics

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academia Antonia Alonso	3	2396	25	> 95	2441	53	> 95
Academy Of Dover Charter School	3	2434	43	> 95	2441	53	> 95
	4	2481	57	> 95	2483	50	> 95
	5	2537	50	> 95	2512	44	> 95
Campus Community School	3	2448	57	> 95	2441	53	> 95
	4	2462	35	> 95	2483	50	> 95
	5	2486	17	> 95	2512	44	> 95
	6	2532	40	> 95	2524	41	> 95
	7	2562	44	> 95	2540	41	> 95
	8	2576	41	> 95	2552	38	> 95
East Side Charter School	3	2416	34	> 95	2441	53	> 95
	4	2415	15	> 95	2483	50	> 95
	5	2410	12	> 95	2512	44	> 95
	6	2435	< 5	> 95	2524	41	> 95
	7	2457	8	> 95	2540	41	> 95
	8	2463	7	> 95	2552	38	> 95
Edison (Thomas A.) Charter School	3	2393	25	> 95	2441	53	> 95
	4	2435	22	> 95	2483	50	> 95
	5	2433	10	> 95	2512	44	> 95
	6	2473	12	> 95	2524	41	> 95
	7	2533	33	> 95	2540	41	> 95
	8	2562	37	> 95	2552	38	> 95
Family Foundations Academy	3	2432	42	> 95	2441	53	> 95
	4	2483	47	> 95	2483	50	> 95
	5	2474	21	> 95	2512	44	> 95
	6	2482	21	> 95	2524	41	> 95
	7	2512	32	> 95	2540	41	> 95
	8	2545	37	> 95	2552	38	> 95

First State Montessori Academy	3	2449	56	> 95	2441	53	> 95
	4	2490	54	> 95	2483	50	> 95
	5	2496	36	> 95	2512	44	> 95
	6	2539	35	> 95	2524	41	> 95
Freire Charter School	8	2505	23	> 95	2552	38	> 95
Gateway Lab School	3	2351	8	> 95	2441	53	> 95
	4	2404	10	> 95	2483	50	> 95
	5	2402	< 5	> 95	2512	44	> 95
	6	2399	< 5	> 95	2524	41	> 95
	7	2417	8	> 95	2540	41	> 95
	8	2440	5	95	2552	38	> 95
Great Oaks Charter School	6	2457	20	> 95	2524	41	> 95
	7	2491	25	> 95	2540	41	> 95
Kuumba Academy Charter School	3	2380	19	> 95	2441	53	> 95
	4	2431	23	> 95	2483	50	> 95
	5	2516	46	> 95	2512	44	> 95
	6	2508	25	> 95	2524	41	> 95
	7	2518	28	> 95	2540	41	> 95
	8	2517	19	> 95	2552	38	> 95
Las Americas ASPIRA Academy	3	2438	50	> 95	2441	53	> 95
	4	2465	38	> 95	2483	50	> 95
	5	2495	26	> 95	2512	44	> 95
	6	2550	53	> 95	2524	41	> 95
	7	2550	50	> 95	2540	41	> 95
	8	2574	50	> 95	2552	38	> 95
MOT Charter School	3	2488	77	> 95	2441	53	> 95
	4	2535	73	> 95	2483	50	> 95
	5	2568	71	> 95	2512	44	> 95
	6	2616	83	> 95	2524	41	> 95
	7	2613	62	> 95	2540	41	> 95
	8	2589	52	> 95	2552	38	> 95
Newark Charter School	3	2511	86	> 95	2441	53	> 95
	4	2562	86	> 95	2483	50	> 95
	5	2611	89	> 95	2512	44	> 95

	6	2654	86	> 95	2524	41	> 95
	7	2658	86	> 95	2540	41	> 95
	8	2694	89	> 95	2552	38	> 95
Odyssey Charter School	3	2498	79	> 95	2441	53	> 95
	4	2521	73	> 95	2477	54	> 95
	5	2567	81	> 95	2520	60	> 95
	6	2567	69	> 95	2530	52	> 95
	7	2620	84	> 95	2555	54	> 95
	8	2596	66	> 95	2567	52	> 95
Positive Outcomes Charter School	7	2486	19	> 95	2555	54	> 95
	8	2503	33	> 95	2567	52	> 95
Prestige Academy	6	2430	8	93	2530	52	> 95
	7	2443	10	> 95	2555	54	> 95
	8	2471	15	> 95	2567	52	> 95
Providence Creek Academy Charter School	3	2437	61	> 95	2433	52	> 95
	4	2492	62	> 95	2477	54	> 95
	5	2542	80	> 95	2520	60	> 95
	6	2546	55	> 95	2530	52	> 95
	7	2575	65	> 95	2555	54	> 95
	8	2588	59	> 95	2567	52	> 95
Sussex Academy of Arts and Sciences	6	2639	> 95	> 95	2530	52	> 95
	7	2655	> 95	> 95	2555	54	> 95
	8	2680	> 95	> 95	2567	52	> 95

Charter Schools Performance and Participation

Smarter Balanced Mathematics

		Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academia Antonia Alonso	3	2396	25	> 95	2441	53	> 95
Academy Of Dover Charter School	3	2434	43	> 95	2441	53	> 95
	4	2481	57	> 95	2483	50	> 95
	5	2537	50	> 95	2512	44	> 95
Campus Community School	3	2448	57	> 95	2441	53	> 95
	4	2462	35	> 95	2483	50	> 95
	5	2486	17	> 95	2512	44	> 95
	6	2532	40	> 95	2524	41	> 95
	7	2562	44	> 95	2540	41	> 95
	8	2576	41	> 95	2552	38	> 95
East Side Charter School	3	2416	34	> 95	2441	53	> 95
	4	2415	15	> 95	2483	50	> 95
	5	2410	12	> 95	2512	44	> 95
	6	2435	< 5	> 95	2524	41	> 95
	7	2457	8	> 95	2540	41	> 95
	8	2463	7	> 95	2552	38	> 95
Edison (Thomas A.) Charter School	3	2393	25	> 95	2441	53	> 95
	4	2435	22	> 95	2483	50	> 95
	5	2433	10	> 95	2512	44	> 95
	6	2473	12	> 95	2524	41	> 95
	7	2533	33	> 95	2540	41	> 95
	8	2562	37	> 95	2552	38	> 95
Family Foundations Academy	3	2432	42	> 95	2441	53	> 95
	4	2483	47	> 95	2483	50	> 95
	5	2474	21	> 95	2512	44	> 95
	6	2482	21	> 95	2524	41	> 95
	7	2512	32	> 95	2540	41	> 95
	8	2545	37	> 95	2552	38	> 95

First State Montessori Academy	3	2449	56	> 95	2441	53	> 95
	4	2490	54	> 95	2483	50	> 95
	5	2496	36	> 95	2512	44	> 95
	6	2539	35	> 95	2524	41	> 95
Freire Charter School	8	2505	23	> 95	2552	38	> 95
Gateway Lab School	3	2351	8	> 95	2441	53	> 95
	4	2404	10	> 95	2483	50	> 95
	5	2402	< 5	> 95	2512	44	> 95
	6	2399	< 5	> 95	2524	41	> 95
	7	2417	8	> 95	2540	41	> 95
	8	2440	5	95	2552	38	> 95
Great Oaks Charter School	6	2457	20	> 95	2524	41	> 95
	7	2491	25	> 95	2540	41	> 95
Kuumba Academy Charter School	3	2380	19	> 95	2441	53	> 95
	4	2431	23	> 95	2483	50	> 95
	5	2516	46	> 95	2512	44	> 95
	6	2508	25	> 95	2524	41	> 95
	7	2518	28	> 95	2540	41	> 95
	8	2517	19	> 95	2552	38	> 95
Las Americas ASPIRA Academy	3	2438	50	> 95	2441	53	> 95
	4	2465	38	> 95	2483	50	> 95
	5	2495	26	> 95	2512	44	> 95
	6	2550	53	> 95	2524	41	> 95
	7	2550	50	> 95	2540	41	> 95
	8	2574	50	> 95	2552	38	> 95
MOT Charter School	3	2488	77	> 95	2441	53	> 95
	4	2535	73	> 95	2483	50	> 95
	5	2568	71	> 95	2512	44	> 95
	6	2616	83	> 95	2524	41	> 95
	7	2613	62	> 95	2540	41	> 95
	8	2589	52	> 95	2552	38	> 95
Newark Charter School	3	2511	86	> 95	2441	53	> 95
	4	2562	86	> 95	2483	50	> 95
	5	2611	89	> 95	2512	44	> 95

	6	2654	86	> 95	2524	41	> 95
	7	2658	86	> 95	2540	41	> 95
	8	2694	89	> 95	2552	38	> 95
Odyssey Charter School	3	2498	79	> 95	2441	53	> 95
	4	2534	78	> 95	2483	50	> 95
	5	2558	63	> 95	2512	44	> 95
	6	2572	60	> 95	2524	41	> 95
	7	2614	71	> 95	2540	41	> 95
	8	2567	44	> 95	2552	38	> 95
Positive Outcomes Charter School	7	2450	13	> 95	2540	41	> 95
	8	2437	8	> 95	2552	38	> 95
Prestige Academy	6	2410	< 5	94	2524	41	> 95
	7	2419	< 5	> 95	2540	41	> 95
	8	2433	9	> 95	2552	38	> 95
Providence Creek Academy Charter School	3	2448	58	> 95	2441	53	> 95
	4	2481	44	> 95	2483	50	> 95
	5	2535	56	> 95	2512	44	> 95
	6	2531	45	> 95	2524	41	> 95
	7	2595	66	> 95	2540	41	> 95
	8	2561	45	> 95	2552	38	> 95
Sussex Academy of Arts and Sciences	6	2638	> 95	> 95	2524	41	> 95
	7	2641	87	> 95	2540	41	> 95
	8	2713	91	> 95	2552	38	> 95

Charter Schools Performance and Participation

School Day SAT Reading

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Charter School of Wilmington	HS	663	> 95	> 95	491	53	90
Delaware Academy of Public Safety and Security	HS	423	22	71	491	53	90
Delaware Design-Lab High School	HS	450	36	87	491	53	90
Delaware Military Academy	HS	525	72	> 95	491	53	90
Early College High School at Delaware State University	HS	509	66	> 95	491	53	90
First State Military Academy	HS	480	49	> 95	491	53	90
MOT Charter School	HS	553	81	> 95	491	53	90
Newark Charter School	HS	594	89	> 95	491	53	90
Positive Outcomes Charter School	HS	443	32	> 95	491	53	90
Sussex Academy	HS	586	90	> 95	491	53	90

Charter Schools Performance and Participation

School Day SAT Mathematics

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Charter School of Wilmington	HS	674	> 95	> 95	478	29	90
Delaware Academy of Public Safety and Security	HS	405	< 5	71	478	29	90
Delaware Design-Lab High School	HS	432	13	87	478	29	90
Delaware Military Academy	HS	505	38	> 95	478	29	90
Early College High School at Delaware State University	HS	475	23	> 95	478	29	90
First State Military Academy	HS	443	17	> 95	478	29	90
MOT Charter School	HS	526	47	> 95	478	29	90
Newark Charter School	HS	582	69	> 95	478	29	90
Positive Outcomes Charter School	HS	414	< 5	> 95	478	29	90
Sussex Academy	HS	563	64	> 95	478	29	90

Charter Schools Performance and Participation

School Day SAT Essay

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Charter School of Wilmington	HS	17	94	> 95	13	53	88
Delaware Academy of Public Safety and Security	HS	10	13	71	13	53	88
Delaware Design-Lab High School	HS	10	15	84	13	53	88
Delaware Military Academy	HS	14	60	> 95	13	53	88
Early College High School at Delaware State University	HS	13	53	> 95	13	53	88
First State Military Academy	HS	11	34	> 95	13	53	88
MOT Charter School	HS	15	78	> 95	13	53	88
Newark Charter School	HS	16	86	> 95	13	53	88
Positive Outcomes Charter School	HS	10	11	> 95	13	53	88
Sussex Academy	HS	17	86	> 95	13	53	88

Charter Schools Performance and Participation

DCAS Science

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academy Of Dover Charter School	5	402	53	> 95	394	45	> 95
Campus Community School	5	389	38	> 95	394	45	> 95
	8	385	37	> 95	394	47	> 95
Charter School of Wilmington	10	452	88	> 95	389	43	> 95
Delaware Academy of Public Safety and Security	10	352	11	84	389	43	> 95
Delaware Design-Lab High School	10	366	23	> 95	389	43	> 95
Delaware Military Academy	10	394	42	> 95	389	43	> 95
Early College High School at Delaware State University	10	385	32	> 95	389	43	> 95

East Side Charter School	5	335	< 5	> 95	394	45	> 95
	8	359	13	> 95	394	47	> 95
Edison (Thomas A.) Charter School	5	350	6	> 95	394	45	> 95
	8	391	36	> 95	394	47	> 95
Family Foundations Academy	5	389	37	> 95	394	45	> 95
	8	398	47	> 95	394	47	> 95
First State Military Academy	10	363	19	95	389	43	> 95
First State Montessori Academy	5	405	57	> 95	394	45	> 95
Freire Charter School	8	378	32	> 95	394	47	> 95
	10	381	38	> 95	389	43	> 95
Gateway Lab School	5	350	16	> 95	394	45	> 95
	8	349	11	88	394	47	> 95
Kuumba Academy Charter School	5	383	35	> 95	394	45	> 95
	8	367	10	> 95	394	47	> 95
Las Americas ASPIRA Academy	5	385	33	> 95	394	45	> 95
	8	389	36	> 95	394	47	> 95
MOT Charter School	5	432	84	> 95	394	45	> 95
	8	406	53	> 95	394	47	> 95
	10	408	53	> 95	389	43	> 95
Newark Charter School	5	447	90	> 95	394	45	> 95
	8	447	90	> 95	394	47	> 95
	10	450	86	> 95	389	43	> 95
Odyssey Charter School	5	415	63	> 95	394	45	> 95
	8	398	51	> 95	394	47	> 95

Positive Outcomes Charter School	8	371	17	> 95	394	47	> 95
	10	366	24	> 95	389	43	> 95
Prestige Academy	8	347	7	89	394	47	> 95
Providence Creek Academy Charter School	5	415	72	> 95	394	45	> 95
	8	400	54	> 95	394	47	> 95
Sussex Academy of Arts and Sciences	8	448	87	> 95	394	47	> 95
	10	432	81	> 95	389	43	> 95

DCAS-Alt1 Charter School Performance and Participation

Reading

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academia Antonia Alonso	3	*	*	*	657	53	> 95
Academy Of Dover Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
Campus Community School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Charter School of Wilmington	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95
Delaware Academy of Public Safety and Security	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95
Delaware Design-Lab High School	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95
Delaware Military Academy	9	*	*	*	*	*	*
	10	*	*	*	*	*	*

	11	*	*	*	743	53	> 95
Early College High School at Delaware State University	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95
East Side Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Edison (Thomas A.) Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Family Foundations Academy	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
First State Military Academy	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95

First State Montessori Academy	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
Freire Charter School	8	740	> 95	> 95	734	66	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
Gateway Lab School	3	*	*	*	657	53	> 95
	4	808	> 95	> 95	685	56	92
	5	742	> 95	> 95	713	68	> 95
	6	814	> 95	> 95	720	61	> 95
	7	765	> 95	> 95	730	68	> 95
	8	731	> 95	> 95	734	66	> 95
Great Oaks Charter School	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
Kuumba Academy Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Las Americas ASPIRA Academy	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95

	8	*	*	*	734	66	> 95
MOT Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95
Newark Charter School	3	710	> 95	> 95	657	53	> 95
	4	766	75	> 95	685	56	92
	5	*	*	*	713	68	> 95
	6	749	> 95	> 95	720	61	> 95
	7	753	> 95	> 95	730	68	> 95
	8	*	*	*	734	66	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	711	< 5	> 95	743	53	> 95
Odyssey Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
	9	*	*	*	*	*	*
Positive Outcomes Charter School	7	*	*	*	730	68	> 95

	8	*	*	*	734	66	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	751	> 95	> 95	743	53	> 95
Prestige Academy	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Providence Creek Academy Charter School	3	*	*	*	657	53	> 95
	4	*	*	*	685	56	92
	5	*	*	*	713	68	> 95
	6	687	< 5	> 95	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
Sussex Academy of Arts and Sciences	6	*	*	*	720	61	> 95
	7	*	*	*	730	68	> 95
	8	*	*	*	734	66	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	743	53	> 95

DCAS-Alt1 Charter School Performance and Participation

Mathematics

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academia Antonia Alonso	3	*	*	*	619	46	> 95
Academy Of Dover Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
Campus Community School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Charter School of Wilmington	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95
Delaware Academy of Public Safety and Security	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95
Delaware Design-Lab High School	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95
Delaware Military Academy	9	*	*	*	*	*	*
	10	*	*	*	*	*	*

	11	*	*	*	712	50	> 95
Early College High School at Delaware State University	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95
East Side Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Edison (Thomas A.) Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Family Foundations Academy	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
First State Military Academy	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95

First State Montessori Academy	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
Freire Charter School	8	743	> 95	> 95	726	68	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
Gateway Lab School	3	*	*	*	619	46	> 95
	4	754	> 95	> 95	653	49	91
	5	724	> 95	> 95	697	58	> 95
	6	787	> 95	> 95	719	62	> 95
	7	789	> 95	> 95	723	69	> 95
	8	672	< 5	> 95	726	68	> 95
Great Oaks Charter School	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
Kuumba Academy Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Las Americas ASPIRA Academy	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95

MOT Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95
Newark Charter School	3	695	50	> 95	619	46	> 95
	4	732	75	> 95	653	49	91
	5	*	*	*	697	58	> 95
	6	775	> 95	> 95	719	62	> 95
	7	743	> 95	> 95	723	69	> 95
	8	*	*	*	726	68	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	715	< 5	> 95	712	50	> 95
Odyssey Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
	9	*	*	*	*	*	*
Positive Outcomes Charter School	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95

	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	705	< 5	> 95	712	50	> 95
Prestige Academy	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Providence Creek Academy Charter School	3	*	*	*	619	46	> 95
	4	*	*	*	653	49	91
	5	*	*	*	697	58	> 95
	6	634	< 5	> 95	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
Sussex Academy of Arts and Sciences	6	*	*	*	719	62	> 95
	7	*	*	*	723	69	> 95
	8	*	*	*	726	68	> 95
	9	*	*	*	*	*	*
	10	*	*	*	*	*	*
	11	*	*	*	712	50	> 95

DCAS-Alt1 Charter School Performance and Participation

Science

School	Grade	Charter Schools			Statewide		
		Mean Scale Score	Percent Proficient	Participation Rate	Mean Scale Score	Percent Proficient	Participation Rate
Academy Of Dover Charter School	5	*	*	*	406	55	> 95
Campus Community School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Charter School of Wilmington	10	*	*	*	389	52	93
Delaware Academy of Public Safety and Security	10	*	*	*	389	52	93
Delaware Design-Lab High School	10	*	*	*	389	52	93
Delaware Military Academy	10	*	*	*	389	52	93
Early College High School at Delaware State University	10	*	*	*	389	52	93
East Side Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Edison (Thomas A.) Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Family Foundations Academy	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
First State Military Academy	10	*	*	*	389	52	93
First State Montessori Academy	5	*	*	*	406	55	> 95
Freire Charter School	8	422	> 95	> 95	405	62	> 95
	10	*	*	*	389	52	93
Gateway Lab School	5	430	> 95	> 95	406	55	> 95

	8	411	> 95	> 95	405	62	> 95
Kuumba Academy Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Las Americas ASPIRA Academy	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
MOT Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
	10	*	*	*	389	52	93
Newark Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
	10	396	< 5	> 95	389	52	93
Odyssey Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Positive Outcomes Charter School	8	*	*	*	405	62	> 95
	10	*	*	*	389	52	93
Prestige Academy	8	*	*	*	405	62	> 95
Providence Creek Academy Charter School	5	*	*	*	406	55	> 95
	8	*	*	*	405	62	> 95
Sussex Academy of Arts and Sciences	8	*	*	*	405	62	> 95
	10	*	*	*	389	52	93