CHARTER SCHOOL OFFICE
2017-18
STATE CHARTER REPORT

Table of Contents

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 relating to, 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

During the 2017/2018 school year, there were twenty-four charter schools in Delaware. Twenty-two of these charter schools were authorized by the Department of Education with the assent of the State Board of Education and two charter schools were authorized by the Red Clay Consolidated School District. The charter schools in operation during the 2017/2018 school year are listed below along with the year that they opened:

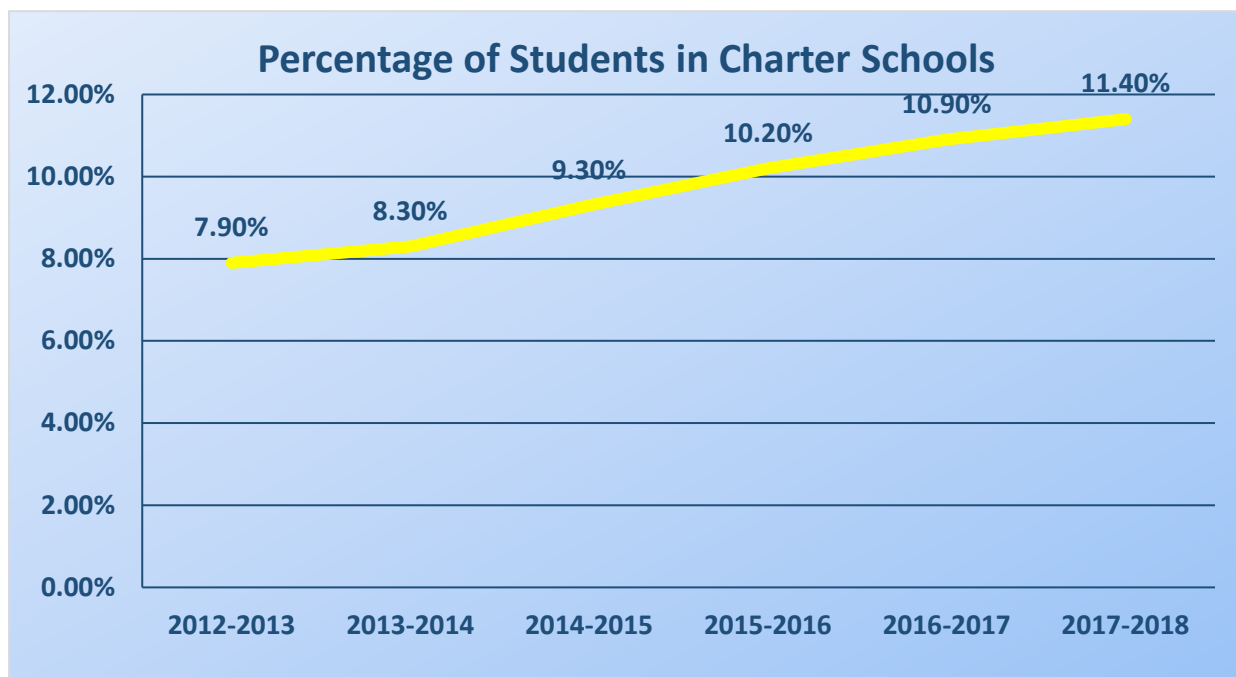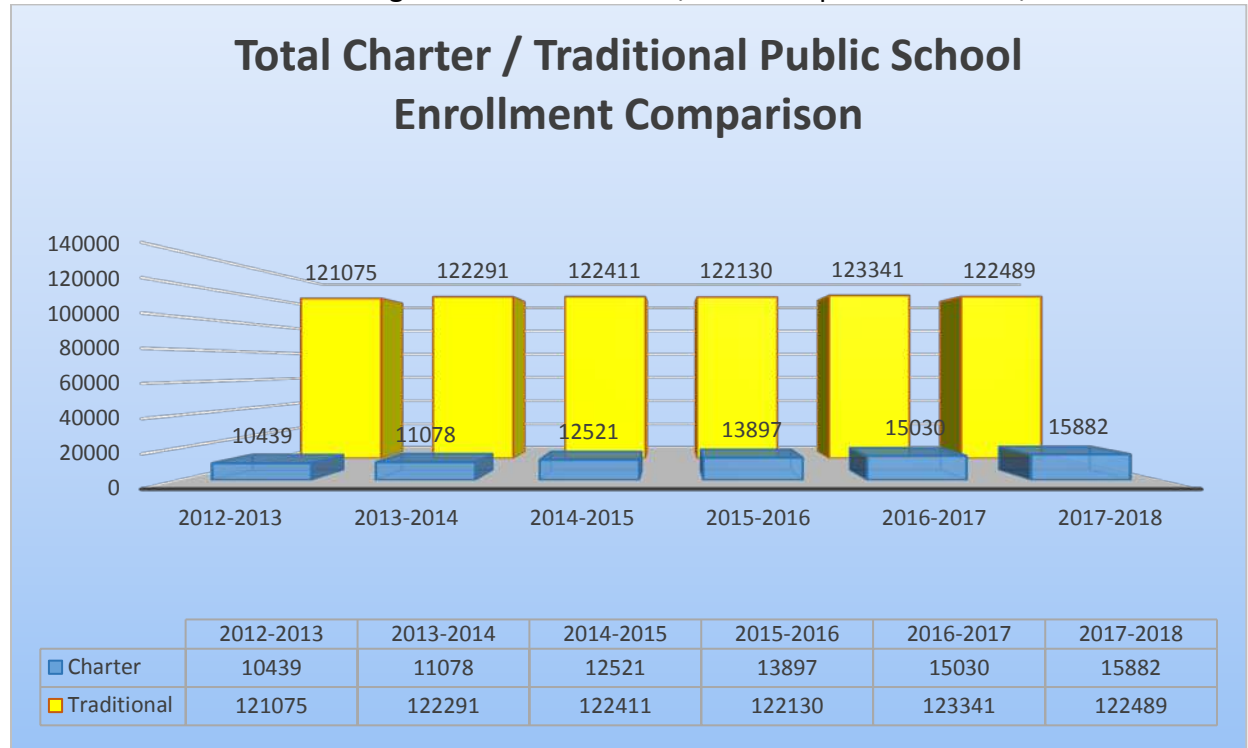| School Name	Date Opened
Positive Outcomes	September 1996
East Side Charter School	September 1997
Campus Community Charter School	September 1998
Thomas Edison Charter School	September 2000
Sussex Academy	September 2000
Kuumba Academy	September 2001
Newark Charter School	September 2001
MOT Charter School	September 2002
Providence Creek Academy	September 2002
Academy of Dover	September 2003
Family Foundations Charter School	September 2006
Delaware Academy of Public Safety and Security	August 2011 (Closed as of September, 2018)
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 Thinking Academy	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. Sussex Montessori School is scheduled to open in the fall of 2020.

Charter School Enrollment

Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs and others. They are sponsored 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 0.9% increase in students attending charter schools SY17/18 in comparison to SY16/17.

Total Charter / Traditional Public School Enrollment Comparison

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
☐ Charter	10439	11078	12521	13897	15030	15882
☐ Traditional	121075	122291	122411	122130	123341	122489

Percentage of Students in Charter Schools

- 2012-2013: 7.90%
- 2013-2014: 8.30%
- 2014-2015: 9.30%
- 2015-2016: 10.20%
- 2016-2017: 10.90%
- 2017-2018: 11.40%

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 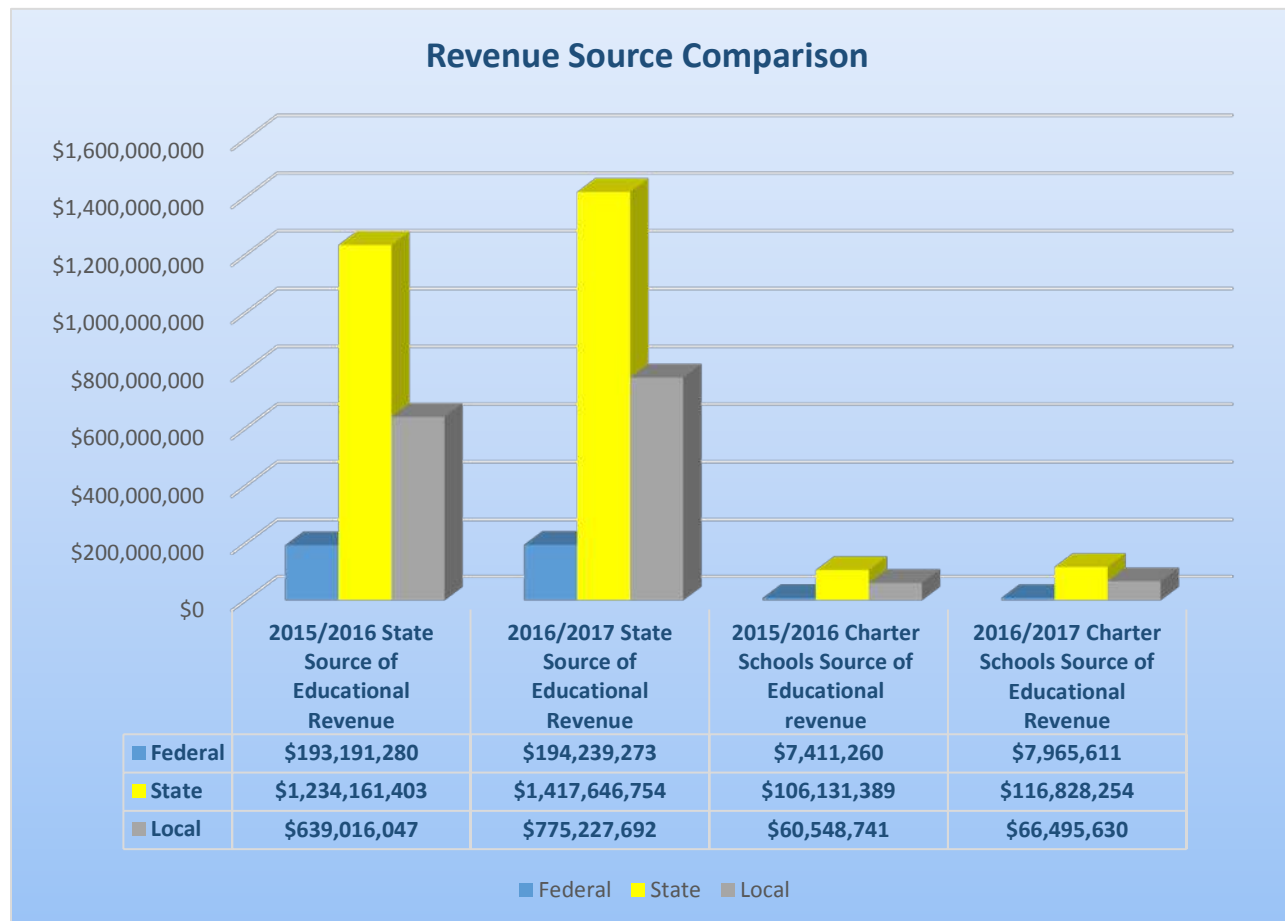over the last three years. Similar to the enrollment there is a disparity over the last six years in the number of students enrolled in charters across the three counties. This disparity correlates to the number of charter schools located in New Castle County as compared to other counties. The number 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 six school years.

Enrollment By County

	Sussex County Charter	Sussex County Traditional	Kent County Charter	Kent County Traditional	New Castle County Charter	New Castle County Traditional
2012-2013	340	24614	1529	28459	8569	68002
2013-2014	412	25327	1536	28718	9130	68336
2014-2015	498	25889	1643	28884	9130	67628
2015-2016	594	26292	1928	28557	11375	67281
2016-2017	692	26742	2062	28796	12276	66649
2017-2018	759	27709	2332	29040	12791	65740

Legend: ■ 2012-2013 ■ 2013-2014 ■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018

Revenue and Expenditure Comparison

Annually the Department of Education produces educational statistic reports. The tables below were produced as a part of the annual fiscal reporting completed by the Department of Education for 2016-2017 and can be found at https://www.doe.k12.de.us/Page/3843. It is essential to note that the financial data for this report is lag data. The 2017-2018 report will not be available until March/April when fiscal monitoring is completed.
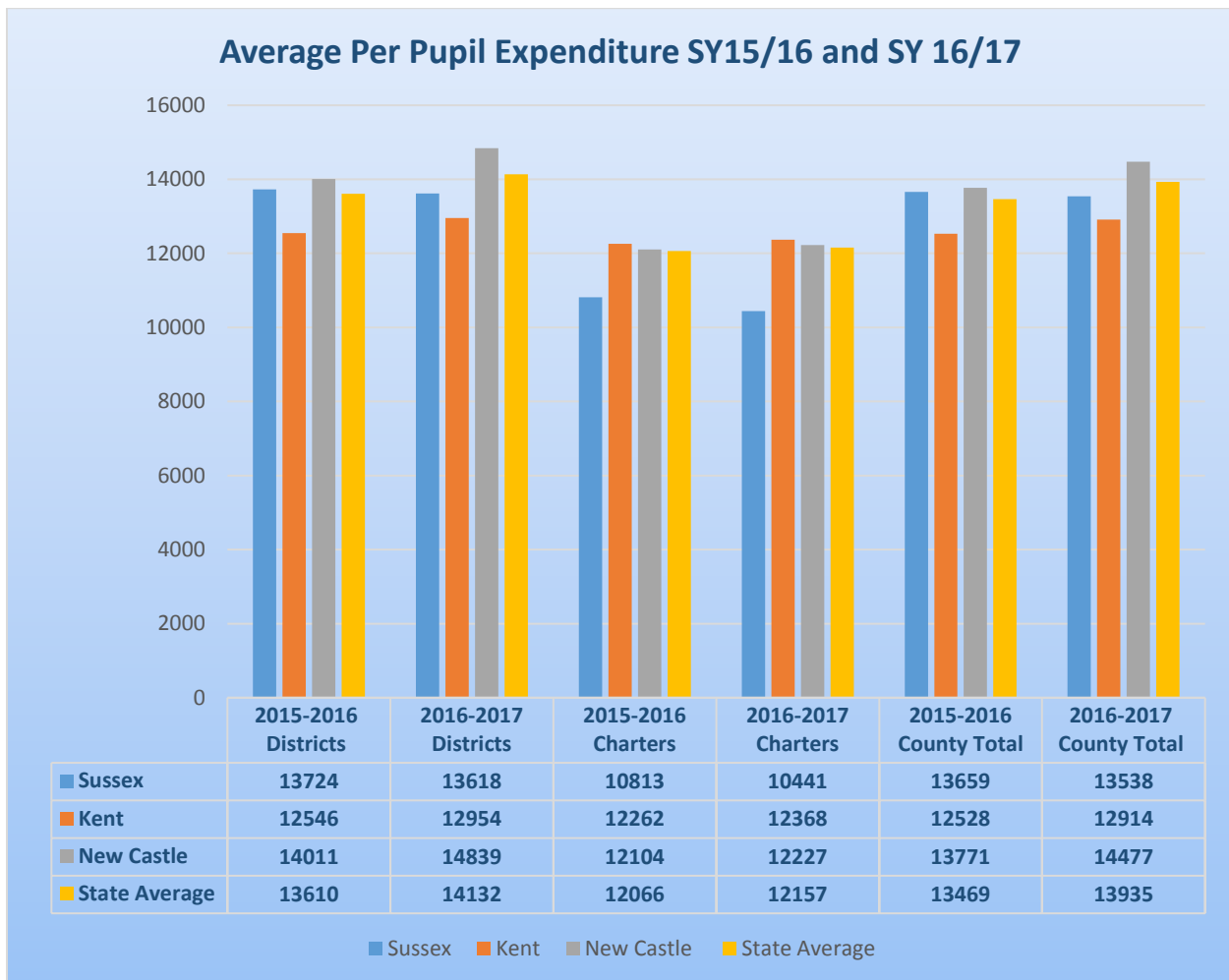
In school year (SY) 2016-2017 there were 25 charter schools servicing 15,030 students. Public charter school revenue is comprised of federal, state, and local dollars. There were slight differences in funding revenue from SY2015-2016 that seem to correspond with the increase in enrollment. In SY 2015-2016, 13,897 students were enrolled in charter schools In SY 2015-2016, 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 funds[1]. In SY 2016-2017, 15,030 students were enrolled in charter schools. In SY 2016-2017, charter school revenue equated to $7,965,611 in federal funds, $116,828,254 in state funds, and $66,495,630 in local funds[2]. The charts below (figure 1) provides a comparison of all state sources of educational revenue to charter school sources revenue.

Revenue Source Comparison

	2015/2016 State Source of Educational Revenue	2016/2017 State Source of Educational Revenue	2015/2016 Charter Schools Source of Educational revenue	2016/2017 Charter Schools Source of Educational Revenue
■ Federal	$193,191,280	$194,239,273	$7,411,260	$7,965,611
■ State	$1,234,161,403	$1,417,646,754	$106,131,389	$116,828,254
■ Local	$639,016,047	$775,227,692	$60,548,741	$66,495,630

■ Federal ■ State ■ Local

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[1] Reports can be located at: https://www.doe.k12.de.us/Page/3843
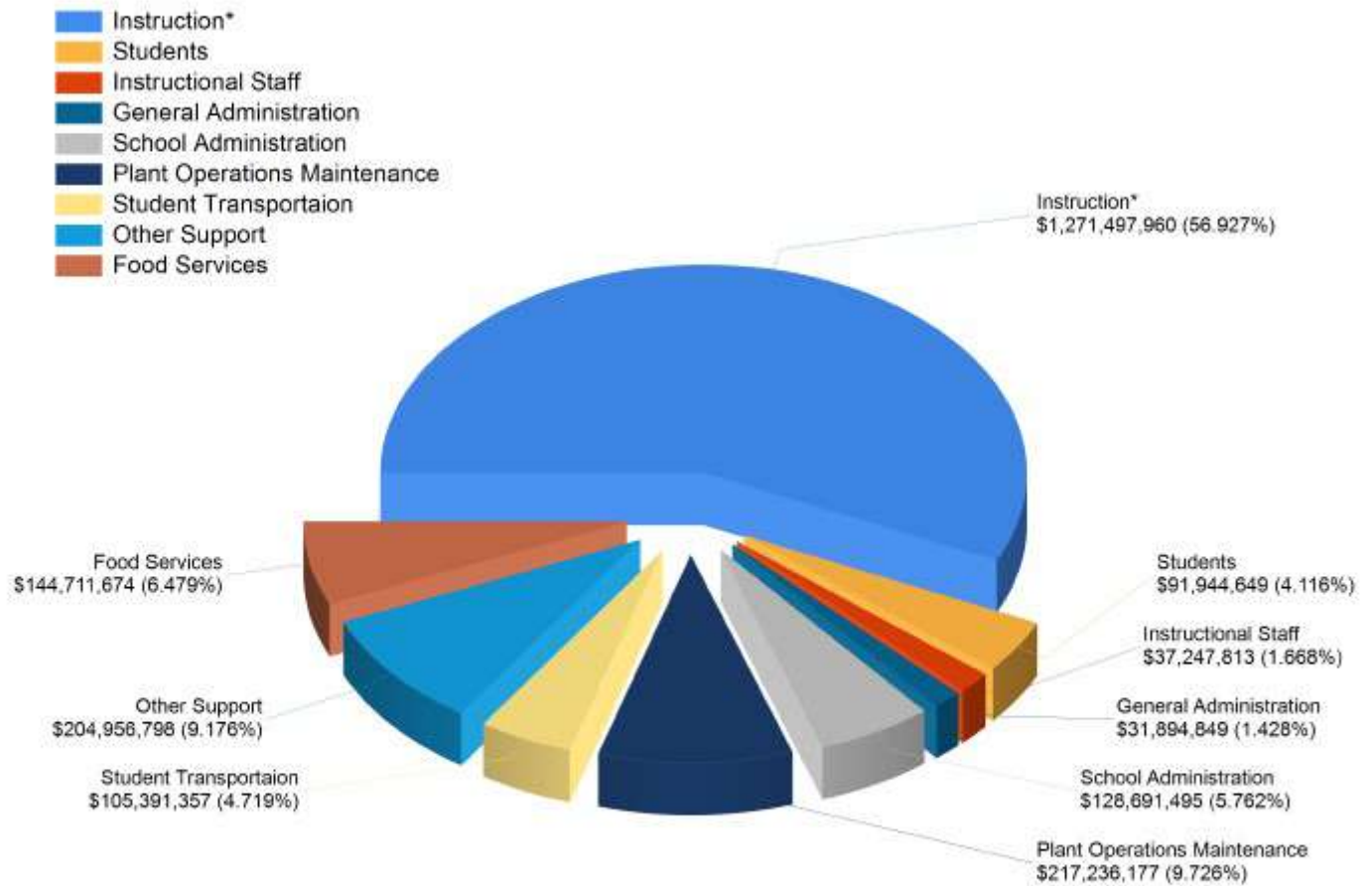[2] Reports can be located at: https://www.doe.k12.de.us/Page/3843

Average per pupil expenditures increased from SY 15/16 to SY 16/17 (figure 2). Historically, this data was reported anually on the Delaware School Profiles website. It can currently be found on the Delaware Report Card Website. Per pupil expendature reports are broken down by county, by school districts, and by charter schools. Comparison of the two year trends indicates an increase of per pupil expenditures for districts and Kent and New Castle counties ranging from $408 to $828 dollars. Per pupil expenditures in Sussex County decreased by $106. Charter school per pupil expenditures included a $121 decrease for Sussex County, a $386 increase for Kent County, and an increase of $706 in per pupil expenditures for New Castle County. The decrease in the overall pupil expenditure in Sussex County charter schools married the decrease in expenditures for Sussex County, overall, and resulted from an increase in enrollment and the decrease in overall funding. Figure 7 (Table 34) of this report provides a breakdown in the per pupil revenue.

Average Per Pupil Expenditure SY15/16 and SY 16/17

	2015-2016 Districts	2016-2017 Districts	2015-2016 Charters	2016-2017 Charters	2015-2016 County Total	2016-2017 County Total
Sussex	13724	13618	10813	10441	13659	13538
Kent	12546	12954	12262	12368	12528	12914
New Castle	14011	14839	12104	12227	13771	14477
State Average	13610	14132	12066	12157	13469	13935

Actual expenses for Districts and Charters are captured in the graphics below.

Districts (figure 3):

Figure 56 Actual Expenses Delaware School Finance (2016-2017)

Legend:
- Instruction*
- Students
- Instructional Staff
- General Administration
- School Administration
- Plant Operations Maintenance
- Student Transportaion
- Other Support
- Food Services

Instruction*
$1,271,497,960 (56.927%)

Students
$91,944,649 (4.116%)

Instructional Staff
$37,247,813 (1.668%)

General Administration
$31,894,849 (1.428%)

School Administration
$128,691,495 (5.762%)

Plant Operations Maintenance
$217,236,177 (9.726%)

Student Transportaion
$105,391,357 (4.719%)

Other Support
$204,956,798 (9.176%)

Food Services
$144,711,674 (6.479%)

*Excludes Within State Tuition $87,517,773
Source: Technology Operations
**Percentage totals may vary due to rounding

Charters (figure 4):

Figure 56 Actual Expenses Delaware School Finance (2016-2017)

Legend:
- Instruction*
- Students
- Instructional Staff
- General Administration
- School Administration
- Plant Operations Maintenance
- Student Transportaion
- Other Support
- Food Services

Instruction*
$103,205,809 (57.362%)

Food Services
$4,209,109 (2.339%)

Other Support
$10,153,430 (5.643%)

Student Transportaion
$6,046,183 (3.360%)

Plant Operations Maintenance
$28,201,279 (15.674%)

Students
$9,655,040 (5.366%)

Instructional Staff
$3,518,689 (1.956%)

General Administration
$8,178,516 (4.546%)

School Administration
$6,753,054 (3.753%)

Source: Technology Operations
*Percentage totals may vary due to rounding

Figure 5 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 6 provides a similar analysis for individual charter schools only.

Figure 5: Summary of expenditures per pupil, by district.

TABLE 48
SUMMARY OF EXPENDITURES PER PUPIL BY DISTRICT
2016-2017

District	Enrollment	ADM	ADA	Total	Actual Expenses Per Pupil Enrollment	ADM	ADA	Total	Local Bonded Debt Per Pupil Enrollment	ADM	ADA
New Castle County											
Appoquinimink	10,644	9,885	9,417	134,896,919	12,674	13,647	14,325	46,114,465	4,332	4,665	4,897
Brandywine	10,400	10,445	9,887	170,398,866	16,385	16,314	17,235	57,809,666	5,559	5,535	5,847
Christina	15,076	14,564	13,393	226,744,149	15,040	15,569	16,930	35,840,565	2,377	2,461	2,676
Del Autistic	421	389	365	34,302,286	81,478	88,181	93,979	0	0	0	0
Margaret S. Sterck	104	82	75	11,580,062	111,347	141,220	154,401	0	0	0	0
R.E.A.C.H	156	165	151	9,975,597	63,946	60,458	66,064	0	0	0	0
Christina ILC	73	123	87	12,540,256	171,784	101,953	144,141	0	0	0	0
Colonial	9,908	9,806	9,269	139,068,480	14,036	14,182	15,004	37,203,284	3,755	3,794	4,014
Data Service Center	0	0	0	2,821,176	0	0	0	0	0	0	0
John G. Leach	77	66	56	9,759,496	126,747	147,871	174,277	0	0	0	0
NCC Votech	4,692	4,667	4,431	81,818,939	17,438	17,531	18,465	51,024,383	10,875	10,933	11,515
Red Clay	15,929	15,945	14,919	236,051,845	14,819	14,804	15,822	93,685,013	5,881	5,876	6,280
Meadowood	161	163	147	11,831,010	73,485	72,583	80,483	0	0	0	0
Red Clay ILC	237	0	0	8,589,357	36,242	0	0	0	0	0	0
COUNTY TOTALS	67,878	66,300	62,197	1,090,378,437	16,064	16,446	17,531	321,677,376	4,739	4,852	5,172
Kent County											
Caesar Rodney	7,323	6,979	6,583	85,500,406	11,676	12,251	12,988	16,442,914	2,245	2,356	2,498
John S. Charlton	213	211	193	19,674,191	92,367	93,243	101,939	0	0	0	0
Dover Air Base	511	643	619	8,379,633	16,398	13,032	13,537	0	0	0	0
Capital	6,523	6,504	6,069	98,234,672	15,060	15,104	16,186	68,661,788	10,526	10,557	11,314
Polytech	1,200	1,191	1,132	19,089,433	15,908	16,028	16,863	14,204,503	11,837	11,927	12,548
Lake Forest	3,766	3,767	3,489	47,813,981	12,696	12,693	13,704	6,569,555	1,744	1,744	1,883
Milford	4,091	4,057	3,831	49,913,107	12,201	12,303	13,029	13,640,819	3,334	3,362	3,561
Smyrna	5,382	5,366	5,059	65,846,458	12,235	12,271	13,016	26,638,401	4,950	4,964	5,266
COUNTY TOTALS	29,009	28,718	26,975	394,451,882	13,598	13,735	14,623	146,157,980	5,038	5,089	5,418
SUSSEX COUNTY											
Cape Henlopen	5,256	5,286	4,900	73,893,790	14,059	13,979	15,080	44,954,439	8,553	8,504	9,174
Delmar	1,307	1,313	1,217	13,978,220	10,695	10,646	11,486	1,886,800	1,444	1,437	1,550
Indian River	10,465	10,297	9,655	140,930,563	13,467	13,687	14,597	26,138,080	2,498	2,538	2,707
Howard T. Ennis	141	142	127	10,758,480	76,301	75,764	84,712	411,394	2,918	2,897	3,239
Laurel	2,362	2,385	2,209	26,886,890	11,383	11,273	12,172	29,162,450	12,347	12,227	13,202
Seaford	3,501	3,460	3,208	49,068,627	14,016	14,182	15,296	12,306,178	3,515	3,557	3,836
Sussex Technical	1,344	1,347	1,294	24,202,676	18,008	17,968	18,704	10,775,863	8,018	8,000	8,328
Woodbridge	2,507	2,532	2,332	35,224,180	14,050	13,912	15,105	16,587,318	6,616	6,551	7,113
COUNTY TOTALS	26,883	26,762	24,942	374,943,425	13,947	14,010	15,033	142,222,521	5,290	5,314	5,702
CHARTER TOTALS	15,030	14,804	14,125	179,921,109	11,971	12,154	12,738	0	0	0	0
TOTAL ALL DISTRICTS	138,800	136,584	128,239	2,039,694,853	14,695	14,934	15,905	610,057,877	4,395	4,467	4,757
Department of Education	0	0	0	193,877,919	0	0	0	0	0	0	0
TOTAL ALL DISTRICTS & DOE	138,800	136,584	128,239	2,233,572,772	16,092	16,353	17,417	610,057,877	4,395	4,467	4,757

Note: Current Expenses Adjusted For Within State Tuition ($87,517,773).
ADA=Average Daily Attendance, ADM=Average Daily Membership. Row totals may vary due to rounding.
Source: Technology Operations

Figure 6: Summary of expenditures per pupil, by charter school.

TABLE 48
SUMMARY OF EXPENDITURES PER PUPIL BY CHARTER SCHOOL
2016-2017

District	Enrollment	ADM	ADA	Total	Actual Expenses Per Pupil Enrollment	ADM	ADA
CHARTER SCHOOL							
Academy of Dover	247	247	235	3,207,473	12,986	12,986	13,649
Alonso	415	414	383	5,493,687	13,238	13,270	14,344
Aspira Academy	698	700	675	8,882,620	12,726	12,689	13,159
Campus Comm	413	405	385	4,069,495	9,853	10,048	10,570
Charter of New Castle	759	748	716	10,164,084	13,391	13,588	14,196
Charter Sch of Wilm	971	972	943	10,278,930	10,586	10,575	10,900
DAPSS	270	268	238	3,840,235	14,223	14,329	16,135
Del College Prep	0	0	0	159,191	0	0	0
Delaware Design	272	276	255	4,068,287	14,957	14,740	15,954
Delaware Military Academy	584	581	552	5,673,151	9,714	9,764	10,277
East Side	446	494	460	6,664,547	14,943	13,491	14,488
ECHS at DSU	289	285	274	3,810,837	13,186	13,371	13,908
First State Military	288	283	266	3,983,579	13,832	14,076	14,976
First State Montessori	428	429	412	5,438,338	12,706	12,677	13,200
Freire Charter School	322	316	294	4,182,022	12,988	13,234	14,225
Gateway Lab	221	215	201	4,950,345	22,400	23,025	24,629
Great Oaks Charter School	343	331	307	4,452,487	12,981	13,452	14,503
Kuumba	744	735	703	8,204,451	11,027	11,163	11,671
MOT	1,159	1,006	976	11,047,876	9,532	10,982	11,320
Newark Charter	2,322	2,312	2,235	25,801,880	11,112	11,160	11,544
Odyssey Charter	1,440	1,423	1,374	17,448,377	12,117	12,262	12,699
Positive Outcomes	125	124	114	3,032,622	24,261	24,457	26,602
Prestige Academy	143	136	123	2,167,432	15,157	15,937	17,621
Providence Creek	700	689	653	7,399,794	10,571	10,740	11,332
Sussex Academy	692	681	650	7,225,430	10,441	10,610	11,116
Thomas Edison	739	734	701	8,273,941	11,196	11,272	11,803
CHARTER SCHOOL TOTAL	15,030	14,804	14,125	179,921,109	11,971	12,154	12,738

Note: part-time students excluded from totals. Current Expenses Adjusted For Within State Tuition ($87,517,773).
ADA=Average Daily Attendance, ADM=Average Daily Membership. Row totals may vary due to rounding.
Source: Technology Operations

Figures 7 and 8 provide a comparison of district and charter revenue based on September 30, 2016 enrollment.

Figure 7: District and all charter revenue based on September 30, 2016 enrollment.

TABLE 34
DISTRICT REVENUE RECEIPTS PER PUPIL BASED ON SEPTEMBER 30, 2016 ENROLLMENT
2016-2017

District	Enrollment	State Revenue Total	Federal Revenue Total	LOCAL REVENUE Current Expenses Taxes	In-Tuition	Other** Sources	Other Than Current Expenses Tuition Outgoing	Debt Service	Other***	Local**** Revenue Total	State,Federal Local Revenue Total
NEW CASTLE COUNTY											
Appoquinimink	10,644	8,850	307	1,880	0	2,178	1,001	618	165	4,489	13,646
Brandywine	10,400	8,770	594	6,074	102	1,661	1,086	721	173	8,290	17,654
Christina	15,076	8,220	976	6,253	0	893	1,802	405	223	6,860	16,056
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	9,908	8,693	743	3,589	0	1,174	947	453	86	5,084	14,520
Data Service Center	0	0	0	0	0	0	0	0	0	0	0
John G. Leach	0	0	0	0	0	0	0	0	0	0	0
NCC Votech	4,692	11,835	554	5,751	0	6,010	0	749	33	7,626	20,015
Red Clay	15,929	8,341	794	4,777	96	2,625	1,214	683	167	6,547	15,682
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	66,649	9,769	702	4,743	467	2,714	1,168	586	159	6,970	17,440
KENT COUNTY											
Caesar Rodney	7,323	8,967	718	992	373	3,355	425	314	159	2,843	12,527
John S. Charlton	0	0	0	0	0	0	0	0	0	0	0
Dover Air Base	511	0	0	0	0	17,331	0	0	0	17,331	15,252
Capital	6,523	10,981	1,094	1,649	0	4,019	618	974	149	4,155	16,230
Polytech	1,200	11,273	682	3,759	0	9,709	0	732	57	6,796	18,750
Lake Forest	3,766	9,847	671	1,256	0	3,788	419	176	77	3,175	13,693
Milford	4,091	9,630	726	1,904	0	2,421	845	373	48	3,137	13,494
Smyrna	5,382	9,708	474	1,323	0	2,188	503	387	138	2,605	12,788
COUNTY TOTALS	28,796	10,140	745	1,464	175	3,889	517	479	119	3,684	14,533
SUSSEX COUNTY											
Cape Henlopen	5,256	10,653	932	4,104	0	13,178	2,312	713	266	8,742	20,326
Delmar	1,307	8,808	484	753	516	2,023	568	425	58	1,766	11,058
Indian River	10,465	8,624	688	2,738	269	3,637	688	329	49	4,163	13,475
Howard T. Ennis	0	0	0	0	0	0	0	0	0	0	0
Laurel	2,362	8,912	973	835	-53	2,585	937	743	177	3,038	12,922
Seaford	3,501	10,346	1,448	1,195	0	3,020	315	331	148	2,587	14,381
Sussex Technical	1,344	11,583	826	7,522	0	5,378	0	772	154	9,588	21,997
Woodbridge	2,507	10,404	1,026	985	0	3,314	382	514	139	3,214	14,644
COUNTY TOTALS	26,742	9,864	889	2,616	126	5,616	911	486	130	5,001	15,755
CHARTER TOTALS	15,030	7,773	530	1,254	240	7,928	0	0	0	4,424	12,727
TOTAL ALL DISTRICTS	137,217	9,647	729	3,258	314	4,097	853	480	128	5,618	15,985
Department of Education	0	0	0	0	0	0	0	0	0	0	0
TOTAL ALL DISTRICTS & DOE	137,217	10,331	1,423	3,258	314	4,129	853	480	128	5,650	17,397

*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 ($87,517,773).
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 Operations

TABLE 34
CHARTER SCHOOL REVENUE RECEIPTS PER PUPIL BASED ON SEPTEMBER 30, 2016 ENROLLMENT
2016-2017

District	Enrollment	State Revenue Total	Federal Revenue Total	LOCAL REVENUE						Local**** Revenue Total	State, Federal Local Revenue Total
				Current Expenses			Other Than Current Expenses				
				Taxes	In-Tuition	Other** Sources	Tuition Outgoing	Debt Service	Other***		
CHARTER SCHOOL											
Academy of Dover	247	8,353	1,249	0	1,386	4,216	0	0	0	2,382	11,983
Alonso	415	7,470	833	3,913	0	6,079	0	0	0	4,876	12,979
Aspira Academy	698	7,582	416	0	0	7,473	0	0	0	5,418	13,416
Campus Comm	413	8,286	1,276	0	1,383	4,490	0	0	0	1,836	11,399
Charter of New Castle	759	6,971	648	0	0	7,870	0	0	0	4,863	12,482
Charter Sch of Wilm	971	6,644	152	0	0	7,566	0	0	0	3,780	10,576
DAPSS	270	9,099	481	0	0	5,219	0	0	0	4,957	14,537
Del College Prep	0	0	0	0	0	0	0	0	0	0	0
Delaware Design	272	8,119	673	0	0	8,079	0	0	0	4,728	13,520
Delaware Military Academy	584	7,013	201	0	0	8,075	0	0	0	4,510	11,724
East Side	446	7,862	1,733	0	0	9,469	0	0	0	6,782	16,377
ECHS at DSU	289	7,741	499	0	0	6,078	0	0	0	5,537	13,777
First State Military	288	9,001	638	0	0	5,358	0	0	0	4,229	13,868
First State Montessori	428	7,999	280	4,257	0	8,333	0	0	0	4,984	13,264
Freire Charter School	322	7,309	813	0	0	8,710	0	0	0	5,565	13,687
Gateway Lab	221	14,360	553	0	0	13,016	0	0	0	8,366	23,279
Great Oaks Charter School	343	7,630	551	4,191	0	6,054	0	0	0	5,771	13,952
Kuumba	744	6,342	864	0	0	7,280	0	0	0	4,118	11,323
MOT	1,159	8,315	238	0	1,941	9,037	0	0	0	3,575	12,128
Newark Charter	2,322	7,974	213	3,669	0	9,698	0	0	0	4,338	12,525
Odyssey Charter	1,440	7,063	252	3,783	0	8,873	0	0	0	5,288	12,602
Positive Outcomes	125	22,359	593	0	3,542	17,399	0	0	0	4,653	27,606
Prestige Academy	143	8,944	1,249	0	0	5,182	0	0	0	4,848	15,042
Providence Creek	700	7,643	336	0	0	6,195	0	0	0	2,234	10,213
Sussex Academy	692	7,795	219	0	0	5,284	0	0	0	2,670	10,684
Thomas Edison	739	6,342	1,542	0	0	8,178	0	0	0	4,886	12,770
CHARTER SCHOOL TOTAL	15,030	7,773	530	1,254	240	7,928	0	0	0	4,424	12,727

'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 Operations

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 historical, summative data for all charter schools for each of the performance frameworks as well as the individual measures included within the frameworks.

Academic Performance Data

In December 2015, Congress reauthorized the Elementary and Secondary Education Act (ESEA), the main federal law governing funding of public education, as the Every Student Succeeds Act (ESSA). In a post-No Child Left Behind era, ESSA gives states more flexibility and provides more state and local control as well as the opportunity to advance Delaware's public schools by enabling all students to succeed. ESSA also requires states to have a plan for spending federal funds, for measuring the skills students learn, and for supporting students in making academic progress. Delaware's ESSA plan is an important component of Delaware's overall education system. ESSA implementation began in 2017-18 school year. On November 7, 2018, the Delaware Department of Education (DDOE) released results of the Delaware School Success Framework (DSSF) for the first time under ESSA.

The DSSF, a component of the Performance Framework, is a comprehensive accountability system that measures and publicly reports on multiple areas of school success, 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 measures the following five indicators of school success:

1. Academic Achievement
2. Academic Progress
3. School Quality/Student Success
4. Graduation Rates
5. English Language Proficiency

These five indicators are comprised of ten individual measures (see below).

A Framework of Indicators for School Success (DSSF)

Indicator	Measures
Academic Achievement	Proficiency for ELA and Math (3–8 and 11)
Academic Progress	Growth in ELA and Math (4–8) Including Lowest and Highest Quartiles
School Quality/ Student Success	On Track Attendance (K–12)
	Proficiency for Science (5, 8, and Biology) and Social Studies (4, 7, and 11)
	College and/or Career Preparedness (9–12)
	On Track in 9th Grade
Graduation Rates	4-Year Adjusted Cohort Graduation Rates
	5-Year Adjusted Cohort Graduation Rates
	6-Year Adjusted Cohort Graduation Rates
ELP	Progress Toward English Language Proficiency (1–12)

The indicators of the DSSF are aggregated on a 500-point scale reflecting different values for elementary/middle, high schools, and high schools that serve grades beyond 9-12 (e.g., a grades 6-12 school). Each indicator (e.g., Academic Achievement), will receive a text-based rating based on the aggregated performance on the measures in that particular area. The ESSA-approved indicator weights for ES (K-5), MS (6-8), HS (9-12) and HS Plus (for schools that serve additional grades beyond 9-12, i.e. 6-12) and associated points are as follows. High School weighting will be applied to single high school districts as well as districts serving multiple high schools serving grades 9-12 only. High School Plus weighting will be applied to all other districts.

Elementary (grades K-5)/Middle School (grades 6-8)

Indicators/Measures	Weight	Points
Academic Achievement	30%	150
Proficiency ELA (grades 3-8)	15%	75
Proficiency Math (grades 3-8)	15%	75
Academic Progress	40%	200
Growth in ELA (grades 4-8)	15%	75
Growth in Math (grades 4-8)	15%	75
Growth of lowest quartile ELA (grades 4-8)	2.5%	12.5
Growth of highest quartile ELA (grades 4-8)	2.5%	12.5
Growth of lowest quartile Math (grades 4-8)	2.5%	12.5
Growth of highest quartile Math (grades 4-8)	2.5%	12.5
School Quality/Student Success	20%	100
On Track Attendance (K-12)	10%	50
Proficiency Science (grades 5 and 8)	5%	25
Proficiency Social Studies (grades 4 and 7)	5%	25
Progress toward English Language Proficiency	10%	50
Total	100%	500

High School (grades 9-12)

Indicators/Measures	Weight	Points
Academic Achievement	30%	150
Proficiency ELA	15%	75
Proficiency Math	15%	75
School Quality/Student Success	40%	200
On Track Attendance (K-12)	5%	25
Proficiency Science (Biology)	5%	25
Proficiency Social Studies (Grade 11)	5%	25
College and/or Career Preparedness (9-12)	15%	75
On Track in 9th Grade (grade 9)	10%	50
Graduation Rate	20%	100
4-Year Cohort Graduation Rate	15%	75
5-Year Cohort Graduation Rate	3%	13
6-Year Cohort Graduation Rate	2%	12
Progress toward English Language Proficiency	10%	50
Total	100%	500

High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. 6-12)

Indicator/Measures	Weight	Points
Academic Achievement	20%	100
Proficiency ELA (grades 3-8 and 11)	10%	50
Proficiency Math (grades 3-8 and 11)	10%	50
Academic Progress	25%	125
Growth in ELA (grades 4-8)	10%	50
Growth in Math (grades 4-8)	10%	50
Growth of lowest quartile ELA (4-8)	1.25%	6.25
Growth of highest quartile ELA (4-8)	1.25%	6.25
Growth of lowest quartile Math (4-8)	1.25%	6.25
Growth of highest quartile Math (4-8)	1.25%	6.25
School Quality/Student Success	25%	125
On Track Attendance (K-12)	2.5%	12.5
Proficiency Science (5, 8 and Biology)	5%	25
Proficiency Social Studies (4, 7 and 11)	5%	25
College and/or Career Preparedness (9-12)	7.5%	37.5
On Track in 9th Grade (grade 9)	5%	25
Graduation Rate	20%	100
4-Year Cohort Graduation Rate	15%	75
5-Year Cohort Graduation Rate	3%	13
6-Year Cohort Graduation Rate	2%	12
Progress toward English Language Proficiency	10%	50
Total	100%	500

Overall summative ratings are calculated by taking the actual points earned by the school overall (true points) and dividing by the total number of overall index points possible. If performance data for a measure or indicator are missing or nonexistent (i.e. school does not meet minimum n of 15), the points for the missing measure or indicator are removed from the overall index and an overall score is calculated based on the *actual points earned* divided by the *total points possible*. By using the percentage of total points earned, schools are able to be evaluated on the indicators/measures for which they truly earn points and allows all schools to be measured against the rating scale for continuous improvement. Text-based descriptors replace the star ratings used in prior years (see below).

- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Well Below Expectations

Charter School Academic Performance SY17/18

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. As noted above, in SY17/18 the DSSF was significantly revised and enhanced to align with the provisions of the Every Student Succeeds Act (ESSA). Due to these changes, prior year's data could not be aligned with the current DSSF.

In SY17/18 43% of the twenty-one state authorized charter schools received an overall rating of Meets or Exceeds Expectations, while 32% achieved a rating of Below Expectations and 26% achieved a rating of Well Below Expectations. (Note: Gateway Lab School and Positive Outcomes Charter School are approved to be assessed with the Delaware Alternative Academic Framework which does not generate overall ratings.)

% Schools Meeting Performance Level	% Academic Achievement	% Academic Progress	% School Quality/ Student Success	% Graduation Rate	% Progress toward English Language Proficiency	Overall Ratings
Exceeds Expectations	14%	22%	71%	100%	29%	11%
Meets Expectations	19%	39%	14%	0%	29%	32%
Below Expectations	33%	39%	14%	0%	14%	32%
Well Below Expectations	33%	0%	0%	0%	29%	26%

The chart below provides a breakdown of the number of schools based on their overall ratings in SY17/18.

2017-18 Overall DSSF Ratings

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
■	2	6	6	5
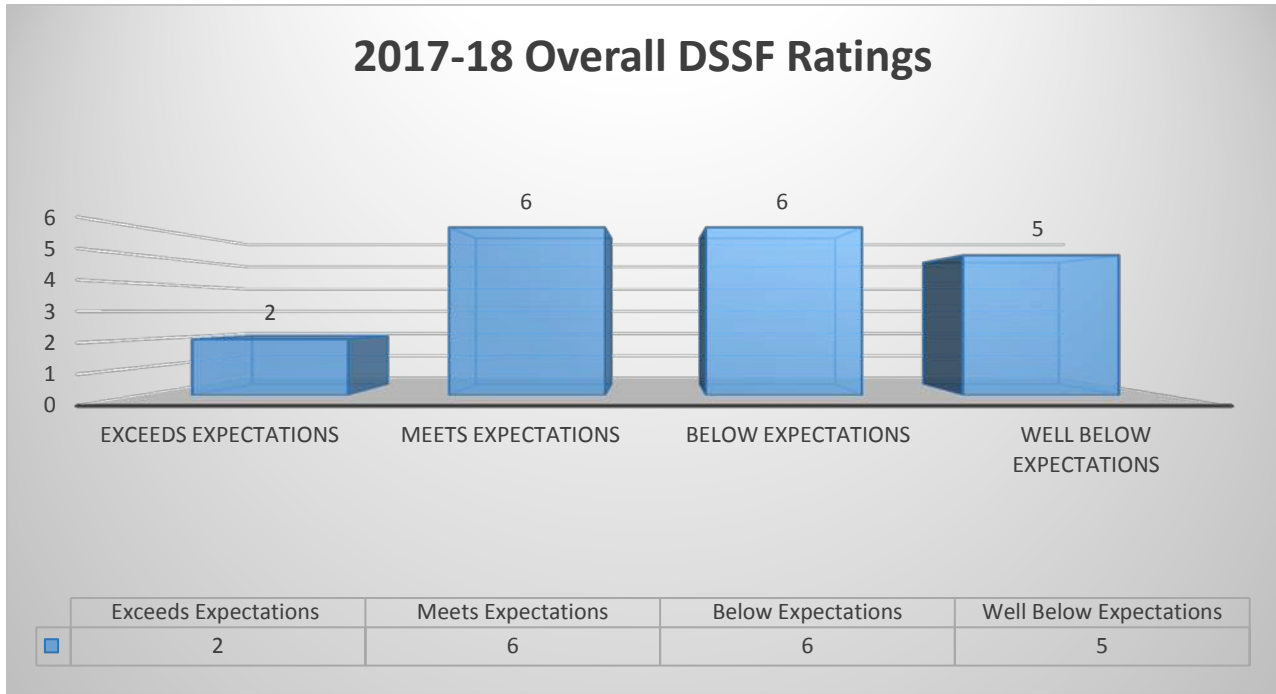
The charts below illustrate academic charter school results by DSSF indicator. Seven of the twenty-one charter schools (33%) achieved ratings of Meets or Exceeds Expectations in the Academic Achievement indicator. Fourteen of the twenty-one charter schools (66%) achieved ratings of Below or Well Below Expectations.

2017-18 DSSF Academic Achievement

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
■ Series1	3	4	7	7
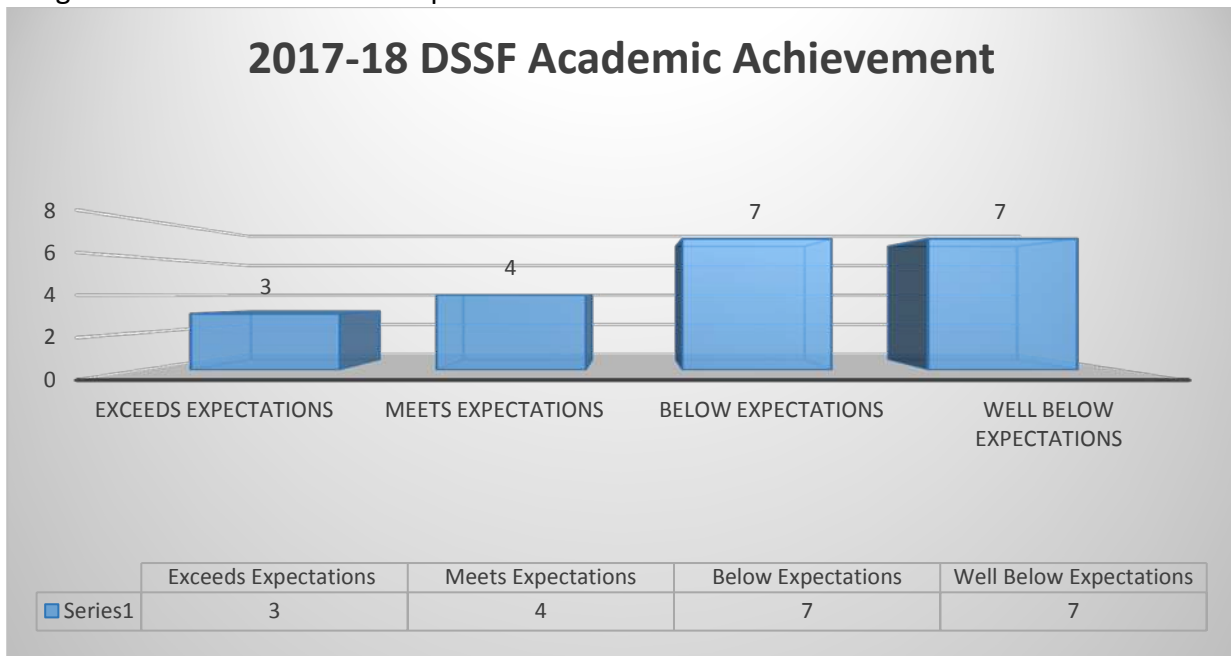
Eleven of the twenty-one charter schools (52%) achieved ratings of Meets or Exceeds Expectations in the Academic Progress indicator. Additionally, there were no charter schools that achieved a rating of Well Below Expectations for this indicator.

2017-18 DSSF Academic Progress

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Series1	4	7	7	0
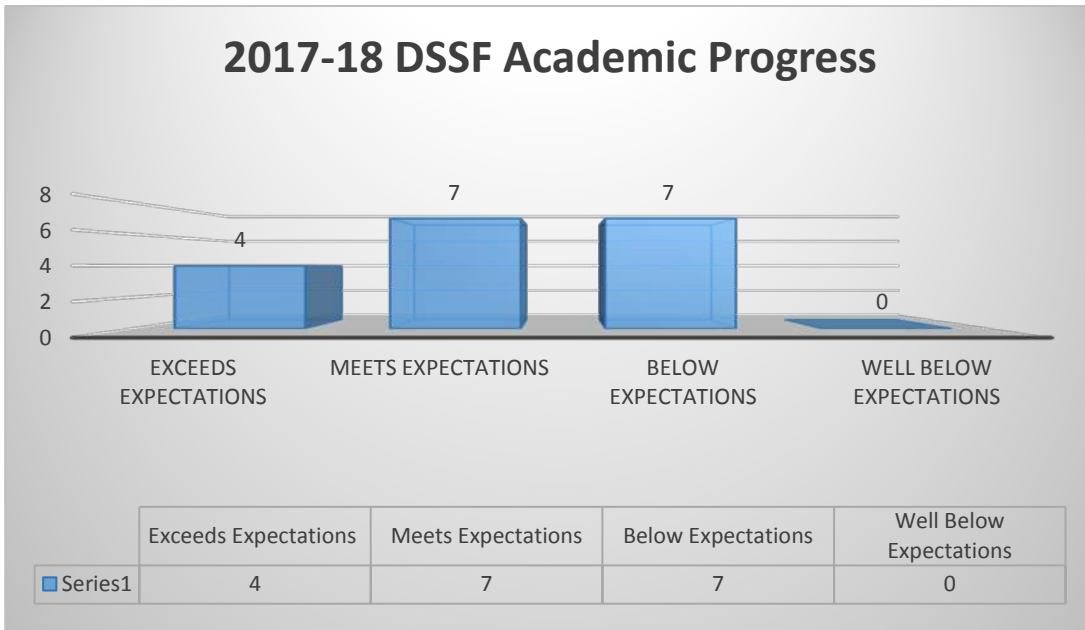
Eighteen of the twenty-one charter schools (86%) achieved ratings of Meets or Exceeds Expectations in the School Quality/Student Success indicator. Additionally, there were no charter schools that achieved a rating of Well Below Expectations for this indicator.

2017-18 School Quality/ Student Success

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Series1	15	3	3	0
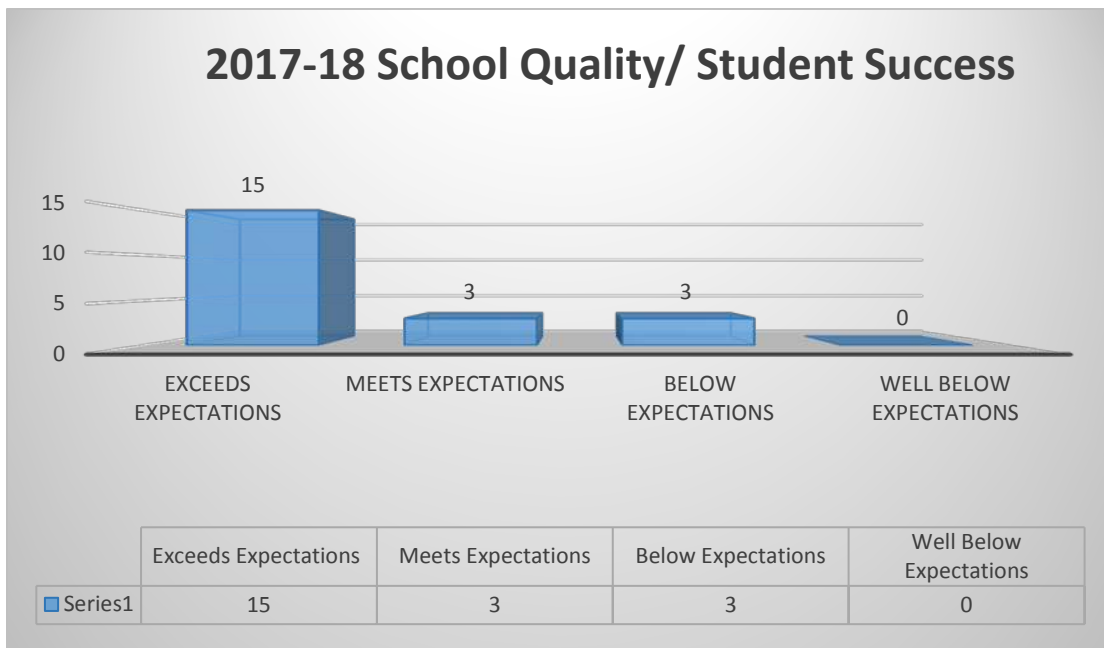
Four of the four charter high schools (100%) with sufficient data to generate graduation rate data achieved Exceeds Expectations in the Graduation Rate indicator.

2017-18 DSSF Graduation Rate

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Series1	4	0	0	0
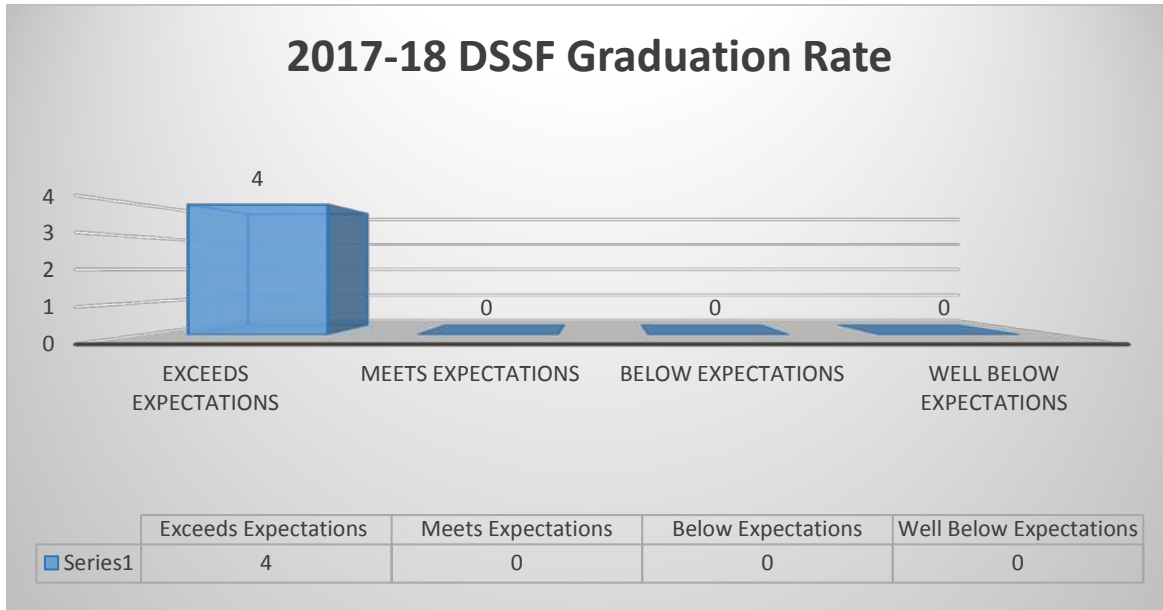
Four of the seven charter schools (57%) with sufficient data to generate English Proficiency data achieved ratings of Meets or Exceeds Expectations in the Progress toward English Proficiency indicator. Three of the seven charter schools (43%) achieved ratings of Below or Well Below Expectations for this indicator.

2017-18 DSSF Progress toward English Proficiency

	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations
Series1	2	2	1	2
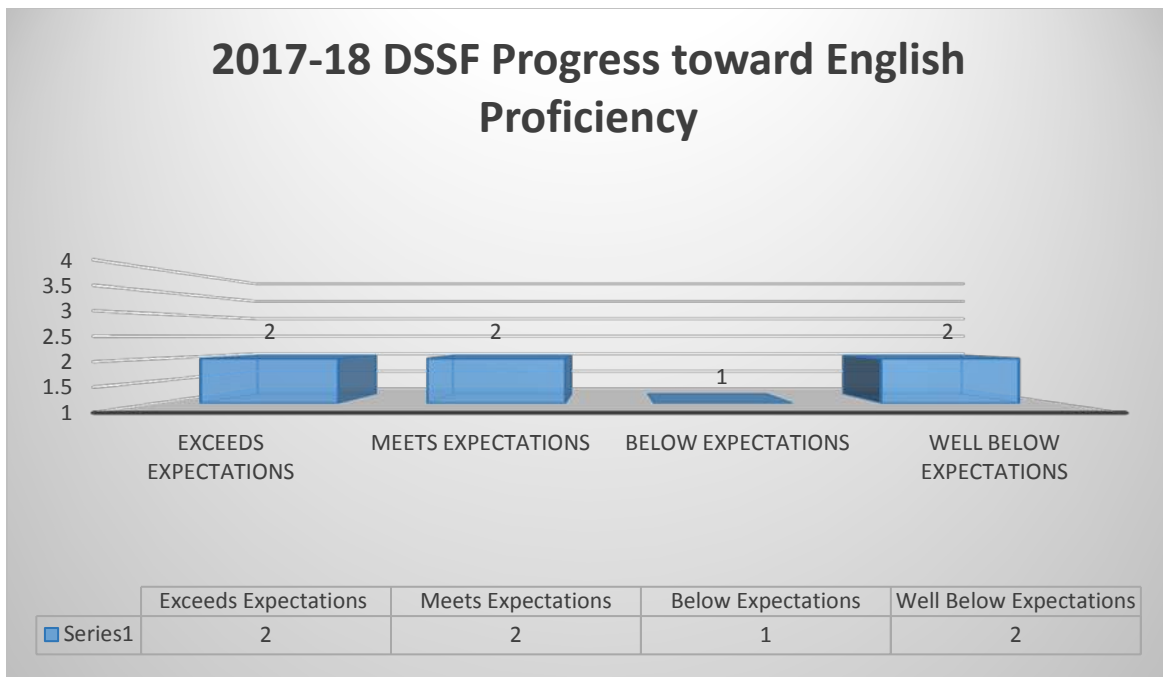
Beyond the Achievement Data: Conclusions

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. Creating and sustaining a culture of learning where students are empowered to be advocates for themselves and others in need;
2. Fostering relationships between among teachers, students, families, and the larger community;
3. A consistent, well-developed, and responsive curricula that is implemented with fidelity and supported by professional development;
4. A rigorous system for Response to Intervention (RTI) that includes clearly developed systems of identifying student needs and tracking student progress;
5. A curricula for RTI that is implemented and supported by professional development; and
6. Strong site-based management.

There are many factors that make schools successful, which includes establishing a climate and culture of success, consistent and effective school leadership, and a high functioning system of school governance that advances the aims of the school's annual goals and 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.

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

2017-18 Overall Ratings - Organizational Performance Framework

In SY17/18, there were no schools that earned an overall rating of Far Below Standard on the Organizational Performance Framework, but seven schools earned a rating of Approaching Standard. Although fourteen schools earned ratings of Meets Standard, the total number of schools decreased from seventeen (77%) to fourteen (66%) since the previous year (see chart below). In SY17/18, a number of schools lost points on the Governance and Reporting indicator.

Organizational Performance Framework Overall Ratings

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	17	5	0
2017-18	14	7	0
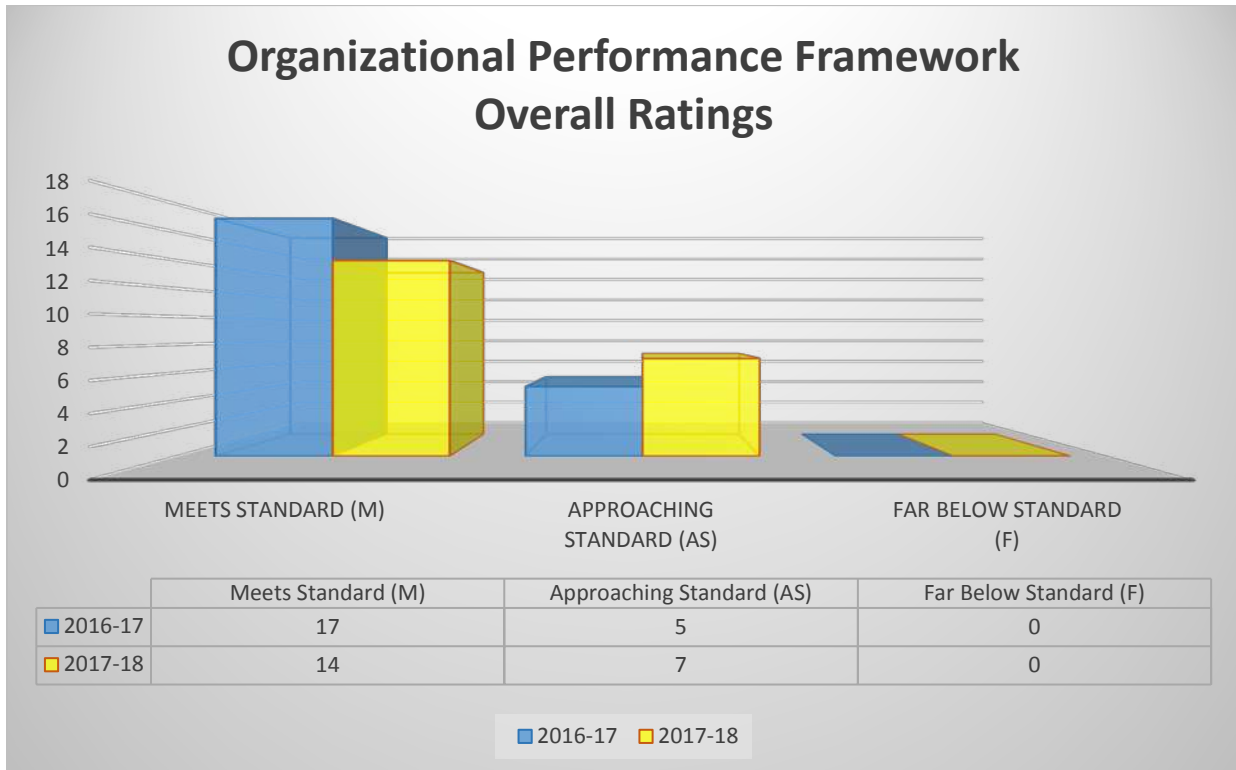
In SY17/18, all schools earned Meets Standard ratings for the mission fidelity measure (see chart below). In SY16/17, two schools did not Meet Standard for this measure. Mission fidelity is a goal created by the school, and approved by the CSO, to measure implementation of the school's mission.

Education Program
Mission Fidelity

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	20	2	0
2017-18	21	0	0

Legend: 2016-17, 2017-18
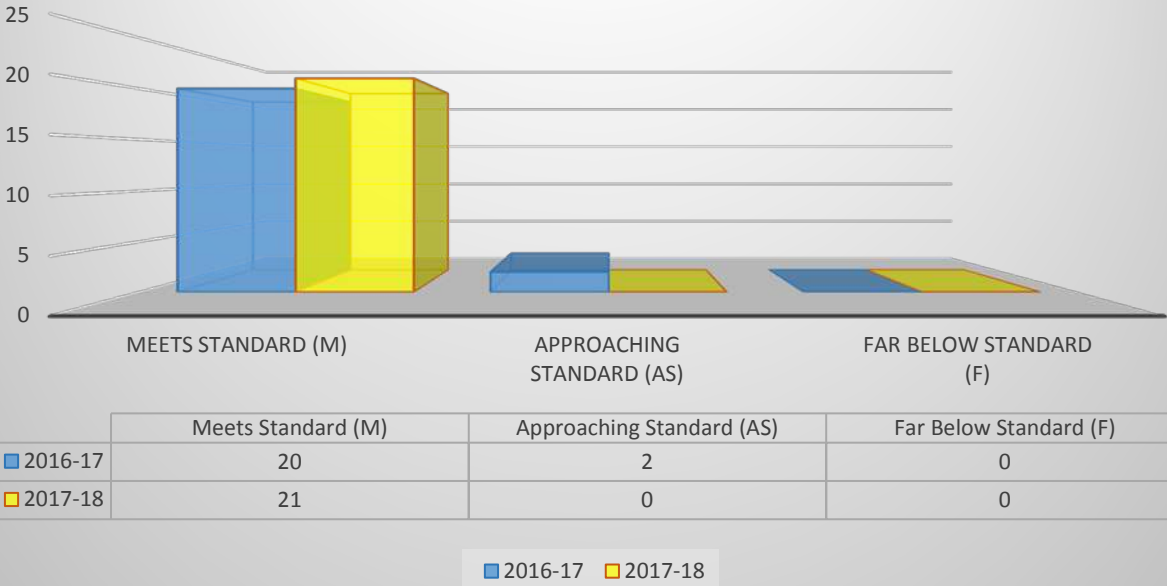
In SY17/18, twenty of the twenty-one schools (95%) earned Meets Standard ratings for compliance with Applicable State and Federal Requirements, similar to SY16/17 results (see chart below).

Education Program
Applicable State & Federal Requirements
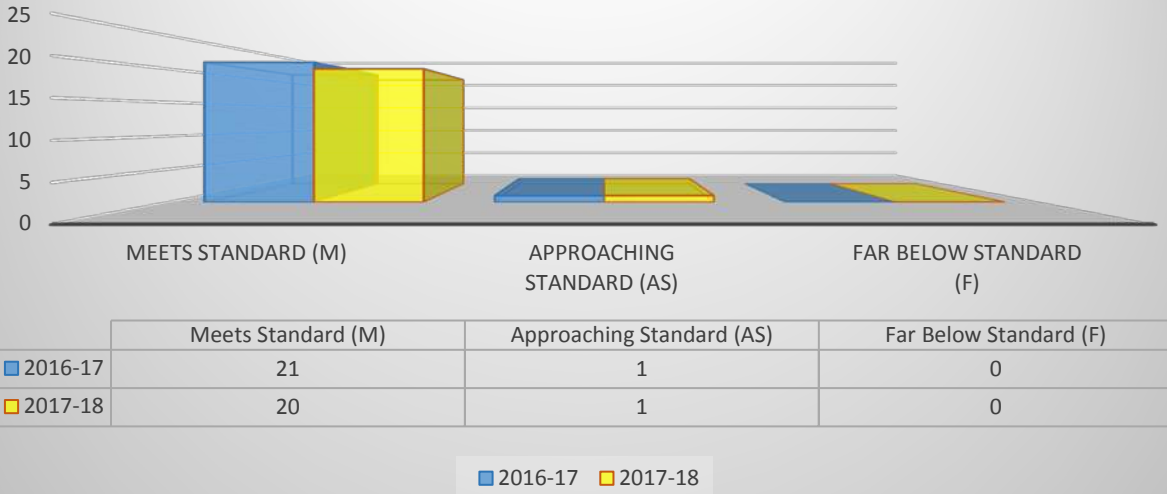
	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	21	1	0
2017-18	20	1	0

Legend: 2016-17, 2017-18

In SY17/18, nineteen of the twenty-one schools (90%) earned Meets Standard ratings for compliance with serving students with disabilities (see chart below). SY17/18 performance improved since SY16/17 where fewer schools (59%) met compliance requirements for this measure.
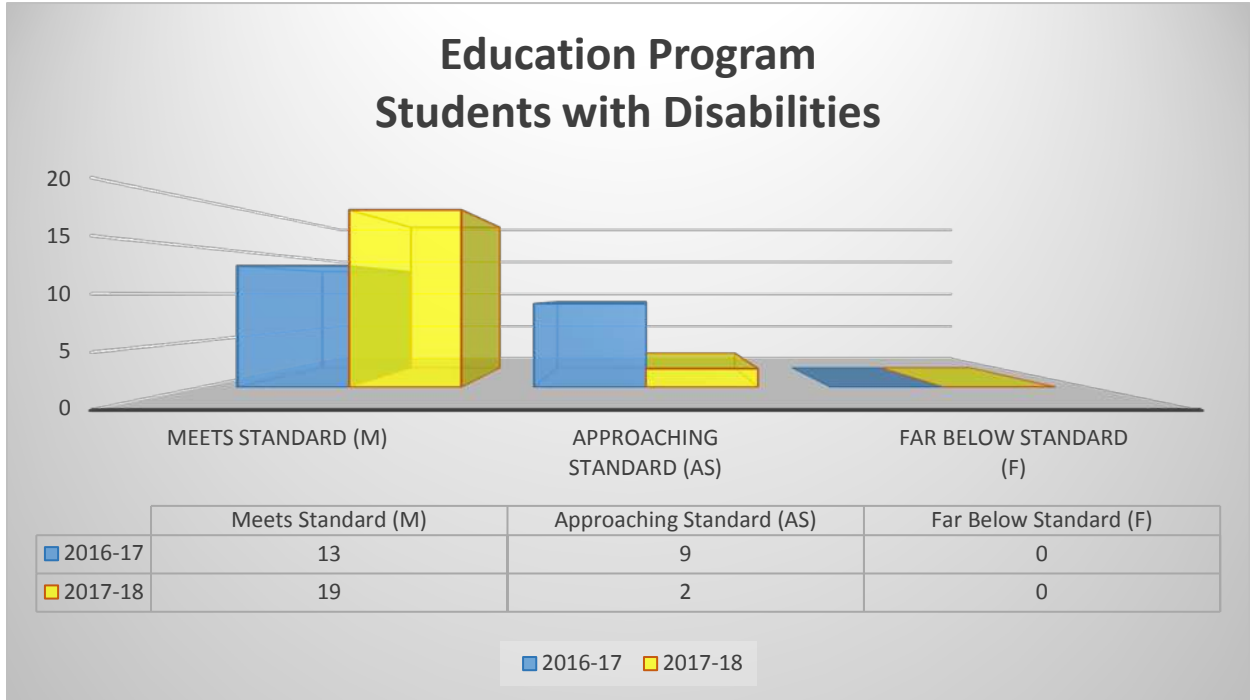
Education Program
Students with Disabilities

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	13	9	0
2017-18	19	2	0

2016-17   2017-18

In SY17/18, eighteen of the twenty-one schools (86%) earned Meets Standard ratings for compliance with serving English Learners (see chart below). Two schools earned ratings of Approaching Standard and one school that earned a rating of Far Below Standard. The issues identified have since been resolved. In SY16/17, more schools (95%) met compliance requirements for this measure.

Education Program
English Learners

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	21	0	1
2017-18	18	2	1

2016-17   2017-18
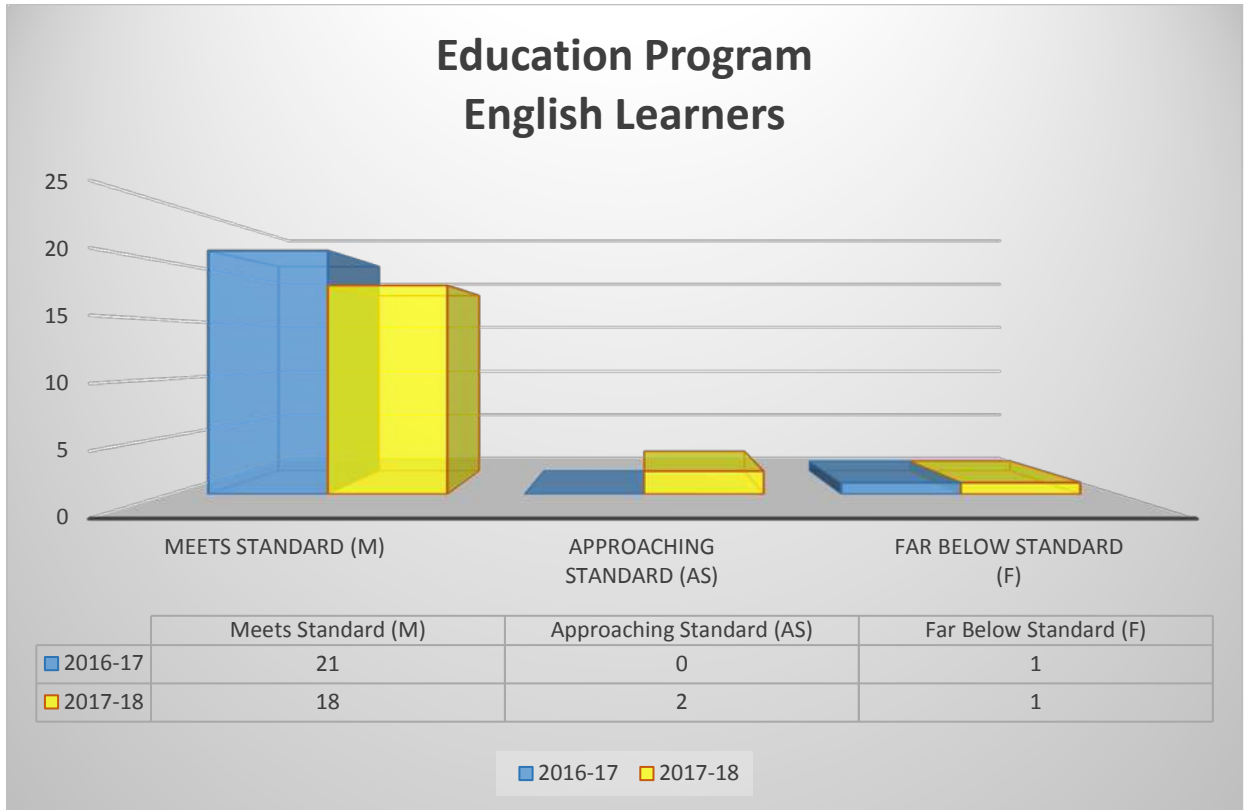
In SY17/18, fifteen of the twenty-one schools (71%) earned Meets Standard ratings for compliance with Governance and Public Stewardship requirements (see chart below). There were no schools that earned ratings of Approaching Standard and six schools that earned a rating of Far Below Standard. The majority of schools that failed to meet standards were due to improper posting of school board meeting minutes, and failing to obtain board governance and/or financial training. SY17/18 performance improved since SY16/17 where fewer schools (50%) met compliance requirements for this measure.

Governance and Reporting
Governance & Public Stewardship

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	11	7	4
2017-18	15	0	6

2016-17　2017-18
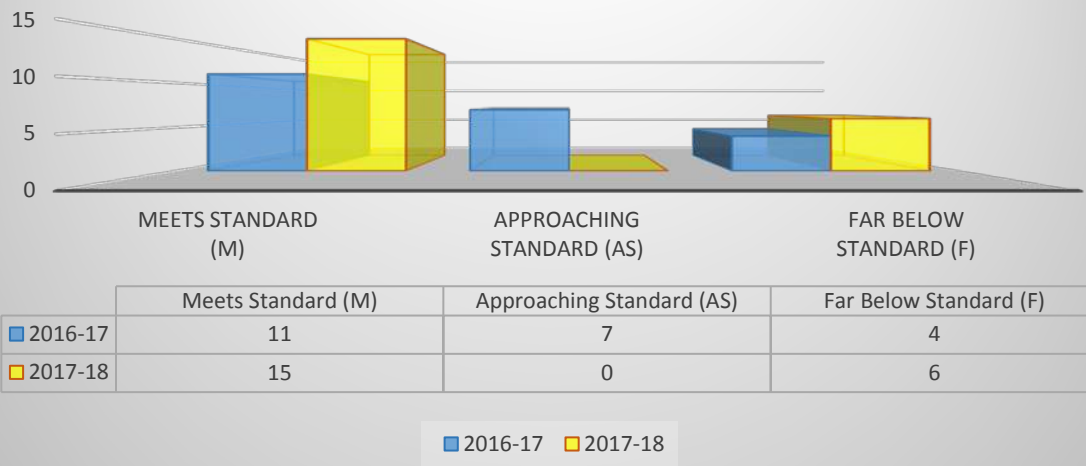
In SY17/18, all schools earned Meets Standard ratings for compliance requirements for Oversight of School Management (see chart below). In SY16/17, the results were the same.

Governance and Reporting
Oversight of School Management

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	22	0	0
2017-18	21	0	0

2016-17　2017-18
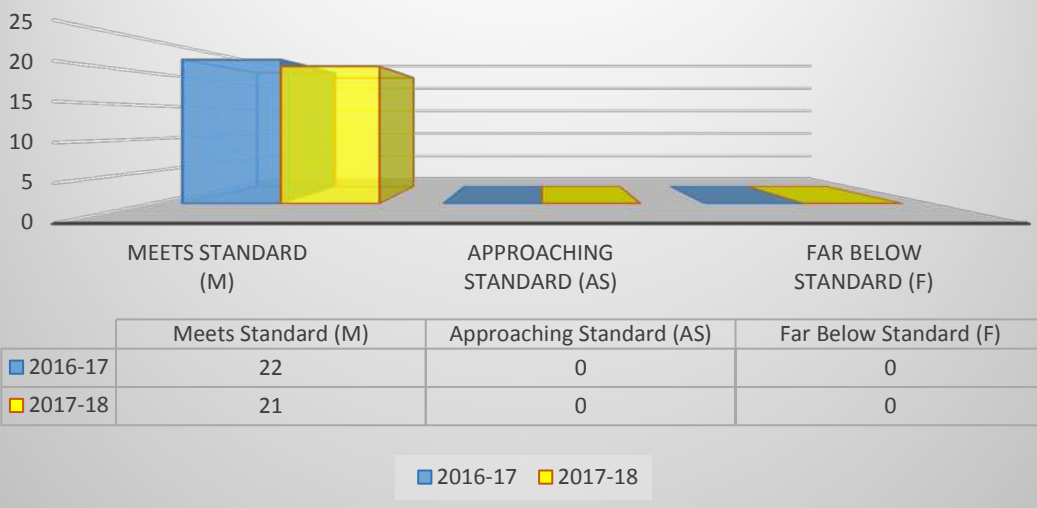
In SY17/18, all schools earned Meets Standard ratings for compliance with Reporting Requirements (see chart below). In SY16/17, the results were the same.

Governance and Reporting
Reporting Requirements
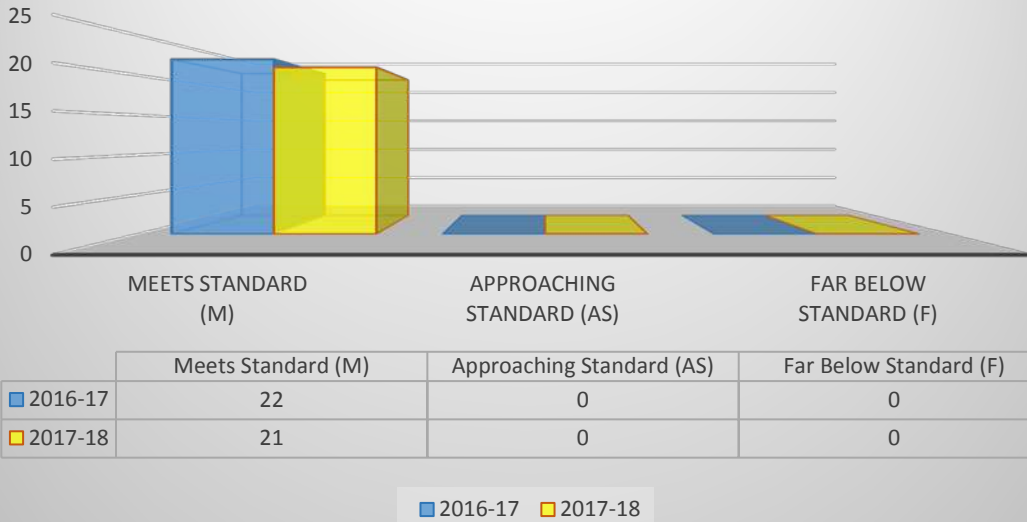
	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	22	0	0
2017-18	21	0	0

In SY17/18, eighteen of the twenty-one schools (86%) earned Meets Standard ratings for compliance requirements related to protecting the legal rights of all students (see chart below). There were three schools that earned ratings of Approaching Standard and no schools that earned a rating of Far Below Standard. The three schools that earned Approaching Standard ratings lost points for compliance with the Accountability Student Verification Process and have taken steps to be in compliance going forward. In SY16/17, more schools (100%) met compliance requirements for this measure.

Students and Staff
Student Rights

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	22	0	0
2017-18	18	3	0
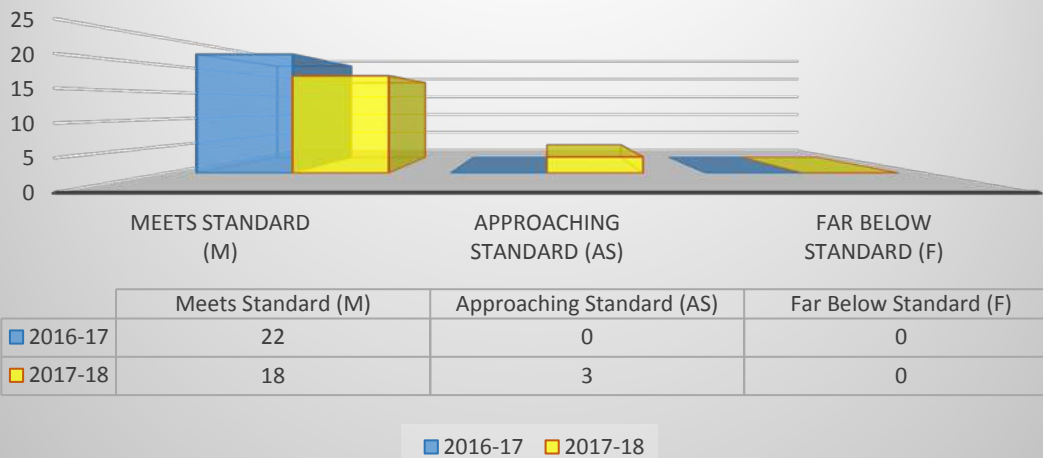
In SY17/18, all schools earned Meets Standard ratings for compliance with Teacher Certification and Staff Hiring requirements (see chart below). In SY16/17, the results were the same.
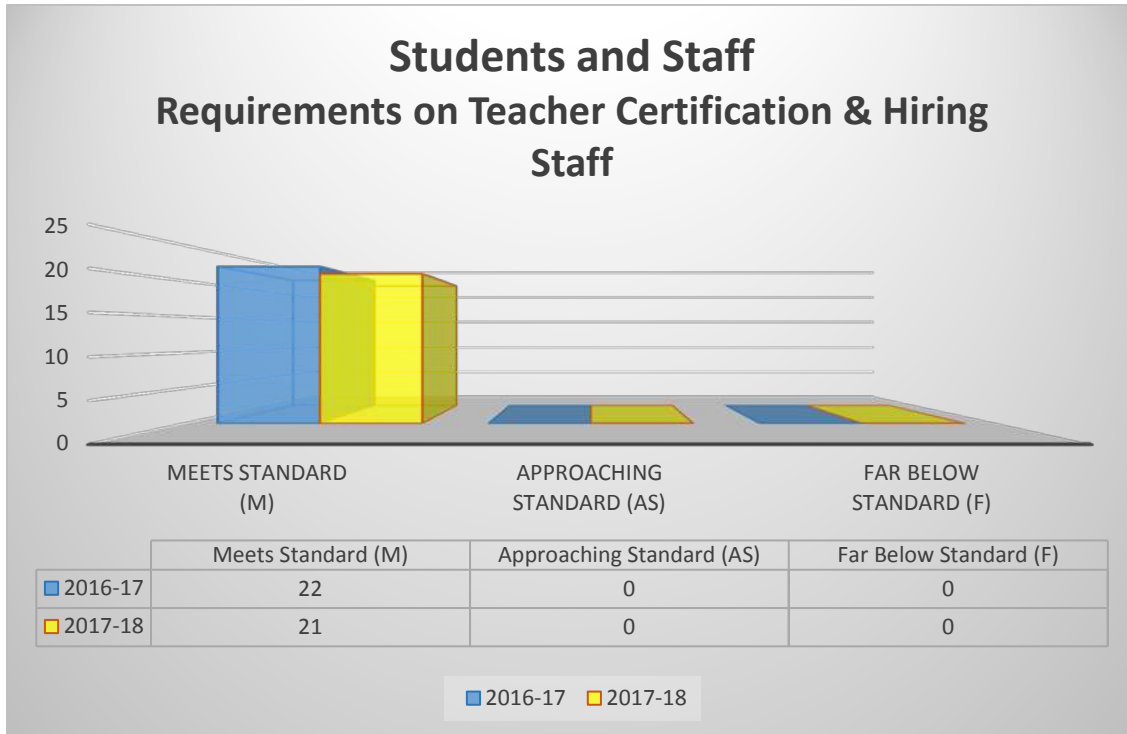
Students and Staff
Requirements on Teacher Certification & Hiring Staff

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	22	0	0
2017-18	21	0	0

2016-17   2017-18

In SY17/18, nineteen of the twenty-one schools (90%) earned Meets Standard ratings for compliance with school facilities, transportation, and health and safety requirements (see chart below). There were two schools that earned ratings of Approaching Standard and no schools that earned a rating of Far Below Standard. One school earned a rating of Approaching Standard due to errors in documentation for nursing services that has since been corrected. The other school resolved an issue identified during its cafeteria evaluation. In SY16/17, more schools (95%) demonstrated compliance with facilities, transportation, and health and safety requirements.

Facilities, Transportation, Health & Safety

	Meets Standard (M)	Approaching Standard (AS)	Far Below Standard (F)
2016-17	21	1	0
2017-18	19	2	0
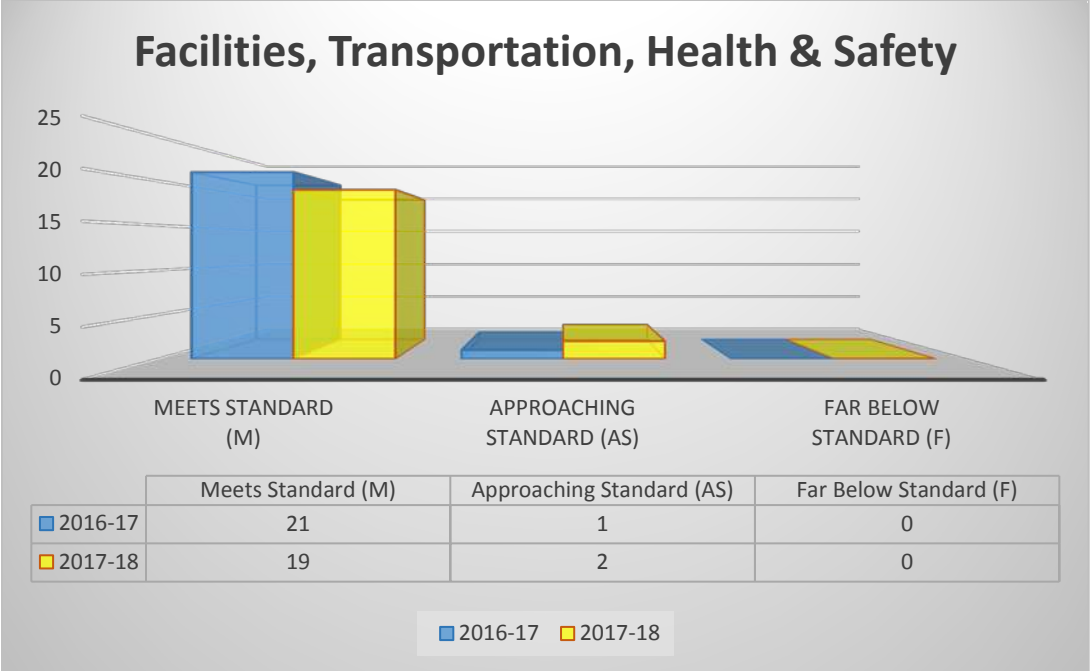
Beyond the Organizational Performance Framework Data: Conclusions

SY17/18 was the second year of implementation for the revised Organizational Performance Framework. Additionally, the corresponding guidance document has allowed the Charter School Office to provide schools with clearly defined metrics and measures. These tools have 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 and inform prospective strategies to support schools.

Financial Performance Framework

Charter schools have the autonomy to manage their finances consistent with state and federal law; however, authorizers must ensure that the schools they authorize 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 f
uture.

Revisions to the Financial Performance Framework were made in October of 2016. These changes went into effect for the 2017-2018 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. The Financial Performance Framework is designed to be a stand-alone document that clearly identifies each school's financial standing in the context of the eight measures.

Overall Financial Framework Rating

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
▥ Meets	17	16	16	19	15	15
▢ Approaching	3	3	1	0	6	6
▢ Far Below	1	2	4	6	1	1
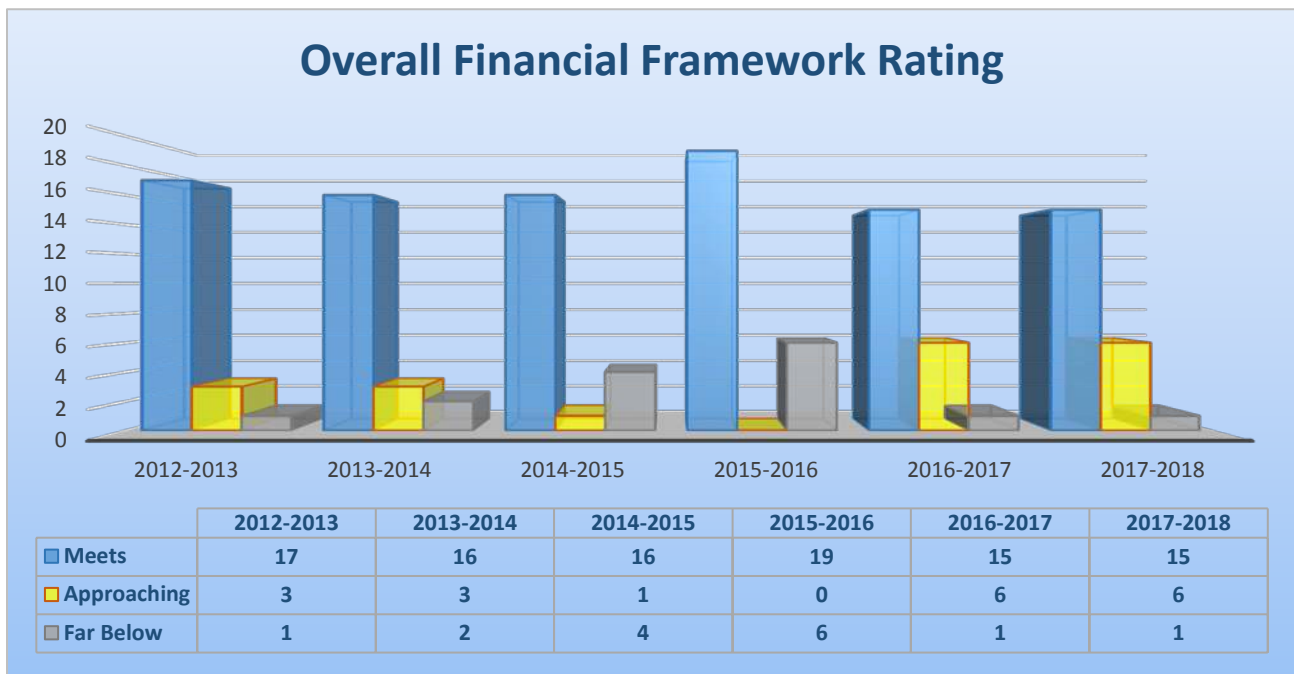
2017-2018 Overall Financial Performance ratings

In SY 2017-2018, fifteen of the 22 charter schools met Financial Performance Standards. This data remained consistent with data from the previous year. It is noted that one school was rated as "Far Below" standard. This school has closed as of the time of this report. 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 include[3]:

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 Management and oversight

2017-2018 Near-Term Indicators

The Near Term Indicators comprise 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.

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[3] For each measure, the school is able to earn a rating of "Meets Standard", "Approaches Standard", or "Far Below Standard

% of Schools Meeting Near Term Metrics/Indicators
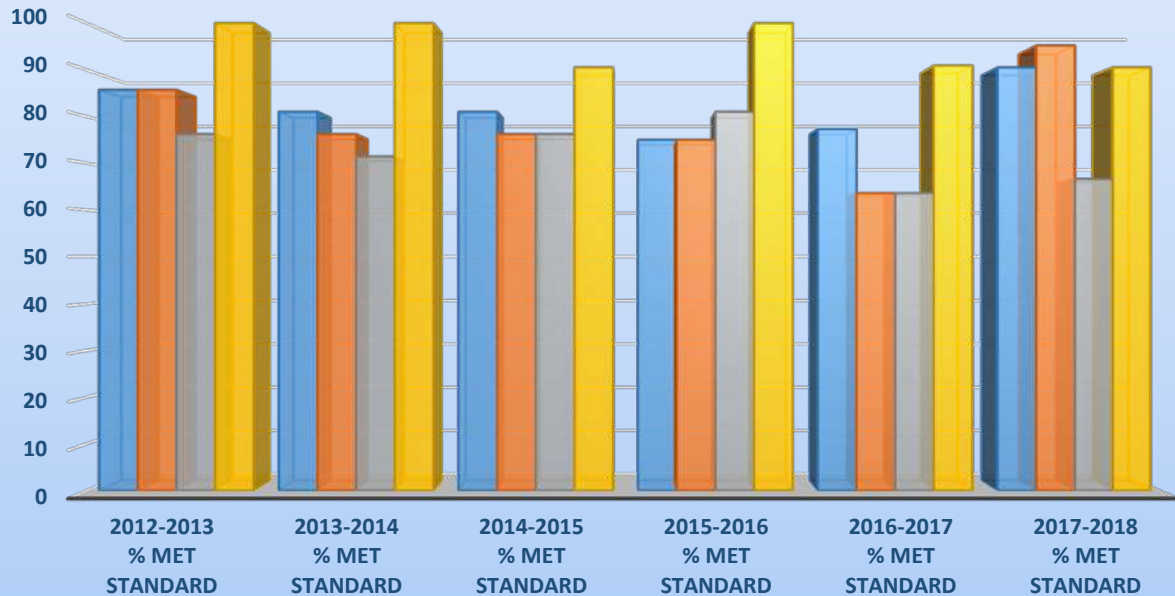
	2012-2013 % Met Standard	2013-2014 % Met Standard	2014-2015 % Met Standard	2015-2016 % Met Standard	2016-2017 % Met Standard	2017-2018 % Met Standard
Current Ratio	85.7	81	81	75	77.3	90.5
Days Cash	85.7	76.2	76.2	75	63.6	95.2
Enrollment Variance	76.2	71.4	76.2	81	63.6	66.6
Default, Loan Covenants &Debt Service Payments	100	100	90.5	100	90.9	90.5

2017-2018 Sustainability Indicators

The Sustainability Indicators comprise four measures including 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.

% of Schools Meeting Sustainability Metrics / Indicators
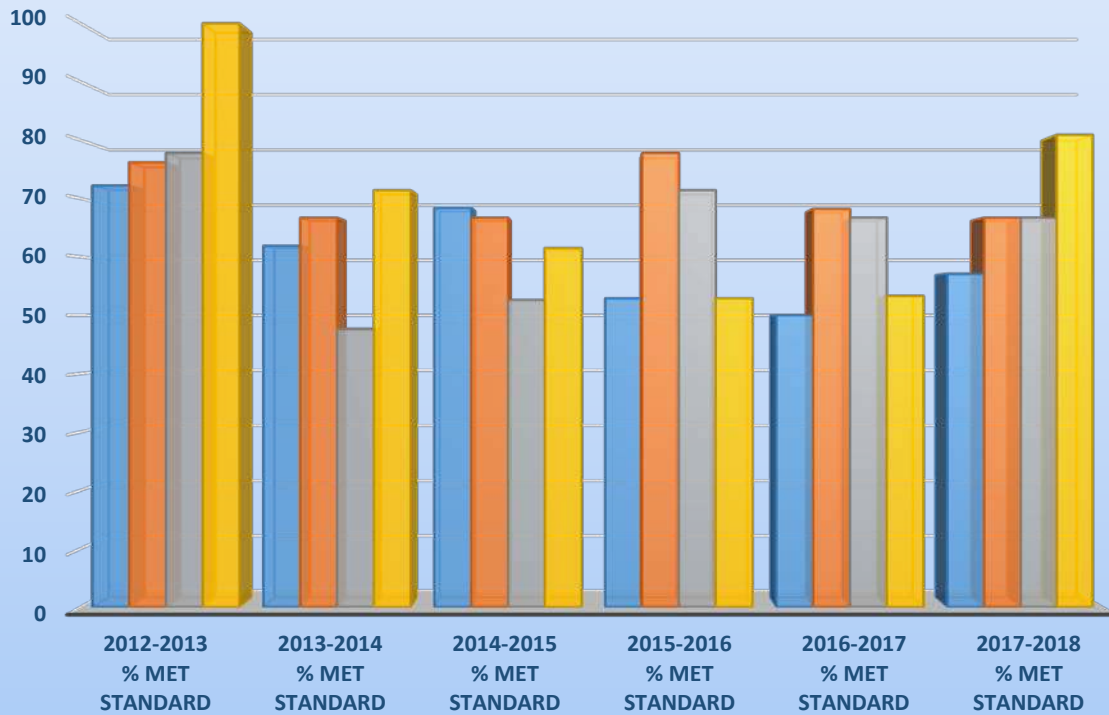
	2012-2013 % Met Standard	2013-2014 % Met Standard	2014-2015 % Met Standard	2015-2016 % Met Standard	2016-2017 % Met Standard	2017-2018 % Met Standard
Total Margin	72.2	61.9	68.4	52.9	50	57.1
Debt / Asset Ratio	76.2	66.7	66.7	77.8	68.2	66.7
Cash Flow	77.8	47.6	52.6	71.4	66.7	66.7
Debt Service Coverage Ratio	100	71.4	61.5	52.9	53.3	80.9

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.

The CSO will work with schools to develop plans to improve individual measures that do not meet standard. 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 as well as tools and measures that can be used to provide more accurate projections in 2019.

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 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 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. Finally, we believe in developing in students the capacity to nurture passion creativity and intrinsic motivation to learn.

*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 six guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.

- What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.

*Professional Learning Communities - The school environment 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 areas for 2017-18 were two aspects of Responsive Classroom: Teacher Language and Engaging Academics.

*Academic Enrichment - All K-8 students participate daily 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 are considered when designing this time. Additional time for students on RTI tier 2 and 3 is met through Academic Enrichment. 4th-8th grade students also receive enrichment based around their interest through clubs, such as Robotics, Gentlemen of Quality, and Band.

*Standards-Based Grading/Reporting – We have completely transformed our report card to show more than just a grade for each class/subject. Our new report card also shows how students are progressing in their mastery of academic standards at each grade level. This end product is preceded by assessments that are intentionally designed to align to the standards. Teachers keep a standards-based gradebook, as well.

*Student-led Conferences - Another innovative practice at CCS is our student-led conferences. A student-led conference is a meeting with the student, his or her family, and the teacher to discuss school progress. The student has the leadership role in informing parents of his/her progress by sharing evidence of their learning in meeting state standards and habits of mind. 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 trimester, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community emphasizes these traits throughout the school, and teaches them to students along with the academic curriculum.

Design Thinking Academy shared:

DTA utilizes multiple innovative practices that could be replicated at other schools in Delaware. Because DTA 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) DTA takes student voice very seriously and encourages students to take control of their own education. To that end, DTA offers students multiple opportunities to use their voices to influence decisions at an administrative level. For example, DTA 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 after-school clubs. DTA also hosts a student-led "Making Change" committee whose responsibility it is to advise administration regarding issues of student concern and methods for improvement. DTA further bases its course offerings, in part, upon the interests of its students. For example, DTA boasts a strong entrepreneurship program in which students have requested a third level course be added. DTA is working to adjust its existing course offerings for second semester to accommodate this request.
2) DTA 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) DTA 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) DTA 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.

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

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 Acaemy 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:

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.

Providence Creek Academy shared:

The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.

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.

It is recommended that the annual report on charter schools be removed from statute. The information from this report is available online or via monthly updates of the charter school office.

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

Charter Schools Data
Charter Schools Performance and Participation

Smarter Balanced ELA Scores

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Academia Antonia Alonso	All Grades	27.01	*	98.56
	3	21.88	2367.71	98.97
	4	39.02	2437.56	97.62
Academy Of Dover Charter School	All Grades	49.6	*	100
	3	42.22	2411.67	100
	4	38.89	2457.58	100
	5	65.91	2531.75	100
Campus Community School	All Grades	63.41	*	100
	3	67.5	2455.3	100
	4	60.47	2473.7	100
	5	52	2507.18	100
	6	59.18	2544.47	100
	7	72.55	2593.49	100
	8	69.77	2606.74	100
Charter School of New Castle	All Grades	40.09	*	96.03
	3	40.43	2410.82	98.95
	4	50	2468.25	95.77
	5	29.89	2464.22	95.6
	6	44.87	2513.88	95.12
	7	45.57	2537.27	98.75
	8	28.3	2523.53	89.83
East Side Charter School	All Grades	19.15	*	97.11
	3	8.47	2346.03	96.72
	4	35.14	2441.14	97.37
	5	11.9	2410.55	95.45
	6	17.95	2446.15	97.5
	7	24.14	2518.07	100
	8	27.59	2517.97	96.67
Edison (Thomas A.) Charter School	All Grades	33.8	*	99.77
	3	31.76	2388.56	100
	4	19.05	2384.76	100

	5	22.62	2444.42	98.82
	6	33.85	2513.09	100
	7	46.3	2551	100
	8	63.16	2582.21	100
First State Montessori Academy	All Grades	68.06	*	98.87
	3	62.32	2448.2	98.57
	4	68.25	2500.27	98.44
	5	76.27	2555.63	100
	6	68	2561.3	98.04
	7	63.64	2561.82	100
Freire Charter School	All Grades	37.78	*	94.74
	8	37.78	2527.22	94.74
Gateway Lab School	All Grades	10.47	*	98.29
	3	*	2343.94	*
	4	*	2366.2	*
	5	*	2415.96	*
	6	*	2436.17	*
	7	*	2427.08	*
	8	*	2444.34	*
Great Oaks Charter School	All Grades	25.72	*	97.88
	6	21.7	2458.17	98.15
	7	30	2492.98	97.74
	8	25	2505.59	97.83
Kuumba Academy Charter School	All Grades	37.23	*	98.82
	3	29.21	2380.12	100
	4	29.49	2416.68	98.73
	5	34.12	2469.64	100
	6	45.9	2530.2	100
	7	49.09	2532.64	94.83
	8	45.1	2545.98	98.08
Las Americas ASPIRA Academy	All Grades	49.88	*	100
	3	32.29	2405.78	100
	4	50	2468.79	100
	5	52	2520.58	100
	6	46.24	2523.43	100
	7	75	2592.8	100
	8	66.67	2598.27	100
	6	46.24	2523.43	100
MOT Charter School	All Grades	75.48	*	99.57
	3	78.95	2481.22	98.7
	4	66.23	2513.66	100

	5	72.73	2562.45	98.72
	6	87.18	2612.76	100
	7	83.33	2615.62	100
	8	64.56	2606.73	100
Newark Charter School	All Grades	89.62	*	99.47
	3	86.1	2515.73	100
	4	86.34	2559.63	100
	5	92.39	2615.42	98.92
	6	94.05	2647.84	98.4
	7	87.83	2643.26	99.47
	8	91.01	2676.85	100
Odyssey Charter School	All Grades	69.43	*	99.37
	3	56.59	2447.76	98.91
	4	70.17	2509.07	99.45
	5	74.71	2551.46	100
	6	60.51	2557.75	98.74
	7	79.86	2600.03	100
	8	79.82	2623.67	99.13
Positive Outcomes Charter School	All Grades	*	*	*
	7	*	2456.67	*
	8	*	2471.39	*
Providence Creek Academy Charter School	All Grades	66.82	*	99.32
	3	69.33	2454.01	100
	4	62.67	2490.91	100
	5	66.67	2529.65	100
	6	73.68	2557.7	97.44
	7	55.38	2562.86	100
	8	71.83	2598.44	98.61
Sussex Academy of Arts and Sciences	All Grades	91.15	*	100
	6	86.51	2605.11	100
	7	93.65	2661.1	100
	8	93.39	2671.09	100
Statewide	All Grades	54.22	*	98.73
	3	52.02	2433.28	99.16
	4	55.17	2479.39	98.82
	5	58.12	2516.64	98.84
	6	52.37	2531.21	98.71
	7	54.28	2553.64	98.62
	8	53.25	2568.73	98.22

Charter Schools Performance and Participation
Smarter Balanced Math Scores

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Academia Antonia Alonso	All Grades	16.06	*	98.56
	3	10.53	2370.69	97.94
	4	28.57	2449.88	100
Academy Of Dover Charter School	All Grades	39.2	*	100
	3	46.67	2420.07	100
	4	38.89	2459.5	100
	5	31.82	2494.93	100
Campus Community School	All Grades	47.46	*	100
	3	62.5	2459.93	100
	4	41.86	2483	100
	5	26	2485.84	100
	6	40.82	2532.78	100
	7	50.98	2577.16	100
	8	67.44	2612.49	100
Charter School of New Castle	All Grades	38.86	*	96.02
	3	50	2428.3	98.95
	4	61.76	2502.66	95.77
	5	25.29	2478.83	95.6
	6	25.97	2482.71	95.06
	7	37.97	2514.13	98.75
	8	32.08	2520.04	89.83
East Side Charter School	All Grades	20.43	*	97.11
	3	20.34	2385.44	96.72
	4	67.57	2525.76	97.37
	5	*	2406.31	*
	6	*	2420.13	*
	7	*	2472.31	*
	8	*	2453.24	*
Edison (Thomas A.) Charter School	All Grades	17.95	*	99.77
	3	18.82	2380.81	100
	4	13.1	2408.9	100
	5	10.71	2446.71	98.82
	6	24.62	2485.43	100

	7	20.37	2493.09	100
	8	24.56	2518.88	100
First State Montessori Academy	All Grades	50.95	*	98.87
	3	49.28	2428.88	98.57
	4	58.73	2500.29	98.44
	5	54.24	2525	100
	6	38	2527	98.04
	7	54.55	2555.59	100
Freire Charter School	All Grades	31.11	*	94.74
	8	31.11	2497.76	94.74
Gateway Lab School	All Grades	3.49	*	98.29
	3	*	2326.33	*
	4	*	2366.95	*
	5	*	2404.38	*
	6	*	2387.81	*
	7	*	2396.77	*
	8	*	2392.26	*
Great Oaks Charter School	All Grades	21.39	*	97.65
	5	*	2527	*
	6	19.81	2462.86	98.15
	7	25.38	2489.58	97.74
	8	19.55	2484.93	97.28
Kuumba Academy Charter School	All Grades	31.67	*	99.06
	3	24.72	2392.81	100
	4	8.97	2415.19	98.73
	5	33.33	2490.49	98.82
	6	54.1	2550.61	100
	7	35.09	2521.16	98.28
	8	45.1	2557.04	98.08
Las Americas ASPIRA Academy	All Grades	40.73	*	100
	3	48.45	2439.85	100
	4	40.82	2480.81	100
	5	37.74	2505.08	100
	6	34.74	2514.54	100
	7	40	2550.36	100
	8	40.82	2557.41	100
MOT Charter School	All Grades	70.91	*	99.15
	3	87.01	2500.82	98.72
	4	67.11	2514.28	98.7
	5	67.53	2565.35	98.72

	6	76.92	2610.63	100
	7	66.23	2597.68	98.72
	8	60.76	2609.99	100
Newark Charter School	All Grades	85.66	*	99.47
	3	89.84	2521.49	100
	4	78.69	2539.31	100
	5	84.78	2606.1	99.46
	6	91.89	2668.48	98.4
	7	80.42	2644.85	99.47
	8	88.3	2679.04	99.47
Odyssey Charter School	All Grades	62.75	*	99.37
	3	68.68	2467.18	98.91
	4	68.51	2512.54	99.45
	5	62.29	2551.43	100
	6	50.96	2552.9	98.74
	7	60.42	2577.21	100
	8	64.04	2605.61	99.13
Positive Outcomes Charter School	All Grades	*	*	*
	7	*	2456	*
	8	*	2438.09	*
Providence Creek Academy Charter School	All Grades	52.17	*	99.32
	3	68	2459.6	100
	4	61.33	2495.27	100
	5	44	2516.45	100
	6	43.42	2536.67	97.44
	7	49.23	2554.91	100
	8	46.48	2570.66	98.61
Sussex Academy of Arts and Sciences	All Grades	84.18	*	100
	6	74.6	2596.38	100
	7	88.1	2647.21	100
	8	90.08	2670.88	100
Statewide	All Grades	44.4	*	98.81
	3	53.84	2441.27	99.32
	4	50.48	2484.64	99.02
	5	43.34	2510.45	98.98
	6	39.95	2521.04	98.7
	7	39.18	2531.52	98.53
	8	39.15	2548.41	98.31

Charter Schools Performance and Participation
School Day SAT Reading

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Charter School of Wilmington	11	*	715	*
Delaware Academy of Public Safety and Security	11	18.03	402.95	91.04
Delaware Design-Lab High School	11	35	437.8	84.75
Early College High School at Delaware State University	11	42.65	474.26	100
First State Military Academy	11	37.62	462.28	97.12
Freire Charter School	11	51.85	475.19	96.43
MOT Charter School	11	85.71	562.18	100
Newark Charter School	11	90.73	597.48	98.05
Positive Outcomes Charter School	11	*	403.33	*
Sussex Academy of Arts and Sciences	11	90.67	574.13	98.68
Statewide	11	49.41	483.91	96.19

Charter Schools Performance and Participation
School Day SAT Mathematics

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Charter School of Wilmington	11	*	755.22	*
Delaware Academy of Public Safety and Security	11	*	382.3	*
Delaware Design-Lab High School	11	12	413	84.75
Early College High School at Delaware State University	11	22.06	461.62	100
First State Military Academy	11	8.91	438.61	97.12
Freire Charter School	11	20	450.36	96.49
MOT Charter School	11	44.36	523.08	100
Newark Charter School	11	65.56	576.03	98.05
Positive Outcomes Charter School	11	*	364.76	*
Sussex Academy of Arts and Sciences	11	62.67	557.33	98.68
Statewide	11	26.98	469.58	96.03

Charter Schools Performance and Participation
School Day SAT Essay

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Charter School of Wilmington	11	*	18.74	*
Delaware Academy of Public Safety and Security	11	21.05	9.67	85.07
Delaware Design-Lab High School	11	12.2	9.3	70.69
Early College High School at Delaware State University	11	42.65	12.13	100
First State Military Academy	11	16	10.09	96.15
Freire Charter School	11	13.46	9.85	92.86
MOT Charter School	11	61.83	13.94	98.5
Newark Charter School	11	81.46	16.11	98.05
Positive Outcomes Charter School	11	*	8.36	*
Sussex Academy of Arts and Sciences	11	77.33	15.68	98.68
Statewide	11	43.25	12.21	93.11

DCAS-Alt1 Charter School Performance and Participation
ELA

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Academy Of Dover Charter School	5	*	NULL	*
Academy Of Dover Charter School	All Grades	*	NULL	*
East Side Charter School	All Grades	*	NULL	*
	3	*	NULL	*
	5	*	NULL	*
Gateway Lab School	All Grades	*	NULL	*
	5	*	NULL	*
	6	*	NULL	*
	7	*	NULL	*
	8	*	NULL	*
Newark Charter School	All Grades	*	NULL	*
	3	*	NULL	*
	4	*	NULL	*
	5	*	NULL	*
	8	*	NULL	*
	11	*	NULL	*
Positive Outcomes Charter School	All Grades	*	NULL	*
	8	*	NULL	*
Providence Creek Academy Charter School	All Grades	*	NULL	*
	7	*	NULL	*
Statewide	All Grades	31.78	NULL	93.94
	3	11.94	NULL	96.4
	4	23.53	NULL	90.67
	5	30.5	NULL	93.38
	6	32.26	NULL	95.68
	7	35.4	NULL	91.48
	8	42.41	NULL	94.05
	11	41.42	NULL	97.13

DCAS-Alt1 Charter Schools Performance and Participation
Mathematics

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Academy Of Dover Charter School	All Grades	*	NULL	*
	5	*	NULL	*
East Side Charter School	All Grades	*	NULL	*
	3	*	NULL	*
	5	*	NULL	*
Gateway Lab School	All Grades	*	NULL	*
	5	*	NULL	*
	6	*	NULL	*
	7	*	NULL	*
	8	*	NULL	*
Newark Charter School	All Grades	*	NULL	*
Newark Charter School	3	*	NULL	*
	4	*	NULL	*
	5	*	NULL	*
	8	*	NULL	*
	11	*	NULL	*
Positive Outcomes Charter School	All Grades	*	NULL	*
	8	*	NULL	*
Providence Creek Academy Charter School	All Grades	*	NULL	*
	7	*	NULL	*
Statewide	All Grades	16.51	NULL	93.86
	3	18.66	NULL	96.4
	4	30.15	NULL	90.67
	5	15.49	NULL	94.04
	6	18.18	NULL	95.06
	7	8.02	NULL	92.05
	8	18.99	NULL	94.05
	10	*	NULL	*
	11	8.98	NULL	95.98

DCAS-Alt1 Charter Schools Performance and Participation
Science

School Name	Test Grade	Percent Proficiency	Scale Score Mean	Participation Rate
Academy Of Dover Charter School	All Grades	*	NULL	*
	5	*	NULL	*
East Side Charter School	All Grades	*	NULL	*
Gateway Lab School	All Grades	*	NULL	*
	5	*	NULL	*
	8	*	NULL	*
Newark Charter School	All Grades	*	NULL	*
	5	*	NULL	*
	8	*	NULL	*
Positive Outcomes Charter School	All Grades	*	NULL	*
	8	*	NULL	*
	10	*	NULL	*
Providence Creek Academy Charter School	All Grades	*	NULL	*
Statewide	All Grades	18.95	NULL	91.62
	5	12.23	NULL	92.67
	8	23.38	NULL	91.67
	10	20.61	NULL	92.18
	11	*	NULL	*