

**DELAWARE CHARTER SCHOOL
RENEWAL APPLICATION
September 30, 2019**



**CHARTER SCHOOL OF NEW
CASTLE(PREV.FAMILY
FOUNDATIONS ACADEMY)**

170 Lukens Drive,
New Castle, DE 19720
Phone:(302) 324-8901

<http://www.charterschoolnewcastle.org/>

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I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § ~~514A~~514A (g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.

10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.

10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.

10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee (“Accountability Committee”), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).

Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

II. RENEWAL PROCESS

Application Submission: A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

Application Review: All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

Renewal Determination: The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

Format: All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

Table of Contents: The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

Appendices: All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.

IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled “Charter School Renewal Application” that lists the following information:
 - School name
 - Application submission date
 - School address, phone number, fax number and website
 - School’s logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

I. Overview

- 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school’s enrollment and demographics
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
 - Complete the last column “Current Waitlist 2019-2020 school year”
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
 - Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

II. Academic Performance

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
 - 2.1.a Discuss the school’s academic performance results over the course of the charter term
 - 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
 - 2.2.a Discuss the school’s current performance based on Academic Achievement ratings
 - 2.2.b Discuss the school’s expected outcomes and steps to achieve them
 - 2.2.c Describe how the school will measure progress and track expected outcomes
- 2.3 Review the Growth Data
 - 2.3.a Discuss the school’s current performance based on Academic Growth ratings
 - 2.3.b Discuss the school’s expected outcomes and steps to achieve them
 - 2.3.c Describe how the school will measure progress and track expected outcomes

- 2.4 Review the On Track to Graduation Data
 - 2.4.a Discuss the school's current performance based on Track to Graduation ratings
 - 2.4.b Discuss the school's expected outcomes and steps to achieve them
 - 2.4.c Describe how the school will measure progress and track expected outcomes
- 2.5 Review the School Quality/Student Success Data
 - 2.5.a Discuss the school's current performance based on School Quality/Student Success data
 - 2.5.b Discuss the school's expected outcomes and steps to achieve them
 - 2.5.c Describe how the school will measure progress and track expected outcomes
- 2.6 Review the school's Progress toward English language proficiency (ELP)
 - 2.6 Discuss the school's current performance based on English language proficiency (ELP) data

III. Organizational Framework

3.1 Mission Specific Goal(s)

- Review mission statement for accuracy.
- 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s).

3.2 Organizational Performance

- Review Table 3.2
- 3.2.a Describe the school's organizational performance results over the course of the charter...
- 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- 3.2.c Address any measure where school did not meet standard or is approaching standard.
- 3.2.d Discuss the school's organizational performance results based on its approved Performance Agreement.

3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science and Visual /Performing Arts) for each grade level the school serves.

3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made

based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...
- 3.4.d Describe the process by which students with disabilities are identified and evidence...

3.5 Financial Management and Oversight, Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5 Board member and school leader succession plans.**
- 3.5.k **Appendix 6** Current board bylaws.

3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.
- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
 - Appendix 7** Up-to-date Certificate of Occupancy
 - Appendix 8** Up-to-date Fire Inspection Certificate
 - Appendix 9** Up-to-date Insurance Certificate(s)
 - Appendix 10** ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

IV. Financial Framework

4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
 - Appendix 11** Summary of Findings from Independent Audits
 - Appendix 12** Final Fiscal Year 2018 Revenue & Expenditure Budget Report
 - Appendix 13** Approved preliminary Fiscal Year 2019 Budget
 - Appendix 14** Fiscal Year 2018 Audited Financial Statements
 - Appendix 15** Board approved 5-year budget sheets, and budget narrative.Please submit two budgets with justification as to how the figures were derived:
 - A budget based on the 100% projected enrollment; and
 - A budget based on 80% of the projected enrollment

V. Innovation

- 5.1.a Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

VI. Five-Year Planning

6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
 - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
 - 6.2.1.b Describe the student performance standards for the school as a whole
 - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support

informed...

- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

VII. Compliance Certification Statement

VIII. Renewal Application Certification Statement

IX. Performance Agreement Template

V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

5-year charter

10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

I. OVERVIEW

1.1 Basic Information: Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
Name of School	Charter School of New Castle(prev. Family Foundations Academy)
Year School Opened	2006
Current Enrollment	760
Approved Enrollment	790
School Address	170 Lukens Drive, New Castle, DE 19720
District(s) of Residence	Colonial School District
Website Address	http://www.charterschoolnewcastle.org/
Name of School Leader	Rachel Valentin M.Ed. (Executive Director - ES) LaRetha C.P. Odumosu, PhD (Executive Director - MS)
School Leader Email and Phone Number	Rachel.Valentin@csnc.k12.de.us Laretha.Odumosu@csnc.k12.de.us csncexecdirectors@csnc.k12.de.us (302) 324-8901
Name of Board President	Charles McDowell
Board President Email	cmcdowell@potteranderson.com
Mission Statement: The mission of Charter School of New Castle is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure. See Major Modification Application to update our mission. (separate email)	

1.2 Enrollment and Demographics: Please review the following table and complete the last column (SY 2019-20)

	2015-2016 ¹	2016-2017 ¹	2017-2018 ¹	2018-2019 ¹	2019-2020 ¹ *
Total Enrollment	792	759	751	763	765
Gender					
% Male	47.85%	46.77%	48.74%	47.97%	47.84%
% Female	52.15%	53.23%	51.26%	52.03%	52.16%
Ethnicity/Race					
% African American	79.92%	81.69%	81.23%	83.09%	85.62%
% American Indian	0.88%	0.79%	0.67%	0.52%	0.39%
% Asian	1.52%	1.32%	1.07%	0.79%	0.39%
% Hispanic/Latino	9.72%	9.75%	10.79%	9.17%	8.75%
% White	6.82%	5.14%	4.26%	3.54%	3.79%
% Multiracial		0.66%	1.46%	2.36%	2.48%
Special Populations					
%Special Education ³	8.59%	8.04%	9.05%	8.39%	7.71%
% English Language Learners	2.53%	2.50%	2.93%	3.01%	3%
% Low-Income	51.01%	56.65%	54.19%	46.13%	45.88%

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

1.3 Approved Minor and Major Modifications: The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

Date	Modification Requested	Outcome
Sep 2015	Minor - educator evaluation process	Approved
Dec 2016	Minor - school name change	Approved
2019	Minor – school instructional hours	Pending DOE Response

School Comments 2017-2018	We submitted a modification to our enrollment in Dec 2017 and were approved to reduce from 830 to 790 for the 2018-19 school year.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

1.4 Enrollment Trends: Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2015-2016		2016-2017		2017-2018		2018-2019		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2019-2020 *
K	110	105	110	76	110	94	95	76	6
Grade 1	100	103	100	103	100	75	95	101	2
Grade 2	100	104	100	105	100	97	94	82	1
Grade 3	100	103	100	81	100	98	75	94	1
Grade 4	100	85	100	101	100	73	97	87	2
Grade 5	80	80	80	75	80	94	91	73	3
Grade 6	80	62	80	80	80	83	75	96	2
Grade 7	80	86	80	66	80	80	94	74	4
Grade 8	80	64	80	72	80	57	74	80	1
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total	830	792	830	759	830	751	790	763	

DOE Summary:

Charter School of New Castle’s enrollment variance has ranged from 91% to 96% over the course of its charter term.

School Comments 2017-2018 This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

1.5 Reenrollment Trends: Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	516	70.40%	537	73.76%	517	75.25%	580	83.57%

DOE Summary:

Charter School of New Castle’s reenrollment rate has increased over the course of its charter term from 70.40% to 83.57%.

School Comments 2017-2018	The reenrollment percentage has increased from last year’s 73.76%. This increase has been through partnering with parents, offering a robust regular school and after school programming and maintaining a strong community. Data on why students leave varies from families moving, issues with transportation and other issues. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

School Comments 2018-2019: The reenrollment percentage has increased from the prior year’s 75.25%. Based on the above, we noticed the same trends and continue to minimize attrition rates. This decrease of attrition rates has been accomplished by partnering with parents about the school programs, offering a robust regular school and after school programming and maintaining a strong community through intentional events and communication. As we look further into why families leave, the data is still consistent. Families are leaving due to the following reasons: relocation, transportation concerns and other miscellaneous issues. We are able to grab key information through the reenrollment process, speaking with families directly and engaging them when and if concerns

arise. Families that choose to leave without sharing information with us are not further pursued because we believe in choice and do not want to impede their leaving.

II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

HISTORICAL DATA (SY 15/16-16/17)

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	2 Stars (50/150pts) Needs Improvement	2 Stars (58/150pts) Needs Improvement
Growth	2 Stars (48/200pts) Needs Improvement	4 Stars (120/200pts) Meets Standard
On Track to Graduation	5 Stars (48/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	2 Stars (20/100pts) Needs Improvement	2 Stars (36/100pts) Needs Improvement

**School Comments
2016-2017**

School Comments

Each year schools face challenges that impede instruction and or must be overcome to improve instruction. The main issues that CSNC faced during the 2016-2017 school year were significant skill deficiencies and a need for more teacher/student supports. Despite challenges, the 2016-2017 year proved to be overall successful for the Charter School of New Castle (CSNC).

SBAC ELA	16-17 Proficient	SBAC Math	16-17 Proficient
Grade 3	34%	Grade 3	42%
Grade 4	48%	Grade 4	47%
Grade 5	51%	Grade 5	21%
Grade 6	35%	Grade 6	21%
Grade 7	25%	Grade 7	32%
Grade 8	42%	Grade 8	37%
Average	39.17%	Average	33.3%
Change	+2%	Change	+7

	16-17 Proficient
Science Grade 5	37%
Science Grade 8	47%

Overall in math CSNC made 2% points increase compared to the state's 1% point increase. Overall in Literacy CSNC made 7% points increase compared to the state's -1 % points. MAP data indicates that four out of nine grade levels exceeded the target growth goal in both mathematics and language arts subjects. The Guided Reading curriculum impacted student reading growth providing literacy instruction which resulted in 84% of all students growing 1 or more reading levels in grades k-2.

Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

Performance Agreement

Academic Performance Expectations

Family Foundations Academy Charter School overall academic rating is meets standard. By September 2019, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

School Comments 2016-2017	The Charter School of New Castle (CSNC) currently has achieved the “Meets” or “Exceeds” rating in 2 of the four categories (Student Growth and On track to Graduate). Both College and Career Preparation and Academic Achievement areas are rated as “Needs Improvement”. At this time CSNC is on track to meet the goal of an overall rating of “Meets” standard by the academic school year ending 2019. Although there is still work to be done, it is evident that the hard work of CSNC staff members is positively impacting student achievement.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	2 Stars (50/150pts) Needs Improvement		2 Stars (58/150pts) Needs Improvement	
	School	State	School	State
ELA	35.73 %	54.91%	35.73 %	56.63%
Math	27.54%	42.87%	27.54%	45.13%
Science	43.76%	60.41%	43.76%	47.45%
Social Studies	48.01%	76.82%	48.01%	n/a

a) Academic Achievement ratings over the course of the charter term

School Comments 2016-2017	Basic skill deficiencies paired with curriculum implementation were the major obstacles that prevented some students from reaching proficiency levels and or meeting MAP target goals. MAP data supports that approximately 50% of students are scoring at or below the 40th percentile. Attached is a MAP report that specifically breaks each grade level down into subjects and the 2016-2017 academic percentile. To address these deficiencies 100% of students were included in RTI during the 2016-2017 school year. Although there was growth, the curriculum choices were not sufficient in remediating and furthering ELA and Math skill development. Tier 1 students used Test preparation books to enhance learning in RTI. There was a clear lack of instruction and programming was not effective. There was a heavy focus on Math but there was not adequate attention paid to skill deficiencies in the area of mathematics and writing. Furthermore, subject based teachers were ineffective when teaching content areas outside of their assigned subject area.
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	This year we are once again expecting an increase in Academic Achievement. Grade level achievement expectations are attached for each grade level. CSNC has made modifications to curriculum and instructional supports to promote academic success. Grades kindergarten through grade eight will receive writing instruction (Step Up to Writing/Handwriting Without Tears) which has been adopted into the daily schedule in K-4. Lesson plan feedback will be replaced with weekly planning meetings (Guided Reading/Math/ELA/Sci/Soc Stud). This is a more proactive approach to effective instruction. Teachers will meet together as a grade team in grades k-2 and by subject in grades 3-8. These planning meetings are used to specifically target misconceptions and best instructional practices for upcoming lessons. We found that students are deficient in basic computation skills. To help remediate these skills a separate fluency block has been implemented into the daily schedule for 30 minutes each day 3-4 times a week. Students who master computation skills are less prone to making calculation mistakes and are less frustrated with rigorous problem sets. A Problem of the day is also implemented 1 or 2 times a week. The specific focus is for students to tackle rigorous word problems using modeling techniques/manipulatives in all grades. Guided Reading has been extended to 4th grade and k-2 has increased guided reading instruction from 3 to 5 days a week. RTI is self-contained for grades k-8 with the exception of Tier 3 students. Tier 3 students will continue to receive small group instruction. Students in content based grades remain in their classes allowing content teachers to now cycle through their classes and teach additional lessons differentiated for each class. This tactic eliminates content struggles for non-subject based teachers. In addition, daily Math/ELA classes is included in small group differentiation to ensure students are gaining skills that they requires for success. Common core aligned curricula is used for RTI. The curricula used for the 2017-18 school year includes but is not limited to Go Math, Fountas and Pinnell Literacy, Edmentum-Exact Path, Engage NY, Reading A-Z and Moby Max.
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	CSNC receives weekly monitoring of curriculum/instruction and data analysis. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming observations with an administrator is also completed on a weekly basis to hold the “academic bar”. Three times each year students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth data throughout the year. Biweekly Data Analysis meetings are being completed for core subject teachers and k-2 grade groups. Student classwork, assessments, school culture and teacher observations/performance provide valuable data which determines next steps. Quality School Checks (QSC) occur each trimester. Each QSC targets instruction, school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal of Instruction and the Chief Academic Officer.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	2 Stars (64/200pts) Needs Improvement		4 Stars (120/200pts) Meets Standard	
	School	State	School	State
ELA	35.00 %	50.00 %	35.00 %	50.00 %
Math	29.33 %	50.00 %	29.33 %	50.00 %

a) School's Growth ratings for all students over the course of the charter term

School Comments 2016-2017	
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School Comments

The Charter School of New Castle's (CSNC) 2016-2017 school growth rating is "Meets". The goal each year is to achieve academic growth not only in grades 3-8, but also k-2. CSNC is pleased with the rating, but is not satisfied. One area of focus at CSNC is providing more impactful teacher supports. Increased efforts in the area of instruction must take place to increase student achievement. Lesson plan feedback was helpful, but not as impactful for all teachers. More invasive supports such as planning meetings and an increased "Real Time" coaching is needed. In grades k-2 guided reading interventions were taking place 3 times per week. Due to the significant skill deficiencies, a minimum of 5 days of literacy intervention programming is needed for grades k-2. Also, there are approximately 60% of students reading on grade level leaving grade 2. There is a need for additional literacy intervention programming in grades 3 and 4 to increase the percent of students reading on grade level as they enter middle school. A third focus area is retaining students moving into middle school. Incoming students are entering CSNC with significant skill deficiencies. CSNC has worked hard to meet the needs of all students. A growth report from MAP is attached as well. The chart includes projected growth targets in Math and ELA and documents CSNC's end of year progress towards reaching these goals. Please take notice that 4 out of 9 grade levels exceeded the growth target in both ELA and Math. The data below supports that students who stay at CSNC for a period of at least 3 years improve their proficiency scores.

2016-17 ELA Proficiency Rates (Grades 3-8)						
All Students Proficiency Rate	Students Enrolled 1 Year		Students Enrolled 2 Years		Students Enrolled 3+ Years	
	# Students Tested	Proficiency Rate	# Students Tested	Proficiency Rate	# Students Tested	Proficiency Rate
	40%	71	31%	79	38%	299

Math Proficiency Rates (Grades 3-8,11,12)						
All Students Proficiency Rate	Students Enrolled 1 Year		Students Enrolled 2 Years		Students Enrolled 3+ Years	
	# Students Tested	Proficiency Rate	# Students Tested	Proficiency Rate	# Students Tested	Proficiency Rate
	34%	72	26%	78	31%	296

b) Expected outcomes for Growth for all students

School Comments 2016-2017	The Charter School of New Castle has set the expectation for all students in k-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-3 must meet their target reading goal by the end of the year. Attached are the growth goals for each grade level.
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c) Progress measures to track Growth for all students

School Comments 2016-2017	CSNC currently receives weekly monitoring of curriculum/instruction and data analysis. The CAO and the API/Principal complete a walk thru together each week. Google Trackers have been created for observations and lesson plan submission will be checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of observations is also completed on a weekly basis to hold the "academic bar". Three times each year students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth data throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments, school culture and teacher observations/performance are intensely reviewed to determine next
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steps. Quality School Checks (QSC) occur each trimester. Each QSC will target instruction, school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal of Instruction and the Chief Academic Officer.

Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (48/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	State	School	State
Attendance	96.01 %	94.40 %	96.01 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate ⁵	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**		**	

** The school did not service students in the grade levels assessed by this metric.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	We were pleased with the attendance of our scholars. We believe that students were motivated in coming to school because they could see how their work had a direct impact on their future. We have also worked to build strong parent relationships that allowed staff and families to get a better sense of each other.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	We have hired a Director of College Then Career to assist our alum so that they can graduate from college and receive support in their careers. We have made a
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	public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars. In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	We are measuring the effectiveness of placing our current students into high performing high schools. Our next metric will be performance on SAT/ ACT. Finally we will be measuring college matriculation and graduation rates as well as career placement upon graduation.
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Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	2 Stars (20/100pts) Needs Improvement		2 Stars (36/100pts) Needs Improvement	
	School	State	School	State
Growth to Proficiency ELA	28.44 %	57.10 %	28.44 %	59.19 %
Growth to Proficiency Math	11.11 %	34.42 %	11.11 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

a) College and Career Preparation ratings over the course of the charter term

School Comments 2016-2017	The Charter School of New Castle did not achieve the “Meets” rating in the area of College and Career Preparation. CSNC has a dedicated and hardworking staff that goes to great lengths to support all students in grades k-8. Moving forward there are several areas that need focus for student achievement to increase further. Overall there was tremendous improvement in grade 5 ELA. Also, grade 7 and 8 improved significantly in ELA and Math. In order to prepare students for college, CSNC must provide excellent instruction and provide foundational skills for students requiring supports. Tier 2 and 3 students will continue to receive small group and or differentiated instruction. Content teachers cycle through all
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classes and teach additional lessons differentiated for each class. This tactic will eliminate content struggles for non-subject based teachers. In addition, daily Math/ELA classes will include small group differentiation to ensure each student is gaining skills he or she requires for success. Common core aligned curricula is used for RTI. The curricula used for the 2017-18 school year includes but is not limited to Go Math, Fountas and Pinnell Literacy, Edmentum- Exact Path, Engage NY, Reading A-Z and Moby Max.

b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	One area of focus at CSNC is teacher supports. Increased efforts in the area of instruction must take place to increase student achievement. Lesson plan feedback was helpful, but not as impactful for all teachers. More invasive supports such as planning meetings and increased “Real Time” coaching is needed. In addition, students moving into middle school and or incoming students are entering CSNC with significant skill deficiencies in grades k-8. Due to the significant skill deficiencies, a minimum of 5 days of literacy intervention programming is needed for grades k-3. Also, there are only approximately 60% of students reading on grade level leaving grade 2. There is a need for additional literacy intervention programming in grades 3 and 4 to increase the percent of students reading on grade level as they enter middle school. An increase in interventions in the middle school will provide more intense remediation for students with significant skill deficiencies.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	Weekly monitoring of programs will ensure program fidelity. The CAO and the API/Principal complete a walk thru together each week. Google Trackers have been created for observations and lesson plan submission are being checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Three times each year students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth data throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Planning meetings now take the place of lesson plan feedback. Teachers and instructional leaders meet weekly to determine best instructional practices and create impactful lessons together. Data from the areas of classwork, assessments, school culture and teacher observations/performance are intensely reviewed to determine next steps.
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

SY 2017-18 & SY 2018-19

2.1 Delaware School Success Framework

Overall Academic Ratings

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

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	59.00	39% Approaching Expectations	150.00	60	40% Approaching Expectations
Academic Progress	200.00	122.00	61% Approaching Expectations	200.00	114	57% Approaching Expectations
School Quality/Student Success	50.00	46.00	92% Exceeds Expectations	50.00	50	100% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	25.00	50% Well Below Expectations	50.00	22	44% Well Below Expectations
Overall	450.00	252.00	56% Approaching Expectations	450.00	246	55% Approaching Expectations

DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Charter School of New Castle received 2 of 4 ratings of “Meets” or “Exceeds” on the DSSF. From SY 15/16 to SY16/17, the school’s points earned for Academic Achievement increased slightly from 50/150 points (Needs Improvement) to 58/150 points (Needs Improvement). From SY15/16 to SY 16/17 the school’s points earned for Growth increased from 48/200 points (“Needs Improvement”) to 120/200 points (“Meets”). From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation remained consistently high at 48/50 points (Exceeds). From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation increased from 20/100 points (Needs Improvement) to 36/100 points (Needs Improvement).

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Charter School of New Castle’s overall rating was “Approaching Expectations.” At the indicator level, the school was rated “Approaching Expectations” for the Academic Achievement; “Approaching Expectations” for Academic Progress; “Exceeds Expectations” for School Quality/Student Success; and “Well Below Expectations” for Progress Toward English Language Proficiency.

School Comments Overall there were areas for academic celebrations in grades four to eight.

2017-2018

Overall from 2016-2018, Charter School of New Castle had an average growth increase of 1.2% point in Language Arts and an increase of 3.6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, Charter School of New Castle had four teachers achieve increases above 15 percentage points. Lastly the Charter School of New Castle was ranked fifth (Math) and ninth (ELA) among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable.

a. Based on the table above discuss the school’s overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

School Comments 2018-2019: Overall from 2016-2019, Charter School of New Castle had an average growth increase of 3% point in Language Arts and an increase of 13% points in Mathematics (per reported data in DeSSA) compared to the State of Delaware which had a 0% point increase in Language Arts and a 1% point increase in Mathematics. This data demonstrates that Charter School of New Castle continues to make gains on both assessments. While growth is happening steadily, we are still seeking to close the achievement gap on both assessments in terms of outright proficiency as compared to the state of Delaware.

	Math 2016	Math 2017	Math 2018	Math 2019	ELA 2016	ELA 2017	ELA 2018	ELA 2019
School Average	26%	33%	39% (38.83)	39% (39)	37%	39%	40% (39.83)	40% (40.17)

Performance Agreement

Academic Performance Expectations

Family Foundations Academy Charter School overall academic rating is meets standard. By September 2019, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

In SY 17/18, Charter School of New Castle earned an overall rating of "Approaching Expectations."

School Comments 2017-2018

Charter School of New Castle has shown an increase in academic achievement and academic growth for the last two consecutive years. As we know school success is not only measured by proficiency but also by growth as well. Component 5 of the state metric for teacher accountability demonstrates this perfectly. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. In the case of students who test below proficiency if they meet their growth target every year they will reach proficiency in the 7th grade. Thus even if these students make substantial growth they will not achieve proficiency until the 7th grade. Fortunately, for teachers this does not dictate that he or she did not meet their expectations. Some schools record high proficiency levels even though students may not achieve their growth goals and even regress creating a false sense of "good" teaching. During the 16-17 and 17-18 school year Charter School of New Castle was ranked in the top 10 in both Math and Literacy growth with respect to the percentage of students who met their annual growth targets. CSNC achieved a state ranking of 9th in Language Arts compared with the entire state and achieved a ranking of 5th in Mathematics as compared to the state based on the percentage of students who met their annual growth targets. School quality success was ranked as exceeds according to the Academic Framework metric. With the increase in efforts to address individual academic needs, I am confident we will hit the meets/exceeds metric by September 2019.

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

School Comments 2018-2019: Charter School of New Castle has shown an increase in academic achievement and academic growth for the last two consecutive years. In addition to outright proficiency, school success is also measured by student growth. Component V of the state metric for teacher accountability acknowledges the importance of student growth. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. Charter School of New Castle continues to demonstrate student growth through multiple data, such as students meeting their growth targets on the state test as well

as students meeting and exceeding growth targets on other assessments, such as MAP. During the 16-17 and 17-18 school year Charter School of New Castle was ranked in the top 10 in both Math (5th) and Literacy (9th) growth with respect to the percentage of students who met their annual growth targets. Based on our current trends, we believe that the rankings above will remain the same. In the 2018-19 school year, over 50% of the students achieved or exceeded their Component V target goals in SBAC and over 70% of the students met or exceeded their individual MAP growth targets. We anticipate receiving an overall rating of at least “approaching standards” with a continuous aim of achieving an overall rating of “meets” or “exceeds.”

2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	39.57%	75.00	30.00	40.87%	75.00	31.00
Proficiency Math (Grades 3-8)	38.26%	75.00	29.00	39.23%	75.00	29.00

DOE Summary:

In SY 17/18, the school was rated “Approaching Expectations” for Academic Achievement. ELA proficiency was at 39.57% which was 14.95% less than the State average (54.52%). Math proficiency was at 38.26% which was slightly lower than the State average (42.89%).

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	The Academic Achievement data for Charter School of New Castle is located below:			
	CSNC ENG	16-17 SBAC Score	17-18 SBAC Scores	Increase/decrease
	3rd	34%	40%	increase 6pts
	4th	34%	50%	increase 16pts
	5th	48%	30%	decrease 18pts
	6th	51%	43%	decrease 8pts
	7th	55%	46%	increase 11pts
	8th	25%	28%	increase 3pts
		AVG 38.6	39.8% avg	1.2 pts average increase
	CSNC Math	16-17 SBAC Scores	17-18 SBAC scores	Increase/decrease
	3rd	42%	50%	increase 8pts
	4th	42%	62%	increase 20pts
	5th	47%	25%	decrease 22 pts
	6th	21%	26%	increase 5pts
	7th	21%	38%	increase 17pts
	8th	32%	30%	decrease 2pts
		32.60%	36.2% AVG	3.6% increase avg

Based on student performance, it is evident there needs to be focus on certain grades and subjects. Each year we look to see the progress of students in each grade level following them throughout their stay at Charter School of New Castle. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Charter School of New Castle had a highly effective teacher exit out of grade 5 ELA in September which contributed to the 18pt decrease in scores. The prior year that teacher achieved a significant increase of 15% points. In 5th grade math during the 2017-18 school year we had a significant decrease. There were two factors contributing to the decrease. One factor was a lack of student retention. We found that grade 4-5 is a transient year for students at Charter School of New Castle. There were a number of students who scored proficient on the state test who transferred to another school. A second factor was teacher performance. Some staff who need to improve their skills in pedagogy have issues in fully covering an academic year's worth of material prior to the state exam are not showing an increase in academic performance. The leaders of Charter School of New Castle acknowledged these issues and have worked diligently to provide more effective teacher training and coaching in addition to restructuring pacing charts in mathematics to increase the amount of content taught prior to the state exam. This year Charter School of New Castle is also concentrating more on student writing skills due to data showing that narrative writing is a contributing factor to students decreased scores in ELA. However, there were some grades at Charter School of New Castle that did see significant increases in proficiency levels in both ELA and Math. The averages for grades 3-8 from 2016-2018 have shown an overall academic increase in both Language Arts and Math.

b) Expected outcomes for Academic Achievement

School Comments 2017-2018	Charter School of New Castle has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and student retention. 2018 has proven thus far to be the highest in regards to the number of students retained from the previous year. Charter School of New Castle has modified instruction as well. A writing program has been implemented to address student deficiencies. In addition, Charter School of New Castle has increased technology to achieve more of a blended learning approach for students. Blended learning (hybrid of tech based approach and standard
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classroom teaching) will increase the amount of individualized instruction students receive. Furthermore, Charter School of New Castle has increased efforts to developing teachers. A yearlong focus on tracking and prompt responding to student data is increasing rigor and learning in the classroom.

c) Progress measures to track expected Academic Achievement outcomes

**School Comments
2017-2018**

Both assessments and student classroom data is tracked consistently on a school provided data trackers. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

The table above lists the school's available Academic Achievement ratings. Respond to the following questions.

a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

DOE Comment: In SY 17/18, the school was rated "Approaching Expectations" for Academic Achievement. ELA proficiency was at 39.57% which was 14.95% less than the State average (54.52%). Math proficiency was at 38.26% which was slightly lower than the State average (42.89%).

School Comments 2018-2019: We received a rating of "Approaching Expectations" for Academic Achievement. Per the DeSSA platform, ELA proficiency was 40% which was 13% less than the State average (53%). Math proficiency was 39% which was slightly lower than the State average (44%). We have found that in addition to students entering the school levels below their peers, other root causes of student performance can be attributed to overall teacher candidate quality (teacher preparation programs and culturally-responsive approaches), as well as instructional data-capturing, such as stream-lining how data is captured within the lesson and norming how teachers respond to the data in the moment.

b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

School Comments 2018-2019: Charter School of New Castle has already taken several steps to increase overall proficiency ratings. Throughout the 18-19 school year, measures were implemented to improve our teacher recruitment process. Measures such as improving recruitment documents used during the teacher screening and interview process as well as expanding the team of interviewers in order to diversify the evaluation process have been implemented. Charter School of New Castle has also implemented targeted measures to support and improve instruction. During the summer of 2018, instructional leaders participated in the Harvard Datawise course as a means of improving instructional support. Throughout the school year, all teachers participated in the Harvard Datawise structure, which includes an intentional means of responding to student data in a collaborative teacher-driven model. Charter School of New Castle has also implemented targeted research-based strategies of responsive data-driven instruction (i.e.; Paul Bambrick's Data-Driven Instruction/Leverage Leadership). In addition, we also implemented a new weekly document, the data tracker, which allowed teachers to track in real-time data regarding student mastery of content standards. This attention to tracking and responding to student data allows the teacher and school to more quickly identify and respond to student deficit areas. Since the data tracker has only been implemented for the past year, it is still in its infant stage; we will continue to monitor its effectiveness and make improvements as needed. Measures towards improving overall teacher quality and data-driven instructional responsiveness will continue as we aim towards improving our proficiency ratings.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

School Comments 2018-2019: Charter School of New Castle has set realistic goals pertaining to teacher quality and student progress at the beginning of the year. We will measure progress on teacher quality through the regular review of teacher evaluation scores on the Teacher Evaluation Framework (TEF). Because this alternative framework includes multiple observations throughout the school year, instructional leaders are regularly able to assess and track overall teacher performance on a regular basis.

Charter School of New Castle will measure student progress towards these goals as it pertains to student growth and outcomes on the MAP assessment (three times a year), interim assessments (two-three times a year), and curriculum assessments (one-two times a month). Through weekly meetings (professional learning communities [PLCs] and data meetings), teachers regularly review this data and create action plans. Student success on classroom plans are monitored through classroom data, exit tickets and differentiated small group instruction. By consistently tracking student growth, standards mastery and overall progress towards school goals, we will be able to determine whether the school is on track to meet expected outcomes and adjust accordingly.

2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	61.60%	75.00	46.00	59.85%	75.00	45.00
Growth - Math (grades 4-8)	59.34%	75.00	45.00	53.52%	75.00	40.00
Growth of Highest Quartile - ELA(grades 4-8)	65.83%	12.50	8.00	59.30%	12.50	7.00
Growth of Highest Quartile - Math(grades 4-8)	69.54%	12.50	9.00	57.60%	12.50	7.00
Growth of Lowest Quartile - ELA(grades 4-8)	60.63%	12.50	8.00	68.93%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	50.80%	12.50	6.00	46.39%	12.50	6.00

DOE Summary:

In SY 17/18, the Charter School of New Castle earned a rating of “Approaching Expectations” for Academic Progress.

English Language Arts - SY17/18

- 61.60% of Charter School of New Castle students met growth targets in English Language Arts, which was slightly lower than the State average (62.24%).
- 65.83% of students in the highest quartile met growth targets in English Language Arts, which was 4% higher than the State average (61.80%).
- 60.63% of students in the lowest quartile met growth targets in English Language Arts, which was 4.29% lower than the State average (64.92%).

Math - SY17/18

- 59.34% of Charter School of New Castle students met growth targets in math, which exceeded the State average (57.23%).
- 69.54 % of students in the highest quartile met growth targets in math, which was 10.4% higher than the State average (59.14%).

- 50.80% of students in the lowest quartile met growth targets in math, which was 8% lower than the State average (58.85%).

a) School's Academic Progress ratings for all students over the course of the charter term

<p>School Comments 2017-2018</p>	<p>Overall there were areas for academic celebrations in grades four to eight. Overall the Charter School of New Castle had an average growth increase of 1.2% point in Language Arts and an increase of 3.6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, Charter School of New Castle had four teachers achieve increases above 15 percentage points. As we know school success is not only measured by proficiency, but also by growth as well. Component 5 of the state metric for teacher accountability demonstrates this perfectly. Each student receives a performance target number that he or she must achieve which demonstrates appropriate academic growth for the academic school year. In the case of students who test below proficiency if they meet their growth target every year they will reach proficiency in the 7th grade. Thus even if these students make substantial growth they will not achieve proficiency until the 7th grade. Fortunately, for teachers this does not dictate that neither the teacher nor the school failed to meet their student academic expectations. Some “high performing” district schools record high proficiency levels, even though students fail to reach their academic target scores and even regress creating a false sense of “highly effective” teaching. During the 16-17-17-18 school year Charter School of New Castle was ranked in the top 10 in both Math and Literacy growth with respect to the percentage of students who met their annual growth targets. CSNC achieved a state ranking of 9th in Language Arts compared the entire state and achieved a ranking of 5th in Mathematics as compared to the entire state. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across the board at each grade level. Students are ending the following year at higher skill levels. With that said there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. To address this issue Charter School of New Castle has increased blended learning to provide individualized instruction to all students. Coupled with student deficiencies, we face an increasing number of inexperienced teachers who must be coached and developed. Charter School of New Castle has increased efforts to coach inexperienced teachers, training “highly effective” teachers to become coaches and promoting existing staff to leadership positions to help coach and develop teachers. A third focus is for Charter School of New Castle to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st coupled with increasing instruction in writing by integrating writing curriculum.</p>
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b) Expected outcomes for Academic Progress for all students

<p>School Comments 2017-2018</p>	<p>Charter School of New Castle expects to have continued academic growth in Math and ELA. Charter School of New Castle will take the following steps to ensure growth occurs: Leaders and teachers will progress monitor student</p>
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	assessments, performance task and student work. Increase the level of coaching support by training “highly effective” teachers to support other staff. Also there will be a consistent implementation of blended learning to address student individual needs. Furthermore, curriculum modification will be made to address writing skills and prioritize content to be taught prior to May 1st.
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c) Progress measures to track Academic Progress for all students

School Comments 2017-2018	Weekly assessments and student classroom data are tracked daily on school data trackers. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.
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The table above lists the school's available Academic Progress ratings. Respond to the following questions.

- a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments 2018-2019: One of the positive root causes for the results is the attention Charter School of New Castle has placed on implementing data-driven instruction, using research-based strategies outlined in Paul Bambrick's Data-Driven Instruction and Leverage Leadership. Alongside these strategies, we have also implemented a new weekly document, the data tracker, which allowed teachers to track in real-time data regarding student mastery of content standards. This attention to tracking and responding to student data allows the teacher and school to more quickly identify and respond to student deficit areas. We offer monthly professional development opportunities to train teachers on the value of data-driven instruction. Teachers are provided the tools and resources to effectively implement data-driven instructional strategies. We have seen teacher investment and the quality of our monthly data meetings improve. Overall, Charter School of New Castle has created a culture of data-driven instruction. On the other hand, we have found that a negative root cause for the school's current performance can be attributed to overall teacher candidate quality (teacher preparation programs and culturally-responsive approaches for this demographic of students), and responding to data-driven instruction in the moment.

- b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

School Comments 2018-2019: Charter School of New Castle expects to have continued academic growth in Math and ELA as evidenced by student performance on SBAC and MAP. Charter School of New Castle will take the following steps to ensure growth occurs:

- Reviewing teacher effectiveness through the Teaching Excellence Framework which includes multiple coaching sessions throughout the year. We aim to see teachers positively progressing or maintaining effectiveness in areas such as planning/preparation and instruction/assessment.
 - Ensuring a high level of coaching support by norming consistent use of six steps of effective coaching as identified in Paul Bambrick's Leverage Leadership.
 - Scheduling and maintaining consistent walkthroughs of classroom instruction and professional learning communities.
 - Leaders and teachers will progress monitor student assessments, performance task and student work. This data is used to determine the best way to differentiate instruction within a small group or RTI. We also engage in Target Team discussions for students who require additional support.
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- c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

School Comments 2018-2019: Charter School of New Castle has set realistic school-based goals pertaining to teacher quality and student progress at the beginning of the year. We will measure progress on teacher quality through the regular review of teacher evaluation scores on the Teacher Evaluation Framework (TEF). Because this alternative framework includes multiple observations throughout the school year, instructional leaders are regularly able to assess and track overall teacher performance on a regular basis.

Charter School of New Castle will measure student progress through the setting of realistic goals as it pertains to student growth and outcomes on the MAP assessment (three times a year), interim assessments (two-three times a year), and curriculum assessments (one-two times a month). Through weekly meetings (professional learning communities [PLCs] and data meetings), teachers regularly review this data and create action plans. Student success on classroom plans is monitored through classroom data, exit tickets and differentiated small group instruction. By consistently tracking student growth, standards mastery and overall progress towards school goals, we will be able to determine whether the school is on track to meet expected outcomes and adjust accordingly.

2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	92.96%	50.00	46.00	99.87%	50.00	50.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:

In SY 17/18, Charter School of School of New Castle earned a rating of “Meets Expectations” for School Quality/Student Success. 92.96% of students demonstrated on-track attendance, which was 6.51% higher than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

a) School’s School Quality/ Student Success ratings over the course of charter term

School Comments 2017-2018	Charter School of New Castle works to ensure a strong education for all students. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.
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b) Expected outcomes for School Quality/ Student Success

School Comments 2017-2018	We expect to maintain the high score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars. In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.
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c) Progress measures to track School Quality/ Student Success

School Comments 2017-2018	Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with
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the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

- a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments 2018-2019: Charter School of New Castle received a rating of "Exceeds Expectations" for School Quality/Student Success. Charter School of New Castle works to ensure a strong educational program for all students. Through a staff of dedicated teachers, counselors and behavior support, we engage families on a proactive basis. Our staff is required to reach out to families consistently which aids in the updating of attendance and academic progress; this encourages our families to stay involved and be more active. We also intentionally reach out to the families of chronically absent students through our truancy process and positive parent meetings. We provide multiple opportunities for families to meet with staff throughout the school year to discuss how to improve attendance. We will continue to work to ensure that all of our children are present and accounted for in school.

- b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

School Comments 2018-2019: We expect to continue to receive a rating of "Exceeds Expectations" by continuing our current processes for engaging families, reaching out to families of chronically absent students and providing multiple opportunities for families to engage in the school community.

- c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

School Comments 2018-2019: We will measure progress through our daily and monthly student attendance tracking and family attendance at school meetings.

2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	49.78%	50.00	25.00	44.10%	50	22.00

DOE Summary:

In SY 17/18, 49.78% of Charter School of New Castle’s English learners demonstrated English language proficiency, which was 20.64% lower than the State average (70.42%).

a) English language proficiency (ELP) ratings over the course charter term

School Comments 2017-2018		
	<p>After reviewing the school’s current performance toward English Language Proficiency, Annual ELL Access Scores, and internal assessments such as (Fountas & Pinnell /MAP) we have specifically identified the domain of reading and literacy as areas where students demonstrated the most significant difficulties. The target areas are phonemic awareness, decoding, and reading comprehension that ultimately ties into writing structures. In particular, CSNC ELL students are struggling with their vocabulary acquisition and applying their word knowledge to access grade level material.</p>	
	<p>ELA/Reading difficulties demonstrated the following for CSNC ELL students:</p>	
	Subtest	# of Students
Reading	9	Below 3 on SBAC
Literacy	7	Below 3 on SBAC

b) Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2017-2018	At this time we have increased ELL supports provided to our students to serve them within the ELL program as well as within the general education setting. Specifically, we have pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students' development based on their individualized instructional level. Our guided reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners through targeted lessons as they use problem-solving strategies to read the text. The ultimate goal is to become an independent reader while developing comprehension skills. Within the middle school setting, the ELL teacher is supporting student vocabulary growth by previewing vocabulary within the text prior to reading to develop the student's background knowledge to increase their access and understanding of material. We are expecting students to begin utilizing context clues to strengthen their comprehension of material and overall vocabulary. With the increase of exposure to text through guided reading we are looking to increase students overall vocabulary while having targeted instruction on how to access material appropriately.
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c) Progress measures to track English language proficiency (ELP) outcomes

School Comments 2017-2018	Our goal is to see increases on internal assessments such as F&P, MAP and RTI to track their progress. We will use MAP's testing data and the school's internal Interim Assessment to monitor student progress toward lexile development, and comprehension of both literary and informational text. Fountas and Pinnell benchmarking data will be used to track/monitor student progress student reading and comprehension skills. The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.
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The table above lists the school’s available English language proficiency (ELP) ratings. Respond to the following questions.

a. Based on the school’s English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school’s current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

When comparing the 16 EL students who attended CSNC in both 2018 and 2019 the following data was gathered.

2018 Average Overall Score	2019 Average Overall Score	Average Overall Growth from '18-'19
3.3	3.5	.13

School Comments 2018-2019: Overall, we have seen a slight increase in student growth on the ELP ratings. We have attributed this growth to the strategies below. Consistent implementation of the below strategies leads to positive results. If these strategies are not executed with fidelity, they can have a negative impact.

Root Causes:

- CSNC uses the following curriculum to support students, however does not have a designated ELL curriculum.
 - Small group pull out instruction
 - Walpole Phonics Instruction
 - Walpole Differentiated Instruction
 - Walpole Shared Reading Instruction
 - Modified small group guided reading
 - Walpole Interactive Read Aloud Instruction
 - Direct vocabulary instruction
 - Text-based language frames
 - Text-based writing from language frames
 - Engage New York vocabulary acquisition
- From 2018 to 2019, 4 EL students left the school and 5 students enrolled at CSNC, which causes a variation (and sometimes discrepancy) in the data throughout the year. The change in the number of students impacts the numerical data (ie assessments, progress monitoring, etc) captured within the school year.
- CSNC has pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students’ development based on their individualized instructional level.

b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

School Comments 2018-2019: We expect to see continued growth for students in ELP. The school is currently reviewing components of the ESSA plan to pull out best practices and is in the process of identifying the strongest curriculum and strategies since our students have a variety of entry points with learning the English language. In addition to the above, the below steps will be implemented.

- ELL teachers will help students track F&P and MAP progress to pinpoint each student's needs
 - CSNC has pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students' development based on their individualized instructional level. We expect a positive growth outcome from our students' development and comprehension of material while supporting their oral language.
 - The school will increase the frequency of progress monitoring in order to ensure that students are making progress and to assist in pinpointing the next target for instruction.
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c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

School Comments 2018-2019: CSNC will use data trackers to track student progress on their F&P growth (accuracy, fluency, comprehension) and analyze student growth reports from MAP testing to pinpoint student relative strengths and relative weaknesses. The team will target those areas with students to support their development. We will also reference the data outcomes from our ELP progress monitoring to determine student growth towards their individual targets.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a: The mission of Charter School of New Castle is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.

Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	Meets Standard: 90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1
		Approaching Standard: 51 - 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			
		Far Below Standard: 50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			1a2

DOE Summary:

Charter School of New Castle met the criteria for a “Meets Standard” rating for its mission specific goal.

a) Mission specific goal(s).

School Comments 2017-2018	In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students goals and also focused on their progress during the school year. 100% of students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child’s future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have better student performance.
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School Comments 2016-2017	In the 16-17 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students goals and also focused on their progress during the school year. 80.6% of our families came to discuss their child's future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have a better impact at the school level
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Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

School Comments 2018-2019: Charter School of New Castle has met the standards as related to its mission specific goals. Please see appendix 1 with data outcomes.

During SY18-19 the Charter School of New Castle continued to engage parents and conduct Vision Plan Conferences. The vision plan outlined student goals and focused on their progress during the school year. 100% of students completed a Vision Plan with their teachers or a staff member. Over 80% of our families participate in the vision conference to discuss their child's future goals and current grades. These meetings were helpful in building relationships with parents and investing them in the process their scholar would need to take to see those career outcomes come to fruition.

b. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

School Comments 2018-2019: Attached are samples of the vision conference notes and script.

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	AS	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	AS	TBD	Meets Standard

CSNC 18-19 Response: On September 25, 2019 the school received an updated organizational framework in which we received a meets standards rating for sections 3.b and 4.a.

DOE Summary:

Charter School of New Castle has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school was rated “Approaching Standard” for measure 1c (Students with Disabilities). In SY 17/18, the school was rated “Approaching Standard” for measure 1d. (English Learners).

a) School's organizational performance over the current charter term

School Comments 2017-2018	School did not provide a response
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School Comments 2016-2017	School did not provide a response
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	School did not provide a response
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School Comments 2016-2017	School did not provide a response
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018	
1. EDUCATION PROGRAM	
Measure 1d.	
Is the school fulfilling responsibilities for English Learners (ELs)?	
DOE Rating Information:	
1d1 and 1d6: The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.	
School Response To Rating:	
We have completed all necessary requirements and have worked with the state to resolve any issues.	

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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a. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments 2018-2019: CSNC has met standards for the organizational framework. We offer a quality and free educational opportunity for all of our students. We are members of the Delaware Charter Schools Network and partner with the Department of Education to ensure that all compliance-related expectations requirements are being met with fidelity. Our partners provide monthly reminders “i.e. DOE weekly memo to Principals”, assurance documents and updates to ensure that we remain compliant in our practices. The school complies with financial audit requirements to ensure financial viability/oversight. Our board manages and supports the execution of the expectations established by laws, rules, regulations and provisions of the charter. Through the governance structures and practices, the Charter School of New Castle will continue to meet the standards for the organizational framework.

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

School Comments 2018-2019: The Charter School of New Castle has implemented pro-active measures such as new testing materials, accurate assessments to measure ELL data outcomes for incoming Kindergartens, students new to the school and current students. These steps have allowed us to improve our service students with disabilities and ELL learners.

After reviewing the school’s current performance toward English Language Proficiency, we identified the domain of reading and literacy as areas where students demonstrated the most significant difficulties. Students are struggling with their vocabulary acquisition and applying their word knowledge to access grade level material. Nine students scored below Performance Level 3 in Reading and 7 students scored below Performance Level 3 in Literacy. At this time we have increased ELL supports provided to our students to serve them within the ELL program as well as within the general education setting. We have pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students’ development based on their individualized instructional level.

We are expecting students to begin utilizing context clues to strengthen their comprehension of material and overall vocabulary. With the increase of exposure to text through guided reading we are looking to increase students’ overall vocabulary while having targeted instruction on how to access material appropriately.

Measure Progress for ELL:

We will use MAP testing data and the school’s internal Interim Assessment to monitor student progress toward lexile development, and comprehension of both literary and informational text. Fountas and Pinnell benchmarking data will be used to monitor student progress on reading and comprehension skills.

The Charter School of New Castle has implemented pro-active measures when servicing students with disabilities. In th 2016-2017 school year, we received a rating of “approaching standards” within the students with disabilities strand. The below information was noted in the corrective action plan as well as steps taken by the school in response.

Core Monitoring Question: STR10

For students of transition age who are or may be participating in a career technical education program, whether a career technical education teacher of Student or career technical education coordinator, attended the IEP meeting.

Baseline Monitoring Data

90% Compliance

Primary "Root Cause" of Noncompliance

LEA failed to have school guidance counselor participate in meeting due to scheduling conflict.

Corrective Actions

Special Education Department and Administration will participate/sign off on Professional Development that reviews compliance documentations of Evaluation Summary Reports and IEP procedures/compliance. Team will update and utilize "Compliance Checklist" to schedule meetings and during the implementation of each eligibility and IEP meeting.

In subsequent years (i.e., 2017-2018), the students with disabilities strand received a rating of "meets standards." We expect to continue to meet standards in this strand.

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

School Comments 2018-2019:

In the past CSNC received a rating of "approaching standards" for the English Language Learner measures and implemented targeted actions to improve this metric such as the below:

- CSNC was using the Kindergarten W-APT Test as the Placement Test for new kindergarten student who indicated exposure to other languages based on the Home Language Survey distributed to parents during registration. After the state revised the test used, our scores were not compatible with the EL database. We worked closely with Maria Paxton to adjust the scoring to make it compatible with the database and accurately enter Kindergarten scores into the EL database.

Additionally,

- CSNC used the WIDA MODEL to initially test the Kindergartners in the Fall of 2018. Scores were then entered into the EL Database to represent student needs.
 - Deadlines were set in order to ensure completion of test and data entry.
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Performance Agreement

Organizational Performance Expectations

Family Foundations Academy Charter School overall organizational rating is does not meet. By September 2019, our expectation is to achieve the overall rating of ""Meets,"" or ""Exceeds"" as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

Charter School of New Castle has met all Organizational Performance Framework measures and standards for the past three years.

School Comments 2017-2018	School did not provide a response
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School Comments 2016-2017	For the 2016-17 School year we were deemed meets standard in all Education Program sections of the Organization Framework report except in 1C. As stated earlier we disagree with that rating. We also expect that with our continued improvement all categories will be "meets" for 2017-18.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

The Charter of New Castle is meeting the performance agreement criterion based on the rating of "meets." Through the governance structures and practices, the Charter School of New Castle will continue to the meet the standards for the organizational framework.

3.3 Educational Program

- a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

School Comments 2018-2019:

At this time, the current education curricula is aligned to the common core state standards, next generation science standards as well as the state of Delaware social studies students and visual performance standards. The current curricula and education program is assisting with meeting the needs of our student base. In fact, our program is one of the factors that our parents have shared as a pride point for our school.

- b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQuIP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:

1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?

Professional Development

Teachers will take the NGSX PDMS Course # 28098 during content meeting during the month of November. In addition 4 PLC’s this year will be devoted to analyzing science formative assessments, and apply the knowledge learned in lesson plans.

Our science teachers will engage in the professional development modules once a month. Please find below the schedule:

- ❖ **October:** Session A: Introduction to Formative Assessment to Support Equitable 3D instruction
- ❖ **November:** Session B: How to assess three- dimensional learning in your classroom: Building assessment tasks that work.
- ❖ **December:** Session C: Making science instruction compelling for all students: Using cultural formative assessment to build on learner interest and experience.
- ❖ **January:** Session D: How to craft 3D Classroom science assessments
- ❖ **February:** Selecting anchoring phenomena for equitable 3D learning
- ❖ **March:** Learning to see the resources students bring to sense making

April and May will be make up sessions for any staff member who missed any of the above sessions.

2) Can you describe how you ensure accessibility for all students in science?

All students in grades K-4 receive 300 minutes of science instruction a month. Students in grades 5-8 receive a minimum of 225 minutes of science instruction a week. All classrooms offer differentiated instruction (small group, re-teach etc.) based on anecdotal, summative and formative data.

3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Our academic team performs regular walkthroughs to ensure instruction is aligned to the NGSS. The instructional leaders will identify the problem of practice, and create a plan for improving instruction collaboratively.

During PLC sessions and coaching meetings feedback will be provided if there are alignment needs required to be incorporated into future lessons.

Our best practice is to look for the following components within a lesson plan or during lesson execution.

- Students thinking and modeling to explain phenomena and to give a context for the ideas to be learned.
- Students conducting investigations, solving problems, and engaging in discussions with teacher guidance.
- Students discussing open-ended questions that focus on the strength of the evidence used to generate claims.
- Students reading multiple sources and developing summaries of information
- Student writing of journals, reports, posters, and media presentations that offer explanations and arguments
- Provision of supports so that all students can engage in sophisticated science and engineering practices

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB.

3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	AS	M
2017-2018	M	M	AS
2018-2019	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Note: Each item below must be addressed separately.

a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

School Comments 2018-2019: CSNC has implemented targeted initiatives over the past few years.

- CSNC has implemented a “Coordinator Checklist for Compliant ER” (Additional Appendix 3.4c) to be utilized when scheduling meetings and will be completed on each audit file after each IEP meeting to ensure the audit file is in compliance with state mandated monitoring. This checklist has ensured consistency and fidelity for all IEP meetings.
 - CSNC implemented Professional Development that reviews compliance documentations of Evaluation Summary Reports and IEP procedures (data collection, goals, extended school year services) with Special Education Department and Administration.
 - CSNC uses the WIDA Model/Access to properly assess each student’s English proficiency. The LEA continues to test students whose Home Language Survey demonstrates exposure to additional languages within their first ten days within the school setting and enter their data into the EL Database to determine their eligibility for EL services.
-

b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments 2018-2019:

- CSNC implements a monthly target team where we are able to discuss students with academic concerns and/or behavior concerns. The team consists of the school principal, assistant principal of instruction, and assistant principal of culture, director of special education, school psychologist, school guidance counselor, and school nurse. The team reviews student data, teacher feedback, disciplinary data, and student progress to determine next steps for students of concern. This may lead to action steps, evaluations, or a change in student RTI supports based on team discussion.
- CSNC fine-tuned our RTI Framework incorporating the following plan:
 - All students at CSNC will receive universal screens such as:
 - MAP National Testing
 - Fountas and Pinnell & Walpole ELA Program
 - Student work aligned to Common Core State Standards
 - Based on the screening results and consistent monitoring of other data points, students are placed in one of the below tiers using the following placement guidelines.
- Student Progress Monitoring:
 - Student progress is reviewed at the end of each six week intervention cycle through the Professional Learning Community (PLC) also known as Grade Team Meetings (GTMs). An additional meeting called a Target Team meeting is held to identify students who may fall in multiple intervention categories. Students making adequate progress will continue with appropriate tiered interventions. Students not making adequate progress may be referred to a Target Team.

Grade	Tier I	Tier II	Tier III
K-4	Students who scored at or above the 25 th percentile on: <ul style="list-style-type: none"> • MAPs (Reading and Math) • Grade Level F&P Benchmark • Research based practices • Flexible grouping • Core curriculum resources • Using Going Deep Data analysis during PLC's. • SBAC Digital Library 	Students who scored between the 11 th -25 th percentile on: <ul style="list-style-type: none"> • MAPs (Reading and Math) • One grade level below on F&P Benchmark • Scholars in Tier 2 Progress Monitored Every two weeks using EASYCBM. • Tier 2 interventions will be performed by the classroom teacher. • Decisions of movement between tiers will be made by the Target Team. • SBAC Digital Library 	Students who scored below the 10 th percentile on: <ul style="list-style-type: none"> • MAPs (Reading and Math) • Two Grade Levels below on F&P Benchmark • This intervention will be small group, pull out if applicable based on services. • Progress Monitored Weekly in EasyCBM • Decisions of movement between tiers will be made by the Target Team. • SBAC Digital Library
ELA Intervention Resources: Guided Reading & Other Approved Resources SBAC Digital Library		Math Intervention Resources: SBAC Digital Library Other Approved Resources	
Weekly Progress Monitoring			
<u>Resources:</u> Each class will be equipped with laptops/IPADs. RTI students are required to have 20-30min on the computer during centers activities. Please have students rotate daily.			
<u>Progress Monitoring:</u> Every Friday (Tier III and Tier II) each assessment is approximately 20min. Goal is to rotate students through. Mandatory Tier III must progress monitor each week.			
<u>Reporting:</u> Each week API will review any online progress reports. Tracker will be used.			

- During SY 2018-19 CSNC began a Weekly Data Tracker initiative. Each day teachers are using Data

Trackers to monitor students' progress toward the lesson objective. Teachers pre-plan 2 check-for-understanding questions and 2 Stretch Questions with Exemplar Answers that align with the objective. Teachers are using the Data Trackers to record students who are demonstrating mastery of the objective and identifying which students to target. After identifying students to target, the teachers are using strategic re-teaching in small groups to address student misconceptions. We are pinpointing student misconceptions to close student learning gaps. This is helping to catch student's misunderstandings in the moment to provide additional small group intervention and focus on student understanding of the concept being taught. In addition, it is providing teachers with additional data and trends to further guide our identification of students who are struggling.

Data Tracker Planning Quick Guide

Note: This guide will provide suggested steps on how to internalize lessons in order to create and update weekly data trackers for use during lesson.

Preparing Tracker for Each Lesson (Different CFU each day to mirror lesson you are teaching)	
Step 1	Read Through Lesson Plan To Gather A High Level View of the Lesson Design & Objective
Step 2	Review Exit Ticket or Mid-Mod & Reflect on what does student mastery look like for this lesson.
Step 3	Read Standard and Underline Key Words: Consider the following – <ol style="list-style-type: none"> 1. What key skills do students need to master? 2. What CCSS shifts partner with this standard? 3. What pre-cursor skills must student demonstrate effectively? 4. Where are my students currently with their skill level?
Step 4	Identify which CFU question (s) (#2) from lesson plan will provide information on how students are mastering the concept? If yes, copy the question into data tracker. If no, consider what question you would need to create or ask to find out if students are mastering the concept I am teaching. <i>Example: Starting a question with WHY or HOW, Which evidence or what math step are suggested prompts to use to help to ascertain mastery of concept during instruction and create a strong CFU question.</i>
Step 5	Script in an ideal student response to answer your CFU question (word for word).
Step 6	Script in misconception: What mistake or misunderstanding would a student have or make about this lesson?

Step 7	<p>Identify which stretch question from the lesson allows me to push student thinking even further and can generate a small class discussion or wondering.</p> <p>If Yes, copy the question into tracker. If no, consider what question you would need to create or ask to push thinking.</p> <p><i>Example: Tell Me More, Why Is This Important, Please Explain...are suggestions for how to push student thinking. These suggested prompts can help to create a strong stretch question.</i></p>
Step 8	Script in an ideal student response to answer your stretch question (word for word).
Step 9	Script in a misconception: What mistake or misunderstanding would a student have or make about this lesson?
Implement the Tracker: How Do I Target My Class of Learners	
Step 10	<ul style="list-style-type: none"> • Suggestion #1 - Whole Group (sprinkle method) – ask random students. Tracker is used all week, goal is to check in with all students by end of week. • Suggestion # 2 – Call on (2) High students, (2) Medium students, (2) Low students – daily. • Suggestion # 3 - During IP time prior to exit ticket circulate to different students and “confer or lean in” • Suggestion #4 – Create Your Own Data Collecting Process

c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments 2018-2019:

- CSNC uses the WIDA Model/Access to properly assess each student’s English proficiency. The LEA continues to test students whose Home Language Survey ((Additional Appendix 3.4c) demonstrates exposure to additional languages within their first ten days in the school setting and enter their data into the EL Database to determine their eligibility for EL services.
- The evidence that we use to determine if we are able to provide the right resources is nestled within the assessment itself. The assessment provides the initial data that is necessary for us to provide the best services for our students. Ultimately, we seek to see growth and student progress.

d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments 2018-2019:

- CSNC implements the Child Find Process through the monthly target team meetings. In these meetings, we are able to discuss students with academic concerns and/or behavior concerns. The team consists of the school principal, assistant principal of instruction, and assistant principal of culture, director of special education, school psychologist, school guidance counselor, and school nurse. The team reviews student data, teacher feedback, disciplinary data, and student progress to determine next steps for students of concern. This may lead to action steps, evaluations, or a change in

student RTI supports based on team discussion.

- When a teacher recommends a student for evaluation, teachers complete a “Response to Intervention Documentation and Referral Packet” to support student concerns and provide progress on the student’s development. This provides the team with information on student progress and differentiation strategies used. We are able to use the information to individualize the student’s learning plan and best support the student’s needs.
 - In addition to the above, we also reference and when appropriate use state-approved rubrics, such as the Needs-Based Funding verification protocol to ensure that we are properly identifying and supporting our students with disabilities.
 - All in all, as noted above, the evidence that we use to determine if we are able to provide the right resources is nestled within the actual assessments and progress monitoring. Ultimately, we seek to see growth and student progress.
-

3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

School Comments 2018-2019: The below response can also be found in Section IVB of Board’s Policy Manual (Appendix 3.5)

“School Leader Goals, Evaluation and Reports. The Board and School Leader(s) shall annually agree on School and individual leader goals. Goals shall deal with such subjects as student academic performance, School financial performance, recruiting and training of teachers/staff, succession planning, parent and staff satisfaction, recruiting of students, advancing the School’s reputation in the community and individual professional improvement. The School Leader(s) shall periodically report to the Board on progress toward those goals, including using appropriate dashboard formats approved by the Board. The Board President shall annually lead a process of evaluating the performance of the School Leader(s) which shall include the Leader’s self-evaluation as well as consultation with the full Board and a written evaluation for the Leader’s personnel file.” (See appendix: Board Policy Manual)

b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

School Comments 2018-2019: The below response can also be found in Section IIIIE of the

Board's Policy Manual (Appendix 3.5):

“E. Director and Board Performance Evaluation. To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the President to review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director's commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board.”

During the winter and spring of 2019, the Board reviewed its common management arrangement with EastSide Charter School. While the shared employees aspect of the arrangement had been financially beneficial to CSNC, the Board, after consultation with the School's two building principals, determined that the arrangement overall was not as beneficial to the School as going alone. The ESCS Board had similar concerns. Thus the two Boards decided not to continue the overall common management but rather to proceed with more limited shared services to continue some cost savings. The services that will be shared in 2019-2020 will be those of an HR specialist and a psychologist. The Board also determined that there would no longer be any persons serving on the Boards of both schools.

c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

School Comments 2018-2019: The below response can also be found in Section IIID of the Board's Policy Manual (Appendix 3.5):

“D. Director Training and Orientation. Training for Directors starts with an orientation led by the Board President and School Leaders. This orientation includes a visit to the School and a discussion of Director expectations along with a sharing of school history, mission and vision. Directors are also required by state law to attend certain training sessions. Each Director shall receive a Board Notebook containing relevant documents, including CSNC bylaws, these policies, links to relevant state and federal laws applicable to CSNC and current financial information.”

d. Describe the school's process for succession planning including identification, development and retention of school leaders.

School Comments 2018-2019: The below response can also be found in Sections IIIC and D of the Board’s Policy Manual:

“C. Procedures for identifying and recruiting Directors. In order to ensure the availability of well qualified candidates for election or appointment as Directors, the Executive Committee is given the major responsibility for identifying and recruiting prospective Directors. However, each Director should also be on the lookout for good candidates and bring them to the attention of the Executive Committee. The Executive Committee shall maintain a data base identifying the skills of the incumbent Directors to facilitate the identification of skills most desirable in new Directors. [See **Appendix ___.**] Because of the importance of a collaborative working environment, Directors are encouraged to meet with prospective Board members before a candidate is nominated for election.

“As a vehicle for recruiting and grooming prospective Directors, non-Directors may be appointed to serve as non-Director members of Board committees (except for the Executive Committee). Any action taken by any committee must be approved by Directors who constitute at least a majority of the Director members of that committee.

“D. Director Training and Orientation. Training for Directors starts with an orientation led by the Board President and School Leaders. This orientation includes a visit to the School and a discussion of Director expectations along with a sharing of school history, mission and vision. Directors are also required by state law to attend certain training sessions. Each Director shall receive a Board Notebook containing relevant documents, including CSNC bylaws, these policies, links to relevant state and federal laws applicable to CSNC and current financial information.”

With respect to School administration leadership succession, the annual evaluation of School Leaders includes a review of performance in the area of succession planning. The School Leaders are expected to identify rising talent and promote professional development to enhance their career development.

e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.

School Comments 2018-2019: In addition to dedicated, uncompensated, service through Board management, Directors are regularly invited to School activities such as graduation, special holidays and the like. The parent and teacher representatives on the Board are the leaders in these activities. Directors are also encouraged to provide financial support for School activities.

f. Appendix 3: Current Organizational Chart

g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;

h. Please complete the Citizen Budget Oversight Committee Membership and Training table below.

i. Please include:

Appendix 4 Board Governance Training Certificates and/or Documentation.

Appendix 5 Board member and school leader succession plans.

Appendix 6 Current board bylaws

Board Financial and Governance Members and Training

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Aaron	Bass	7/1/2016		Ex-officio	7/25/2017	
Thomas C.	Humphrey	10/1/2017		President	11/21/2013	2/1/2015
Geneer	Johnson	10/1/2015			3/30/2017	2/1/2015
Stephen	Lamb	10/1/2016			11/30/2015	
Charles	McDowell	10/1/2015		Board Member	7/1/2007	9/1/2014
Charles	Toliver	10/1/2017		Secretary	11/19/2014	9/1/2014
Sara	Vasko	9/1/2016		Teacher Representative	7/25/2017	
Nakishia	Williams Bailey	10/1/2016		Vice President / Parent Rep	2/12/2015	2/1/2015

*Please list only the most recent training date.

2018-19 Charter School of New Castle Information.

First	Last	Term Begin	Term End	Role/Title	Financial Training	Governance
Charles S.	McDowell	1.15	10.21	President	7.1.07	2.27.19
Nakishia	Williams Bailey	2.15	10.19	Vice President	2.12.15	2.27.19
J. Brett	Taylor	1.19	10.19	Treasurer	2.1.19	2.27.19
Thomas P.	Preston	12.18	10.21	Secretary	2.19	2.27.19
Melissa	Green	7.19	8.19	Member	9.23.19	9.23.19
Geneer	Johnson	3.15	10.21	Parent Rep	3.30.17	2.27.19
Chiamaka	Osegbu	5.19	8.20	Teacher Rep	Pending	

Laretha	Odumosu	5.19	6.20	Executive Director, Ex Officio, non-voting	9.25.19	N.A.
Rachel	Valentin	5.19	6.20	Executive Director; Ex Officio, non-voting	4.24.19	N.A.
Former Board Members:						
Thomas C.	Humphrey	1.15	4.24.19	President	11.21.13	2.27.19
Stephen	Lamb	10.15	11.18	Former (Not Active)	11.30.15	
Charles	Toliver	1.15	4.24.19	Secretary	11.19.14	2.27.19
Sara	Vasko	9.17	9.18	Teacher Rep	7.25.17	
Aaron	Bass	7.1.16	4.24.19	Ex Officio, non-voting	7.25.17	N.A.

DOE Summary:

As of April 30, 2019, the following Charter School of New Castle board members were out of compliance with Governance Training requirements: Geneer Johnson, Stephen Lamb and Charles McDowell.

**School Comments
2017-2018**

School did not provide a response

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

Citizen Budget Oversight Committee Membership & Trainings

Pursuant to [14 Del. Admin. Code 736.6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Geamarice	Napier	4/16/2019	4/16/2021	Parent Representative	2/25/2019
Teri	Andrews-Cordrey	7/26/2016	2 nd term – 7/24/20	Teacher Representative	3/30/2017
Rachel	Valentin	7/23/2019	7/23/2021	Executive Director Ex-Officio	4/24/2019
Jamie	Johnson	10/27/2015	2 nd renewal – 10/24/2019	Parent Representative Elected Chair	3/30/2017
Richard	Riggs	8/9/2015		DOE Representative Ex-Officio	11/30/2015
Henry	Naylor	7/23/2019	7/23/2021	Community Member	7/30/2019

DOE Summary:
Charter School of New Castle’s Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

School Comments 2017-2018	Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	
							6

	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	DNM	TBD

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

CSNC 18-19 Response: On September 25, 2019 the school received an updated organization framework in which we received a meets standards rating for section 3.b. and 4.a.

a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

School Comments 2018-2019: The Charter School of New Castle has consistently met standards as noted above.

b. Provide information about the best practices the school uses to meet standards in the above noted areas.

School Comments 2018-2019: The Charter School of New Castle has created policies providing for equal and fair enrollment and participates yearly in the national school choice week. We consistently receive certificates of participation for sharing information and acknowledging the need for a fair practice to offer a free and public education to all families during national school choice week. New families are asked to apply via the school choice process and are welcome to visit the campus at any time. Our school code of conduct includes information regarding admissions, lottery, waiting lists, fair and open recruitment and appropriate implementation of preferences, and enrollment.

During the enrollment cycle the school maintains the records of every student and the security of the records is managed under the Family Educational Rights and Privacy Act and other applicable authorities. In addition, files are under lock and key with limited access from key administrators. Access to documents maintained by the school under the state's freedom of information law and

other applicable authorities is available on our website with a direct means of contact via an info link.

c. Include the following documents as appendices:

Appendix 7 Up-to-date Certificate of Occupancy

Appendix 8 Up-to-date Fire Inspection Certificate

Appendix 9 Up-to date Insurance Certificate(s)

Appendix 10 ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017			2017-2018			2018-2019*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
74.5	35	47	83	60	73	77	59	76

***Note:** Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.*

DOE Summary:

From SY 16/17 to SY 17/18, Charter School of New Castle's teacher retention rate increased from 74.5% to 83.3%.

a) School's plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	At CSNC we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the schools actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) School's professional development plans support teachers and leadership.

School Comments 2017-2018	We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD's. In addition we collaborate with other schools to ensure that we are using the best practices for our staff. Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the
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manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building. We have put a larger emphasis on data tracking after our leaders received high quality professional development at Harvard University this summer

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

a. Review the table above with the school’s teacher retention trends.

School Comments 2018-2019: The Charter School of New Castle has trended between 75-85% with regards to teacher retention.

b. Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments 2018-2019: At Charter School of New Castle we collaborate to ensure that the school is recruiting and retaining the best staff members to partner with our scholars and their families. To that end we monitor staff attrition regularly and discuss each departure within the leadership team.

We also perform exit interviews with each departing staff member to make sure that we are able to inform the schools’ next steps and opportunities for improvement. There are also circumstances in which a staff member may not meet the expectations for performance/professional responsibilities and, if sufficient corrective progress is not made, we have terminated or non-renewed employment. Through the Teaching Excellence Framework Alternative evaluation system we regularly coach and meet with the teachers to discuss the components of their performance rubric and professional responsibilities. The multiple coaching meetings a year allow for regular communication of the above and also allow us to “stay in the know” when addressing concerns that could impact staff retention.

c. Describe how the school’s professional development plans have evolved over the course of the charter term to support teachers and leadership.

School Comments 2018-2019: We have received approval for the use of the Teaching Excellence Framework. This evaluation tool allows us to focus on areas of development for each person. We have also created a staff professional development schedule that is responsive to the needs of staff based on observations and planning meetings.

Each professional development is accompanied by a survey to rate the effectiveness of the session as well as solicit suggestions for future PDs. In addition we collaborate with other local education entities such as “RELAY” and “LEAD FOR DELAWARE” to ensure that we are using the best practices for our staff. Finally each teacher engages in weekly professional learning community, planning and data meeting to help guide their development as individual and as a grade/subject area. These meetings allow the teacher, team mates, and coach to focus on how to effectively meet the school wide academic goals. During the data meetings the coach and each teacher review and discuss the progress of students within each class/subject area. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends across the building.

Additionally, each leader/coach/staff member is provided a criterion for coaching meetings and/or job specific goals. Each week the leader/coach or staff member will meet with the school leader to discuss department trends, their own personal/career development and progress toward meeting job specific goals. These meetings allow the leader/coach/staff member to engage in meaningful and strategic discourse that aligns with overall school mission & vision as well as discuss methods to develop all members of the school environment.

3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
 - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
 - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

School Comments 2018-2019: The Charter of School of New Castle has been intentional about reviewing the reserve budget, cash equivalents, beginning, net increase/decrease in cash and cash equivalents, debt service and staff summer reserve. We have met the percentage requirements and monitor it closely. The summer reserve is allocated separately with the understanding that it is utilized in the event of closure and dissolution of the school. By reviewing this allocation monthly we are able to monitor its balance and can respond in the event the balance does not meet the percentage requirements.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	F	M	D	Meets Standard
2016-2017	M	AS	AS	M	F	M	F	AS	M	Approaching Standard
2017-2018	M	AS	AS	M	F	AS	F	AS	M	Approaching Standard
2018-2019	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

DOE Summary:

From SY 16/17 to SY 17/18, Charter School of New Castle's teacher retention rate increased from 74.5% to 83.3%.

a) School's financial performance over the current charter term

School Comments 2017-2018	Charter School of New Castle's overall financial rating is approaching standard, but we feel very confident in our financial well-being. FY17 was the first time since the school was taken over by new management that the school received a clean audit with an unmodified opinion. This has continued for FY18 as well. Most of the school's poor ratings are attributable to one-time investments in our buildings to improve them for our students as well as the mortgage and other carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. The school had a significant amount of funds in reserve which made possible these improvements and the ability to absorb the 1101 Delaware Street carrying costs. We currently have a tenant at the 1101 Delaware Street property that occupies half of the building now and will occupy the full building in FY20. They are expected to purchase the
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	building in FY20. We expect that our ratings will improve over the next two years which will lead to us meeting standard in all areas by FY20.
School Comments 2016-2017	Charter School of New Castle’s overall financial rating is approaching standard, but we feel very confident in our financial well-being. FY17 was the first time since the school was taken over by new management that the school received a clean audit with an unmodified opinion. Most of the school’s poor ratings are attributable to one-time investments in our buildings to improve them for our students as well as the mortgage and other carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. The school had a significant amount of funds in reserve which made possible these improvements and the ability to absorb the 1101 Delaware Street carrying costs. We expect to sell the 1101 Delaware Street property in 2017-2018 so that our ratings will improve over the next two years which will lead to us meeting standard in all areas by FY19.

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	Over the past year, the school has taken great strides to improve our payroll internal controls. We continue to have receive a “Strong Internal Controls” rating. The school continues to refine and expand our practices to ensure continued success.
School Comments 2016-2017	Over the past year, the school has taken great strides to improve our payroll internal controls. We continue to have receive a “Strong Internal Controls” rating. The school continues to refine and expand our practices to ensure continued success.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

1. NEAR TERM INDICATORS

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2017-2018
48

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
90%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2017-2018
1 YR: -7.96%
3 YR: -5.1%

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 preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
0.95

The debt to asset ratio compares the school’s liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Measure 2c. Cash Flow

2017-2018
1 YR: \$-327863
3 YR: \$-824306

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2017-2018

-1.82

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:

**School Comments
2016-2017**

School comments for SY 16/17 can be found at:
<https://www.doe.k12.de.us/Page/2654>

**School Comments
2015-2016**

School comments for SY 15/16 can be found at:
<https://www.doe.k12.de.us/Page/2654>

- a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

School Comments 2018-2019: The school has had to make a number of strategic decisions over the past five years to help improve the quality of our program. First, we wanted to consolidate from two locations to one. Moreover the former leased space for our Middle School was unattractive and a negative image for the School. However, our very nice 1101 Delaware Street facility was not large enough to accommodate all 760+ students. Therefore we relocated both the Elementary and Middle Schools to our current location on Lukens Drive.

When moving to this campus and scoping out additional classroom space we realized that there was a great need to invest significant amounts of funds from our \$2MM+ reserve to retrofit the space to create the best for our program. We invested roughly \$800,000 over two years into these buildings which had a negative impact on our financial ratios. We have had the 1101 facility on the market to sell or lease since the relocation. We have had tenants in the building which have partially offset our

carrying cost on the building. Our current tenant leases half of the building with reduces our annual carrying cost to about \$150,000. This tenant anticipates leasing the entire building next year which will completely offset our carrying cost. This tenant also has an option to purchase the building in the future.

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

School Comments 2018-2019: The school has reached a point that we no longer plan on having to “dip” into our reserves to help offset the operations of the school. The leaders have developed an operating budget that is balanced and we now have a tenant in 1101 Delaware Street which helps offset the costs related to that building. The school fully plans to end the year with a surplus which going forward will have a positive effect on our performance ratios which are heavily dependent on cash flow.

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

School Comments 2018-2019: Charter School of New Castle's overall financial rating is approaching standard, but we feel very confident in our financial well-being. *Historical context: FY17 was the first time since the school was taken over by new management that the school received a clean audit with an unmodified opinion. This has continued for FY18 and is expected for FY19 as well.*

As stated above, most of the school's negative financial ratios have been attributable to one-time investments in our buildings to improve them for our students as well as the continuing carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. However, the positive turning point is a consistent tenant at 1101 with a desire to purchase the property.

We expect that our ratings will improve over the next two years which will lead to us meeting standard in all areas by FY20.

Performance Agreement

Financial Performance Expectations

Family Foundations Academy Charter School overall financial rating is TBD. Draft audit was provided as requested. By September 2019 our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

In SY17/18, Charter School of New Castle received an overall financial rating of "Approaching Standard."

School Comments 2017-2018	School did not provide a response
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School Comments 2016-2017	Over the past year, the school has taken great strides to improve our payroll internal controls. FY17 was the first time in the past 4 years that the school received a "Strong Internal Controls" rating. The school continues to refine and expand our practices to ensure continued success.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:

The FY18 independent audit did not have any audit findings.

School Comments 2017-2018	
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School Comments 2016-2017	The school had no audit findings in FY17.
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d. Discuss the school's financial performance based on its approved Performance Agreement.

School Comments 2018-2019: As stated above, negative financial ratios in the past years have been mostly attributable to one time capital expenditures to consolidate and improve our facilities. We will continue to improve our processes and strive to meet standards going forward.

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments 2018-2019: After new management took over the School in FY15, significant financial reforms were put into place to address past financial mismanagement. There have been no audit findings since then.

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)

Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	The school did not provide a response
School Comments 2016-2017	The school has been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system.
School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments 2018-2019: The Teaching Excellence Framework Alternative Evaluation System is our innovative practice. It embodies a coaching model, one in which all teachers are frequently observed, provided with individualized feedback, and coached in order to develop their performance.

- A comprehensive yet concise **rubric** that employs clear language, measureable goals, and rigorous standards.
- Frequent but brief **observations** that are recorded for later review.
- Near immediate **feedback** on the observed lesson, which includes authentic praise, probing questions that induce self-reflection, and specific feedback about areas for improvement
- Measureable and manageable **action steps** aligned to goals as defined by the teacher and coach.
- **Coaching** and continued practice on how the teacher will implement the action steps
- **Follow-up** observations by the coach to check for implementation of the action steps
- **Ongoing analysis** of evidence of student learning

The underlying rationale of the Teaching Excellence Framework is that a coaching model of evaluation will develop highly effective teachers, which in turn will lead to measureable and lasting improvement in student achievement. It is student success that remains the unwavering focus that drives our practice. Please note the data of the tool below:

Grade Level	TEF Cumulative Score 2017-18	TEF Cumulative Score 2018-19	TEF Component V Rating (Satisfactory/Unsatisfactory)
3 rd (All)	2.5-2.8	2.8 – 3.0	Satisfactory
4 th ELA	2.5-2.8	2.8 – 3.0	Satisfactory
4 th Math	2.5-2.8	2.8 – 3.0	Satisfactory
5 th ELA	2.5-2.8	2.8 – 3.0	Satisfactory

5 th Math	2.5-2.8	2.8 – 3.0	Satisfactory
6 th ELA	2.5-2.8	2.8 – 3.0	Satisfactory
6 th Math	2.5-2.8	2.8 – 3.0	Satisfactory
7 th ELA	2.5-2.8	2.8 – 3.0	Satisfactory
7 th Math	2.5-2.8	2.8 – 3.0	Satisfactory
8 th ELA	2.5-2.8	2.8 – 3.0	Satisfactory
8 th Math	2.5-2.8	2.8 – 3.0	Satisfactory

VI. Five-Year Planning

6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Note: *This will become the school's authorized enrollment for the new charter term.*

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	84	85	86	87	88	89
Grade 1	87	87	87	87	87	87
Grade 2	95	95	95	95	95	95
Grade 3	83	83	83	83	83	83
Grade 4	94	94	94	94	94	94
Grade 5	96	96	96	96	96	96
Grade 6	81	82	83	84	85	86
Grade 7	83	83	83	83	83	83
Grade 8	62	62	62	62	62	62
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total	765	767	769	771	773	775

Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.**

6.2 The school's plans for the next five years of the charter.

(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

School Comments 2018-2019: The school's leadership team has identified data driven instruction as a key lever in closing gaps for every scholar. The two executive directors, one assistant principal, and a teacher leader attended Harvard Data Wise (2018-19) to improve the quality of our data driven instruction. In addition, the two executive directors and assistant principals attended the National Principal's Academy Fellowship program (2016-18) to improve the quality of our weekly data meetings. The leaders were trained and provided feedback on how to analyze data, identifying key misconceptions, and to create quality re-teach plans.

The executive directors created school schedules that allow teachers to engage in weekly data meetings. The teachers analyze interim assessments, module assessments, as well as weekly assessments. The teachers then use this data to differentiate instruction effectively for all students for the following week.

In addition to weekly data meetings our teachers also participate in weekly planning meetings. These meetings are led by the team leaders and the instructional leaders. The instructional leaders work with teachers to create rigorous questions aligned to the standards. The teachers and the instructional leaders also analyze the assessments to engage in backwards planning. The lesson plans are analyzed to ensure that they match the level of rigor of the assessments as well as Smarter Balanced assessments.

One mission of the elementary school is to build a strong foundation for our scholars in grades K-4. Our scholars are provided with small group instruction in guided reading groups. In the fall, all of our scholars are benchmarked using Fountas and Pinnell. The teachers analyze the benchmarks to identify instructional weaknesses and design lessons designed to close the identified skill gaps. Every six –nine weeks scholars are benchmarked again to assess for a new reading level. Scholars that are not making progress are referred to a target team. The team analyzes the lesson plans, the students' benchmarks, the instruction provided to identify possible reasons a child is not making progress. The child also participates in additional small group instruction through our RTI framework until the scholar begins to make progress. Our scholars in grades K-8 are benchmarked three times a year using the NWEA assessments. This data is used in creating tier one, tier two, and tier three groups for RTI. The teachers use the RTI data to drive small group instruction.

The teachers submit weekly data trackers. These trackers include assessments aligned to CCSS within the lesson. The teachers track students' mastery of specific standards as assessed by the quick checks outlined in the tracker. The teachers use this data to create flex groups and differentiate small group instruction to increase the number of students demonstrating mastery of specific standards. The teachers receive feedback to ensure that the questions and classroom assessments are aligned to the

rigor of the Common Core as well as the SBAC assessment. Flex days are created in every pacing chart that allows every teacher to plan lessons that target misconceptions and spiral key power standards.

Scholars who are struggling to make progress are referred to our target team. The target team meets monthly to keep a pulse on all scholars who are not making progress. The team is made up of the executive director, the assistant principals, the school psychologist, the school counselor, and the dean of special education. This allows the target team to keep an accurate pulse on every scholar's academic progress as well as to create quality intervention plans.

The executive directors have made the decision to use the Smarter Balanced Interim Assessments for the 2019-2020 school year. This will allow teachers to use data to ensure that students are mastering the standards and targets that are aligned to the Common Core State Standards.

The school's leadership team has committed to quality observation and feedback cycles. The school's leadership observes every classroom a minimum of eight times per year. This allows the leaders to have an accurate pulse on the academic achievement of individual children, single classrooms, trends as a grade, and the school as a whole. This allows the leadership team to create plans to improve the instructional practices at our school.

The levers of weekly data meetings, planning meetings, data driven instruction, as well as observation and feedback will ensure that the school's leadership team keeps an accurate pulse on the academic achievement of our students. Our school's executive directors make monthly presentations to our Board of Directors. These presentations consistently include updates on our scholars' progress on the interim assessment cycles, as well as the scholars' performance on Smarter Balanced Assessment Consortium.

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- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

School Comments 2018-2019: The **Smarter Balanced Growth Targets:** For the 2019-2020 school year each grade will have a minimum of fifty percent of scholars reach their SBAC growth targets. Every subsequent year our growth target goal will increase by 3 percentage points.

Smarter Balanced Proficiency: As a charter school our mission is to always provide a greater quality education than our scholars would receive at their feeder school. Our goal is to meet or beat the state average. We will achieve this goal by making steady gains each year in proficiency. Each cohort will increase by 2-3 (2.71% increase in ELA and 2.81 percent increase in Math) percent each school year as we strive to beat the state average. In addition, we will work to decrease the number of students scoring in the well below range. Each school year this number will decrease by 2-3 percent. By decreasing the number of students scoring in the well below range, we will be able to move more students towards proficiency.

Reading Goal: At the Charter School of New Castle we strive to create life- long learners. One important step in this process is to increase the number of students that are reading on grade level as

measured by Fountas and Pinnell. The number of students reading on grade level for grades K-2 will increase by ten percent each school year.

- b. Describe the student performance standards for the school as a whole.

School Comments 2018-2019: One of our School's goals is to increase the number of students who demonstrate proficiency on the Smarter Balanced Assessment Consortium. Our goal each year is to have proficient scholars maintain their proficiency, and to move non-proficient scholars towards proficiency. We will know that we are successful when our scholars are meeting their yearly growth targets consistently.

- c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

School Comments 2018-2019: For the 2019-2020 school year we will be using the Smarter Balanced Interim Assessment blocks. These assessments are aligned to the Smarter Balanced Summative Assessment. These interim assessments are aligned to the Common Core State Standards. This will allow us to ensure that our scholars are mastering their grade level standards, and will enable teachers to use data to drive instruction.

In addition, students in grades K-2 are benchmarked using Fountas and Pinnell. This ensures that students are making progress towards reading on or above grade level. The academic team works with teachers to analyze the questions used in guided reading to the Common Core State Standards.

Lastly, all students in grades K-8 take the NWEA MAP assessment to ensure they are making adequate yearly progress. In addition, all of these assessments serve as a data point to place students in RTI tiers. Data from these assessments is used to drive instruction.

Our curriculum is common core aligned. The pacing chart and scope and sequence intentionally include the SBAC priority standards. During the PLC and weekly planning meetings, teachers alongside leaders are analyzing student acquisition of the standard mastery and creating response plans in order to ensure that students are regularly accessing and mastering the standards. Additionally, after students take the state-approved interim assessment (IABs), the data analysis cycle continues and we look for alignment across all these informative vehicles towards mastery of the standards. This process is also utilized for the Next Generation Science Standards and Social Studies.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the

person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

School Comments 2018-2019: The Data is collected by teachers every six weeks. Major data points include module assessments, interim assessments, Fountas and Pinnell assessments, and MAPS assessments. These data points are analyzed and action plans are created by teachers and instructional leaders. The action plans are monitored by instructional coaches to ensure that they are followed with fidelity. The action plans are focused on the power standards and major focus of the grade. The action plans will identify whole group instruction pushes, as well as small group instructional pushes. Teachers will utilize Morning Work, Do Nows, RTI blocks, and Flex days to spiral standards that have not been mastered.

The progress towards achieving our academic goals is shared out in monthly professional development sessions. The achievement data is shared with parents at parent teacher conferences twice per year. This data is shared with the members of the Board at the monthly meetings.

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

School Comments 2018-2019: The School Leaders have been intentional with creating clear systems and routines for improving and sustaining our academic program. The routines described above are consistent planning meetings, data meetings, observation and feedback cycles, interim assessment cycles, as well as monthly professional development sessions. If the interim assessment data indicates performance that is well below the standard the following steps will be taken:

The observation and feedback cycle will increase to weekly coaching and modeling sessions. The instructional coaches will increase planning meetings to weekly sessions. Instructors will also be placed on improvement plans that will be monitored by the instructional coaches as well as the Executive Director.

In addition, the assistant principal of instruction will incorporate 90 minutes of targeted intervention times each week. This intervention block will be in addition to math and ELA small group instruction that occurs daily. This group will be fluid as students move in and out as needed.

Lastly, the assistant principal of instruction will oversee the after school tutoring program. The tutoring sessions will be for two hours each week, and will target students who are not demonstrating proficiency.

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

School Comments 2018-2019: The Charter School of New Castle will use the state data systems such as ESCHOOL Plus, DESSA, Data Service, Ed Insight, PHRST/FSF to make informed decisions.

Student Performance

Each data system supports a different function of academic or organization management. ESCHOOL is updated and monitored weekly or monthly, as available, to capture our discipline and student performance outcomes such as suspensions, grades etc. Updating and reviewing the data within ESCHOOL is currently a practice built into our academic routine. We use the data in ESCHOOL to review monthly trends with discipline and grades which are then discussed in a Target Team or weekly coaching meeting. If the trends seem positive and there are no outliers present such as failing students or an increase of a disciplinary category then we will proceed with our normal monitoring process. If the data presents a negative trend we would then begin to problem solve a solution.

Teaching Excellence Framework and Staff Performance

The DOE is now requiring that all alternative evaluation systems be housed in the Data Service Center (DSC) platform including all walkthrough, formative, and summative data reporting. At the Charter School of New Castle, the evaluation and coaching data will be readily available as a report that each school leader can use to monitor the trend of rubric ratings for all teachers.

PHRST/FSF - Payroll Human Resource Statewide Technology (PeopleSoft/Oracle) and First State Financials (PeopleSoft FMS).

Charter Schools are required to maintain legislative expectations and at the Charter School of New Castle we have a fiduciary responsibility and need to use state systems to monitor our financial position. Charter schools receive a pre-load of their estimated state funds in July. Calculations are based on May 1 unit count which can be monitored via the state system. The school's practice is to monitor and track enrollment up until the remainder is reconciled after the September 30th unit count. The state data systems will be used for financial reporting and providing links to our "checkbook" and monthly reports on our website. These systems are accounting reconciling tools to ensure financial viability and meeting payroll requirements. All charter schools are required to use the state's financial and payroll systems and manage heightened emphasis on accountability – Board and school leadership.

Organizational Framework

The Charter School of New Castle submits a Corrective Action Plan which is linked to the data that is within ESCHOOL Plus. ESCHOOL Plus provides current information that teachers and staff use to respond to our students with disabilities/ELL and their performance. We monitor their growth through IEPs. Their progress is monitored and tracked using IEP Plus 5 and research based progress monitoring tools. RTI/MAP is also another assessment tool housed within a state system. The school will continuously monitor and create action plans based on the goals identified and the outcomes from these assessments.

The school leadership team engages in discourse on ways to continue to maintain their understanding of the above and how to respond accordingly. Our meetings not only strive to identify school building needs but also address charter wide opportunities for success.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

Education Program

School Comments 2018-2019: The school leadership will oversee and monitor the below goals by using the state systems as stated above as well as by monitoring specifics noted below tri-annually and these goals will be part of their individual goal setting meetings. As the school leader meets with the department leaders all trends are prioritized. There will be a specific point to discuss the progress of the following and their metrics of complete, on track, revisit. These meetings/metric discussions generally take place each month. We will have over 5 check points for the year in which we can collaborate and rectify any matters that impact the execution and success of the goals.

Goal.1 - Staff Retention Goal: Maintaining 75% or more of staff retention

Goal. 2 – SBAC ELA/MATH percentage will increase by 2.71 (ELA)/2.81 (Math) percent each year.

Goal.3 – At least 90-95% of our students will engage in social emotional learning and character building (i.e. daily morning meetings, monthly community meetings and consistent student celebrations)

School leaders will meet monthly with board president and board to discuss progress toward goals on par/goals met.

6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

School Comments 2018-2019: The School has no present plans for any significant facility improvements over the next 5 years. The School continues to lease out its former facilities at 1101 Delaware Street, New Castle. One half of that building is currently leased producing rental income that substantially offsets the carrying cost. The School continues to market those facilities for rent or sale.

7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The below response can also be found in Section IVB of Board's Policy Manual (Appendix 3.5) **"School Leader Goals, Evaluation and Reports.** The Board and School Leader(s) shall annually agree on School and individual leader goals. Goals shall deal with such subjects as student academic performance, School financial performance, recruiting and training of teachers/staff, succession planning, parent and staff satisfaction, recruiting of students, advancing the School's reputation in the community and individual professional improvement. The School Leader(s) shall periodically report to the Board on progress toward those goals, including using appropriate dashboard formats approved by the Board. The Board President shall annually lead a process of evaluating the performance of the School Leader(s) which shall include the Leader's self-evaluation as well as consultation with the full Board and a written evaluation for the Leader's personnel file." (See appendix: Board Policy Manual).

The below response can also be found in Section III E of the Board's Policy Manual (Appendix 3.5):

"E. Director and Board Performance Evaluation. To ensure that Directors are meeting their responsibilities to the Board, each Director is expected to complete a self-evaluation of his or her contribution to the Board every other year for the President to review with the Director. This review shall include attendance at Board and Committee meetings, preparation for and participation in such meetings, and other factors reflecting the Director's commitment to the School. A Director who is not able to meet his or her minimum responsibilities should resign and make room for another person who is more able to contribute to the work of the Board."

During the winter and spring of 2019, the Board reviewed its common management arrangement with EastSide Charter School. While the shared employees aspect of the arrangement had been financially beneficial to CSNC, the Board, after consultation with the School's two building principals, determined that the arrangement overall was not as beneficial to the School as going alone. The ESCS Board had similar concerns. Thus the two Boards decided not to continue the overall common management but rather to proceed with more limited shared services to continue some cost savings. The services that will be shared in 2019-2020 will be those of an HR specialist and a psychologist. The Board also determined that there would no longer be any persons serving on the Boards of both schools.

VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

September 27, 2019

Date of Signature

Charter School of New Castle

Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C.* Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



Signature of the Chairperson of the Board of Directors

Print/Type Name:	Charles S. McDowell
Title (if designated):	President of Board

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	Charter School of New Castle
Location:	170 Lukens Drive New Castle, DE 19702

I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school’s Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chairperson of Board of Directors (or designated signatory authority) September 27, 2019
Date

Print/Type Name:	Charles S. McDowell
Title (if designated):	President of Board
Date of approval by board of directors:	September 17, 2019

IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School {Charter School of New Castle }

This Performance Agreement (“Agreement” is entered into this 27th day of September, 2019 by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and Charter School of New Castle, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

Background Information (Characteristics of school, current location, summary of student population and grades served by the school, etc.)

Charter School of New Castle serves 765 students in grades K-8 school, students are bussed in from all parts of New Castle County. The school population is majority African-American students with approximately 8% of students in grades 3-8 who receive special support services and another 6% of students in grades K-2. CSNC has demonstrated growth over the past five years on state testing (SBAC) but the current levels are still slightly below the state average. Charter School of New Castle is located off the Rt. 9 corridor in the Industrial Park area on Lukens Drive in New Castle, Delaware.

Mission Statement

The mission of *Charter School of New Castle* is to provide a safe, nurturing and rigorous multi-cultural environment that develops the academic and social skills and character traits necessary for future success. (Please note that this is the proposed mission as shared in the major modification application. The school's former mission is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.)

Vision Statement

The vision of *Charter School of New Castle* is to be recognized as a high performing school where all students will learn.

Academic Performance Expectations

Charter School of New Castle DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
Academic Achievement	150.00	60	40% Approaching Expectations
Academic Progress	200.00	114	57% Approaching Expectations
School Quality/Student Success	50.00	50	100% Exceeds Expectations
Graduation Rate	NA	NA	NA
Progress toward English Language Proficiency	50.00	22	44% Well Below Expectations
Overall Percentage/Ratings	450.00	246	55% Approaching Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):

The **Smarter Balanced Growth Targets**: For the 2019-2020 school year each grade will have a minimum of fifty percent of scholars reach their SBAC growth targets. Every subsequent year our growth target goal will increase by 3 percentage points.

Smarter Balanced Proficiency: As a charter school our mission is to always provide a greater quality education than our scholars would receive at their feeder school. Our goal is to meet or beat the state average. We will achieve this goal by making steady gains each year in proficiency. Each cohort will increase by 2-3 (2.71% increase in ELA and 2.81 percent increase in Math) percent each school year as we strive to beat the state average. In addition, we will work to decrease the number of students scoring in the well below range. Each school year this number will decrease by 2-3 percent. By decreasing the number of students scoring in the well below range, we will be able to move more students towards proficiency.

Reading Goal: At the Charter School of New Castle we strive to create life- long learners. One important step in this process is to increase the number of students that are reading on grade level as measured by Fountas and Pinnell. The number of students reading on grade level for grades K-2 will increase by ten percent each school year.

One of our School's goals is to increase the number of students who demonstrate proficiency on the Smarter Balanced Assessment Consortium. Our goal each year is to have proficient scholars maintain their proficiency, and to move non-proficient scholars towards proficiency. We will know that we are successful when our scholars are meeting their yearly growth targets consistently.

For the 2019-2020 school year we will be using the Smarter Balanced Interim Assessment blocks. These assessments are aligned to the Smarter Balanced Summative Assessment. These interim assessments are aligned to the Common Core State Standards. This will allow us to ensure that our scholars are mastering their grade level standards, and will enable teachers to use data to drive instruction.

In addition, students in grades K-2 are benchmarked using Fountas and Pinnell. This ensures that students are making progress towards reading on or above grade level. The academic team works with teachers to analyze the questions used in guided reading to the Common Core State Standards.

Lastly, all students in grades K-8 take the NWEA MAP assessment to ensure they are making adequate yearly progress. In addition, all of these assessments serve as a data point to place students in RTI tiers. Data from these assessments is used to drive instruction.

Our curriculum is common core aligned. The pacing chart and scope and sequence intentionally include the SBAC priority standards. During the PLC and weekly planning meetings, teachers alongside leaders are analyzing student acquisition of the standard mastery and creating response plans in order to ensure that students are regularly accessing and mastering the standards. Additionally, after students take the state-approved interim assessment (IABs), the data analysis cycle continues and we look for alignment across all these informative vehicles towards mastery of the standards. This process is also utilized for the Next Generation Science Standards and Social Studies.

Financial Performance Expectations

Charter School of New Castle overall financial rating is TBD. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Expectations

Charter School of New Castle overall organizational rating is Meets Standard. By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

[NAME OF SCHOOL]

DELAWARE DEPARTMENT OF EDUCATION

**BY: _____
President**

**BY: _____
Secretary of Education**

Assented to by resolution of the Delaware State Board of Education on the _____ day of _____, 20__.

References:

¹Based on September 30th Unit Count

²Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.