

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



**EASTSIDE CHARTER SCHOOL**

**3000 N Claymont St,  
Wilmington, DE 19802**

**Phone:(302) 762-5834**

**<http://www.eastsidecharterschool.org/>**

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## 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

### 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	
<b>Name of School</b>	EastSide Charter School
<b>Year School Opened</b>	1997
<b>Current Enrollment</b>	426
<b>Approved Enrollment</b>	426
<b>School Address</b>	3000 N Claymont St, Wilmington, DE 19802
<b>District(s) of Residence</b>	Colonial School District
<b>Website Address</b>	<a href="http://www.eastsidecharterschool.org/">http://www.eastsidecharterschool.org/</a>
<b>Name of School Leader</b>	Aaron Bass
<b>School Leader Email and Phone Number</b>	aaron.bass@escs.k12.de.us (302) 762-5834
<b>Name of Board President</b>	Jocelyn Stewart
<b>Board President Email</b>	jocelynstewart1@gmail.com
<b>Mission Statement:</b> The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.	

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

	2015-2016 <sup>1</sup>	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup> *
Total Enrollment	443	446	415	422	426
<b>Gender</b>					
% Male	49.89%	51.12%	51.57%	53.79%	52%
% Female	50.11%	48.88%	48.43%	46.21%	48%
<b>Ethnicity/Race</b>					
% African American	88.49%	91.26%	94.46%	94.08%	92%
% American Indian					
% Asian					
% Hispanic/Latino	11.29%	8.52%	5.30%	5.69%	5%
% White					2%
% Multiracial	0.23%	0.22%	0.24%	0.24%	1%
<b>Special Populations</b>					
% Special Education <sup>3</sup>	12.87%	12.78%	14.46%	15.17%	15.22
% English Language Learners	3.39%	1.57%	0.24%	0.47%	.07
% Low-Income	80.14%	83.41%	79.76%	79.38%	84.3%

\* To be completed by the school

<b>School Comments 2017-2018</b>	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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<b>School Comments 2016-2017</b>	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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<b>School Comments 2015-2016</b>	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.

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

Date	Modification Requested	Outcome

<b>School Comments 2017-2018</b>	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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<b>School Comments 2016-2017</b>	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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<b>School Comments 2015-2016</b>	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.

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**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	63	65	63	64	63	63	63	59	13
Grade 1	54	60	58	58	58	58	58	54	15
Grade 2	50	53	50	64	52	49	52	54	13
Grade 3	50	52	50	51	50	62	50	54	15
Grade 4	56	58	50	43	48	38	50	52	9
Grade 5	40	38	52	53	48	44	46	46	13
Grade 6	34	39	35	33	47	40	46	35	21
Grade 7	48	43	32	37	33	31	44	41	14
Grade 8	33	35	45	43	30	30	31	27	5
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Total</b>	<b>426</b>	<b>443</b>	<b>426</b>	<b>446</b>	<b>426</b>	<b>415</b>	<b>426</b>	<b>422</b>	<b>118</b>

\* To be completed by the school

<b>DOE Summary:</b>
EastSide Charter School has had consistent enrollment over the past four years. The school’s actual enrollment has exceeded 100% of its authorized enrollment since SY 15/16.

<b>School Comments 2017-2018</b>	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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<b>School Comments 2016-2017</b>	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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<b>School Comments 2015-2016</b>	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.**

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**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 %
<b>Total/Avg</b>	318	82.38%	321	78.68%	284	70.47%	291	75.58%

**DOE Summary:**

In SY 15/16, East Side Charter School reenrolled 82.38% of the students eligible for reenrollment. In SY 16/17, East Side Charter School reenrolled 78.68% of the students eligible for reenrollment. In SY 17/18 the school reenrolled 70.47% of the students eligible for reenrollment. In SY 18/19, East Side Charter School reenrolled 75.58% of the students eligible for reenrollment.

<b>School Comments 2017-2018</b>	We have partnered with parents, offered a robust regular school and after school programming and maintained a strong community. Data on why students leave varies from families moving, issues with transportation and other variables. 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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<b>School Comments 2016-2017</b>	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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<b>School Comments 2015-2016</b>	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.**

EastSide drastically improved its reenrollment rate in 2017-2018 after two years of decline, improving the reenrollment rate to 75.58%. In 2019-2020, the re-enrollment rate was 82%. We believe this is due to our strong partnership with families and consistent delivery of quality learning experiences for students during the day and robust offerings of after school programs that are focused on developing the whole child. Moving forward, we will be increasingly vigilant in connecting with students and families to understand their perspective on what is working in the school - so that we can continue to drive and accelerate those practices and what is not working in the school and why – so that we can be strategic in redesigning systems and structures to best meet the needs of our students. We also want to enhance our understanding of the barriers that block family and parent engagement, voice,



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and participation, so that we can identify solutions that overcome and/or eradicate such barriers so that we fully maximize the gifts of our parents in improving our educational delivery model. By doing so, we feel strongly that enrollment, re-enrollment, and overall satisfaction will improve.

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## 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	1 Star (26/150pts) Far Below	1 Star (21/150pts) Far Below
Growth	1 Star (47/200pts) Far Below	2 Stars (50/200pts) Needs Improvement
On Track to Graduation	5 Stars (47/50pts) Exceeds	5 Stars (47/50pts) Exceeds
College and Career Preparation	1 Star (13/100pts) Far Below	1 Star (7/100pts) Far Below

**School Comments  
2016-2017**

In the beginning of the 2016-17 school year we were challenged with having a new leadership team, a 2/3 staff turn-over rate, and children who were in dire need of a well deserved education. In the attached documents you will see the performance of our students as well as some of our accomplishments. In the subsequent questions we will discuss each portion of the DSSF as well as how we are responding to the need of our students in this current year.

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

## Performance Agreement

### Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

#### School Comments 2016-2017

##### School Comments

EastSide Chart School's overall academic rating of "Meets" or "Exceeds" was only achieved in the area of "On Track for Graduation". In this area EastSide was scored a rating of "Exceeds". There were many challenges that the school faced which hindered learning, but also there were academic successes that promoted academic growth. Challenges during the 2016-2017 school year included high teacher turnover from the previous year, lower teacher supports, student skill deficiencies and behavior supports. Kindergarten through grade two are the most crucial of academic leaning years. During this time students are taught the foundations of mathematics and Language Arts. In addition, studies show that a student not reading at grade level by the time he or she is entering grade three are at a considerable disadvantage. Our students showed the most growth in these pivotal years, which in turn will provide a stronger academic background resulting in increasing student performance over time. Attached is the MAP data chart which supports this claim. The addition of the "Guided Reading" curriculum significantly impacted student reading growth. Entering the 2016 school year there were only 1% of students reading on level moving into kindergarten. With the support of this new curriculum we now have 50% of students moving into grade 1 reading on grade level. In addition, 85% of all students grew 1 or more independent reading levels in grades k-4. MAP data showed that our special education students on average make 1.5 years growth in ELA and 1.21 years growth in Math.

Special Education ELA MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	127	144	0.8	
1	149	168	1.3	
2	159	191	2.3	
3	160	198	2.8	
4	164	177	0.8	
5	179	194	1.3	
6	198	207	1.3	
7	185	198	1.5	
8	197	208	1.4	
	Average		1.50	

Special Education Math MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	120	131	0.5	
1	154	167	0.8	
2	160	191	2.1	
3	161	186	1.6	
4	169	181	1	
5	181	193	1.2	
6	189	202	1.2	
7	190	201	1	
8	195	211	1.5	
	Average		1.21	

**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	1 Stars (26/150pts) Far Below		1 Stars (21/150pts) Far Below	
	School	State	School	State
ELA	23.68 %	54.91%	16.55 %	56.63%
Math	18.27%	42.87%	13.59%	45.13%
Science	9.03%	60.41%	7.89%	47.45%
Social Studies	13.48%	76.82%	n/a	n/a

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

<b>School Comments 2016-2017</b>	<p>EastSide's academic achievement for grades 3 through 8 is disappointing. Despite our hard work and dedication, during the 2016-2017 school year there were many factors that contributed to a decrease in academic performance, although there were areas of academic growth. In grades three through eight last year teacher turnover was a factor. 19 teachers resigned or were terminated during the year. In addition a large number of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Basic skill deficiencies also prevented our students from achieving increased proficiency levels. MAP data supports that over 50% of our students are in the tier 3 category which is at or below the 20th percentile. Attached is a MAP report that specifically breaks each grade level down into subjects and the 2016-2017 academic percentile. In addition, ESCS has a significant number of students not reading on grade level in grades k-4. Attached is the breakdown of students reading on grade level at the end of the 2017-2018 school year compared to the beginning of the 2016-2017 academic year. We attempted to deal with our students' academic deficiencies by placing 100% in RTI during the 2016-2017 school year. Unfortunately 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. The course focused on Language Arts and therefore did not adequately support learning deficiencies in the area of mathematics. Furthermore, we made the choice to have our middle</p>
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school content teachers be self-contained in RTI which meant that they were supporting in areas outside of their expertise. We have since corrected this and now RTI is all done by the content teacher to better support the learning.

### b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	<p>This year we are expecting an increase in Academic Achievement. Grade level achievement expectations are attached for each grade level. EastSide has made modifications to curriculum, instructional supports and also leadership changes to promote academic success. During the 2017-2018 school year CEO Aaron Bass has stepped in as building principal to ensure there is schoolwide instructional and behavioral accountability among students and staff. In addition, Grades kindergarten through grade eight will receive writing instruction (Step Up to Writing/Handwriting Without Tears) that has been adopted into the daily schedule. 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 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 attaining strong computation skills make less calculation mistakes and are less frustrated with rigorous work. A problem of the day is also implemented 1-2 times a week. The specific focus is for students to tackle rigorous word problems using modeling techniques/manipulatives in all grades. RTI will be 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 will remain in their classes. It is our job to differentiate. Content teachers 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 include small group differentiation to ensure that each student is gaining skills that 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.</p>
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### c) Progress measures to track expected Academic Achievement outcomes

<b>School Comments 2016-2017</b>	<p>EastSide 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 are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of observation 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</p>
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Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth 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, a, school culture and teacher observations/performance will be intensely focused on to determine next steps. Quality School Checks (QSC) will occur each trimester. Each QSC will target instruction, school climate and student progress towards goals. Each QSC will include 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>



### 2.3 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	1 Stars (38/200pts) Far Below		2 Stars (50/200pts) Needs Improvement	
	School	State	School	State
ELA	37.83 %	50.00 %	30.33 %	50.00 %
Math	-0.17 %	50.00 %	19.83 %	50.00 %

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

School Comments 2016-2017

### School Comments

EastSide Charter School's 2016-2017 school growth rating is "Needs Improvement". Our focus last year was to achieve academic growth not only in grades 3-8, but also k-2. As our score indicates we must increase our growth even more to ensure students are meeting proficiency levels. We had 19 staff members resign or were terminated during the school year. Many of these losses were in critical areas. In addition a large percentage of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Leadership and the central office did offer supports, to both teachers and leaders, but due to the amount of unsustainable demands, the transformation of skills were not enough to significantly improve the school climate and instruction resulting in a lack of student performance. Lastly, the lack of student behavioral supports contributed to behavior management issues in the class which prevented significant student academic growth. After analyzing student data there are areas of growth that should be noted. The attached data in table 1 suggest that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target goal by almost double in ELA. The issue EastSide is facing is that academic growth, even significant growth is not enough to translate into improved proficiency scores because our students are starting out so far behind grade level. In grades k-4 EastSide implemented a responsive literacy program which has made an impact on students reading on grade level in the first year. The table below displays independent reading

deficits and the literacy growth made in grades k-4. In addition, MAP data is attached which documents the student academic achievement percentiles in the subject areas math and literacy. A growth report from MAP is attached as well. The chart includes projected growth targets in Math and ELA and documents EastSide's end of year progress towards reaching these goals. Please take notice that East Side achieved the growth target in 6 out of 8 grades in both ELA and Math.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87%. Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	EastSide's expectations are for 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
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state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.

**c) Progress measures to track Growth for all students**

**School Comments  
2016-2017**

To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of what we are looking for during observations is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings are completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate are used for progress monitoring and determine academic next steps. Quality School Checks (QSC) will occur each trimester. Each QSC targets quality instruction, school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal and 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 (47/50 pts) Exceeds		5 Stars (47/50 pts) Exceeds	
	School	State	School	State
Attendance	94.94 %	94.40 %	94.91 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

\*\* 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

<b>School Comments 2016-2017</b>	We were pleased with the student attendance for the year. We have also made changes to our office staff to ensure that we are able to provide accurate data for the 2017-2018 school year.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	We have 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
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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.

**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.

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

## 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	1 Stars (13/100 pts) Far Below		1 Stars (7/100 pts) Far Below	
	School	State	School	State
Growth to Proficiency ELA	21.61 %	57.10 %	12.50 %	59.19 %
Growth to Proficiency Math	3.48 %	34.42 %	1.55 %	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	
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### School Comments

As stated earlier the overall growth and proficiency of our scholars in the 2016-2017 school year was not up to standard. While we did see some growth it was not enough to make a true impact on the achievement gap. We did see higher growth within our younger grades as shown on the chart below. You can also see in the attached data in table 1 that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target growth goal by almost double in ELA.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87% Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

### b) Expected outcomes for College and Career Preparation

#### School Comments 2016-2017

Our goal is for 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-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.

### c) Progress measures to track College and Career Preparation outcomes

#### School Comments 2016-2017

To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Observation norming is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks 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 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 and school climate is used for progress monitoring and to determine academic next steps. Quality School Checks (QSC) occur each trimester. Each QSC targets quality instruction, school climate and student

progress towards goals. Each QSC evaluates the Principal, Assistant Principal and Chief Academic Officer.

**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	Points Earned	Percent Point	Points	Points Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations	150.00	27	18% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations	200.00	101	51% Well Below Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations	50.00	32	64% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
<b>Overall</b>	<b>400.00</b>	<b>195.00</b>	<b>49%</b> Well Below Expectations	<b>400.00</b>	<b>160</b>	<b>40%</b> Well Below Expectations

#### DOE Summary:

In SY 16/17, prior to the implementation of ESSA, EastSide Charter School received ratings of “Meets” or “Exceeds” in 1 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school’s points earned for Academic Achievement decreased 5 points from 26/150 points (“Far Below”) to 21/150 points (“Far Below”). From SY 15/16 to SY 16/17 the school’s points earned for Growth increased slightly from 47/200 points (“Far Below”) to 50/200 points (“Needs Improvement”). From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation remained consistently high at 47/50 points (Exceeds). From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation regressed from 13/100 points (“Far Below”) to 7/100 points (“Far Below”).

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, East Side Charter School’s overall rating was “Well Below Expectations.” At the indicator level, the school was rated “Well Below Expectations” for the Academic Achievement indicator. The school was rated “Meets Expectations” for both the Academic Progress and School Quality/Student Success indicators.

<b>School Comments 2017-2018</b>	Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of
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9% points in Language Arts and an average increase of 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, EastSide had five teachers achieve increases at or above 10% points. Lastly, EastSide was ranked 2nd in both ELA and Math 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. Major challenges still are retaining quality teachers and addressing student individual academic and behavior needs.

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.

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### **Academic achievement results**

The 2017-18 student growth scores on the SBAC were stronger than all but one district in the state for both ELA and for Math.

### **Major challenges**

EastSide has struggled with teacher retention and recruitment of experienced high-quality teachers. The entire nation has experienced a shrinking pool of teachers as fewer and college students are majoring in education and increasing numbers of teachers are leaving the workforce. These trends hold true in Delaware public schools as well, and EastSide has been a victim of this movement. Inconsistent leadership and several changes in the principalship over the course of the charter term has contributed to this dilemma. In addition, school funding in Delaware has not allowed EastSide to compensate teachers at the level of some of our neighboring school districts (e.g. Brandywine and Red Clay) or neighboring municipalities (Philadelphia, Chester County, or New Jersey). On average, EastSide has turned over between 10 and 20 teachers every year.

Some of the teacher attrition data is due to termination of ineffective teachers. We are very sensitive to teacher quality and teacher loss and remain very committed to improving school culture, teacher support, and leadership consistency as well as strong recruitment and selection as a means of ensuring that teacher quality and teacher retention are high, and the conditions are in place for student achievement to improve.

Elaborating on a point made above, EastSide has struggled with consistent high-quality leadership. From 2011-2015, the school had the same principal in place providing a constant vision, aligned practices, and a consistent approach to student and teacher development and support. However, from 2015-2019, seven different people served as principals. While this has been incredibly disruptive and detrimental to the academic program, we are very confident in the school's future success as the formal partnership between EastSide and The Charter School of New Castle was dissolved in 2019 allowing Aaron Bass to serve in the singular role of the leader of EastSide instead of doubling as the chief executive of all three campuses. Aaron Bass has signed a contract for the next 3 years as Principal and CEO of EastSide Charter School. His full time role is focused on the success of our stand alone charter. In addition we have seen our staff respond to this challenge by cutting our staff attrition in half from 60% to 30% moving into FY20.

### **Major accomplishments**

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We have consistently seen drastic beginning-to-end-of-year increases in literacy gains for our elementary students. The 2016-17 school year is indicative on the gains we've seen across our charter term where the number of students reading on grade level grew from 0% at the beginning of the year in Kindergarten to 51% at the end of the year, from 7% in first grade to 21%, from 14% in second grade and third grade to 24% and 28%, respectively, and from 1% in 4<sup>th</sup> grade to 23%. Perhaps even more impressive is that more than 87% of students in grades K through 4 grew one or more reading levels in one year.

The culture of the school is one that teachers and staff highly value and respect. For the 2019-20 school year, children of four staff members are enrolled in the school. That is a data point we are very proud of, one that reflects the family-focused community we have created here at EastSide.

### Reflection on Charter Term

In reviewing the inconsistent results over the last 4 years, it is instructive to reflect on some governance history. At the beginning of this current charter term (2015) the EastSide Board and School management were asked to take over Family Foundations Academy which was in danger of losing its charter because of Board and school leadership malfeasance. The EastSide Board and school management agreed and established a common management for the two schools. From EastSide's point of view there was a call to assist another charter school and, in addition, an opportunity to increase total student enrollment to assist in affording top quality management and programs that neither school on its own could afford.

During the last 4 years, EastSide has done a good job of reforming FFA's operations, particularly its governance and financial practices. Also the common management arrangement has been financially beneficial to both schools. However, over time, with the disappointing performance at EastSide, we realized that EastSide needed the full time attention of its school leaders. Also, by the spring of 2019, the Board of FFA (now Charter School of New Castle) had determined that it was ready to go on its own, so the two schools discontinued their common management arrangement in favor of more limited employee sharing – HR and a school psychologist. See response to 3.5b.

Also during the last 4 years the EastSide Board has begun to take steps to address family and neighborhood housing, health and social welfare conditions which are so critical to the academic and social success of our students. That has led to EastSide taking a major role in the the REACH Riverside holistic approach to neighborhood revitalization, particularly its education component. This project has made great progress in the last two years. See below under Community Leadership.

### Community Leadership

EastSide is an exciting partner of the REACH Riverside project which is aimed at improving Wilmington's Riverside and East Lake communities. EastSide expects to play a major role in establishing the "cradle to college education pipeline" to serve the revitalized neighborhood. Charles McDowell, EastSide's former Board Chair and current CEO of its affiliated Foundation, is the Board Chair of REACH Riverside and Jocelyn Stewart, the current Board Chair of EastSide, is the Co-Chair of REACH's Education Committee.

The REACH Riverside Development Corporation (REACH) was formed in conjunction with the Wilmington Housing Authority, Kingswood Community Center and EastSide with a vision of transforming the Riverside neighborhood which is anchored by a 300 unit public housing community next door to EastSide. See [www.reachriverside.org](http://www.reachriverside.org). Riverside is a community of color historically plagued by welfare dependence, dilapidated housing, unemployment, crime and lack of hope, not uncommon in most racially-segregated urban communities across the nation. REACH will redevelop

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Riverside into a robust, healthy and vibrant neighborhood consisting of high-quality mixed income housing, employed and productive residents, safe streets and recreational areas, high quality child care and educational facilities supported by suitable health, wellness and commercial services to serve the vibrant neighborhood.

Through a comprehensive community revitalization process, REACH will create pathways out of poverty with, not for, the community. The collective efforts will provide affordable, mixed income housing to the Riverside community coupled with a fully integrated cradle through college educational and career pipeline, all bolstered by comprehensive health and wellness offerings serving the neighborhood.

REACH is based on the Purpose Built Communities Model, a holistic effort first successfully employed to revitalize the East Lake community in Georgia, one of Atlanta's most distressed and crime-ridden neighborhoods. See [www.purposebuiltcommunities.org](http://www.purposebuiltcommunities.org). Through the work of Purpose Built, East Lake was transformed into a safe community anchored by quality housing, high-performing schools, early childhood education programs and supportive family-oriented health and wellness programs. The REACH acronym reflects the planned three pillar Purpose Built Communities approach to community revitalization – Redevelopment, Education And Community Health.

In November 2018, REACH was formally invited to become the 19<sup>th</sup> Purpose Built Community nationally. As a Network Affiliate, REACH will continue to benefit from the pro-bono services provided by Purpose Built for a minimum of 10 years. Of equal benefit, will be REACH's ability to learn best practices from the other Purpose Built Communities throughout the nation.

Comprehensive community revitalization is planned for the redevelopment of the entire 45 acre site that includes the contiguous properties of the Riverside public housing project (25 acres), the Kingswood Community Center (12 acres), and the adjoining EastSide Charter School (8 acres). This initiative will include:

- A large-scale, **high-quality mixed-income community** of up to 600 units to replace the existing 293 dilapidated public housing units that currently serve simply to concentrate poverty and prevent new investment in the community. Construction of the first 74 units of new housing will commence in the spring of 2020, one block from EastSide.
- A **cradle-to-college educational and career pipeline** that will provide a seamless continuum of education services from birth through high school with an aspiration of 100% high school graduation and college attendance and/or career readiness.
- **Comprehensive community health, wellness and safety** goes beyond accessing quality medical care but assuring that the social and environmental factors that promote health and well-being are being addressed.
- A **newly constructed and rejuvenated Kingswood Community Center** will play a central role as the home of several other project components including early learning, senior services, health and wellness services and other amenities needed to support a robust neighborhood and as the heart of the neighborhood it has served for more than 70 years.
- **The Teen Warehouse**, an innovative partnership with more than 100 teen-serving organizations, will provide school-day and after-school recreation, education, arts, health and career exploration programs and services for Wilmington youth ages 13 to 19. The Teen Warehouse is located in the former Prestige Academy Building, which was donated by Capital One. One of the major occupants of the Teen Warehouse is Kingswood Academy, the alternative school managed by Kingswood Community Center.

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The revitalization initiatives provide a community-specific mixture of facilities, programs and services that honor local history, reflect the priorities of residents, promote healthy lifestyles, create jobs and reduce crime. The positive impact of this community revitalization will also be reflected in increased property values, economic development and tax revenue in Riverside and the adjoining areas of Northeast Wilmington.

REACH will serve as the “community quarterback” (in the language of Purpose Built), leading the revitalization by engaging community members, building partnerships, securing funding, and ensuring implementation of the housing, education, and wellness components of the model as part of the community’s vision.

The entire project contemplates the investment of about \$150MM over 10+ years, of which at least \$30MM will need to be raised from government grants and charitable contributions. During its first two years of operation, REACH has raised more than \$10MM.

### **Press**

We are proud of the efforts we’ve maintained to be a positive force in the community as we strive to have significant impact far beyond academic results. A sampling of the positive press EastSide has received in the media is included below.

- [EastSide's Commitment to Its Students Reaches through College](#)
  - [Role Models Greet EastSide Students](#)
  - [Suit Up/Show Up at EastSide Charter](#)
  - [Images from Suit Up/Show Up](#)
  - [Eastside Commits to College Then Career](#)
  - [EastSide Charter Provides Families with Computer Training](#)
  - [Families receive computers and internet access through EastSide Program](#)
  - [EastSide students treated to "Black Panther" by City Council and area business](#)
  - [How Does Delaware Hold Schools Accountable](#)
  - [State Tracks Student Performance Annually but Tests Worth It](#)
  - [Teachers Get Little Help Stocking Classrooms](#)
  - [Teacher Proposal](#)
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### **Current Progress**

With the combination of the doubling down on mental health services, reconcentrating on cultural and social emotional issues, the APEX Honors program and the incredible transformational promise of the REACH Riverside initiative, we are very optimistic about the future for EastSide and its scholars.

Up to date data shows that EastSide has made extremely positive progress with its improvement efforts this school year. Regarding school climate, discipline referrals have decreased by 33 through the first four weeks of the school year while teachers have made 72 fewer disciplinary calls to a dean.

Average daily attendance is at 89%, with an improvement from 76% at the beginning of the year to 92% over the last two weeks.

The DOE-supported PBS program has shown success through the school’s Fly Friday program in which students are recognized for consistently positive behavior. Through three weeks, an average of 75% of students have earned Fly Friday recognition and participation.



## Performance Agreement

### Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

#### DOE Summary:

In SY 17/18, East Side Charter School earned an overall rating of "Well Below Expectations."

#### School Comments 2017-2018

EastSide has shown an increase in academic achievement and academic growth from 2016-17 to 2017-2018. EastSide had an average growth increase of 9% points in Language Arts and an increase of 6% points in Mathematics. In addition, EastSide was ranked 2nd among all Delaware schools with respect to the percentage of students who met their annual growth targets. The mission specific goal is to shrink and ultimately eliminate the achievement gap in Wilmington and in the state. EastSide has "chipped" away at the achievement gap, but must continue to consistently see gains in ELA and Math to succeed in closing the gap.

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

EastSide has not consistently met expectations as stated in the academic performance agreement. The expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Since the agreement was made in 2014, the state changed its state assessment and revised the standards necessary to reach state expectations. EastSide has embraced this new reality and continues to work hard to ensure that all aspects of the school model lead to student achievement results that meet the state's higher standards. While achievement may not quite meet expectations, we are proud of the fact that our students are making incredible gains. The most recent publicly available state assessment data shows that EastSide is outperforming the State with regard to the percentage of students meeting their growth targets. In 2017-18:

- 69.34% of East Side Charter School students met growth targets in English Language Arts, which exceeded the State average (62.24%) by 7.1%.
- 67% of students in the highest quartile met growth targets in English Language Arts, which exceeded the State average (61.80%) by 5.2%.
- 74.33% of students in the lowest quartile met growth targets in English Language Arts, which exceeded the State average (64.92%) by 9.41%.
- 57.97% of East Side Charter School students met growth targets in math, which was slightly higher

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than the State average (57.23%).

- 59.29% of students in the highest quartile met growth targets in math, which was slightly higher than the State average (59.14%).
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## 2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00	18.23%	75.00	14.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00	17.31%	75.00	13.00

### DOE Summary:

In SY 17/18, the school earned a rating of “Well Below Expectations” for Academic Achievement. ELA proficiency was at 19.90%, which was 34.62% less than the State average proficiency (54.52%). Math proficiency was at 21.07%, which was 21.82% below the State average proficiency (42.89%).

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

School Comments 2017-2018	School Comments The Academic Achievement data for Eastside Charter School is provided below:			
	<b>ESCS ELA</b>	<b>16-17 Scores</b>	<b>17-18 Scores</b>	<b>Increase/decrease baseline</b>
	Grades 4-5	33%	48%	
	4	15%	35%	Increase 22pts
	5	15%	32%	decrease 3pts
	6	12%	38%	Increase 6pts
	7	13%	25%	Increase 10pts
	8	17%	28%	Increase 11pts
	<b>Total</b>	<b>14% Avg</b>	<b>25.2% avg</b>	<b>Increase avg 9pts</b>
	<b>ESCS Math</b>	<b>16-17 Scores</b>	<b>17-18 Scores</b>	<b>baseline</b>
	Grades 4-5	24%	20%	
	4	24%	65%	Increase 34pts
	5	15%	2%	decrease 13pts
	6	12%	50%	decrease 2pts
	7	5%	50%	Increase 7pts
	8	6%	50%	Increase 2pts
	<b>Total</b>	<b>14.4% Avg</b>	<b>30% avg</b>	<b>Increase avg 9pts</b>
	<p>Based on student performance, it is evident there must be a focus on certain grades and subjects. Each year we look to see the progress of students at each grade level following them throughout their years at Eastside. 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. Unfortunately, teacher turnover has contributed to decreases in scores in grades 3 and 5. A second factor was teacher performance. Teachers who struggle with classroom management and who are not able to teach an academic year's worth of material prior to the state exam are not showing an increase in academic performance. Eastside acknowledged these issues and has worked diligently to provide more effective teacher training and coaching in addition to restructuring the leadership team. Pacing charts in mathematics were modified to increase the amount of content taught prior to the state exam. Eastside is also concentrating more on student writing skills, specifically narrative writing. Data shows writing is a contributing factor to students' decreased scores in ELA. However, there were some grades that did see significant increases in proficiency levels in both ELA and Math. Grade 4 math closed the achievement gap compared to the state average and several grade levels had double digit increases as reflected in the chart above.</p>			

### b) Expected outcomes for Academic Achievement

#### School Comments 2017-2018

EastSide Charter School has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and retention. EastSide has modified instruction and curriculum as well. A writing program has been implemented to address student Language Arts deficiencies. In addition, EastSide has increased its efforts to increase more of a blended learning approach for students. Blended learning will increase the amount of individualized instruction students receive. Furthermore, EastSide has increased

efforts to support teachers through more targeted professional development. A second Assistant Principal of instruction has also been added to the leadership team in order to support teachers.

**c) Progress measures to track expected Academic Achievement outcomes**

**School Comments  
2017-2018**

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. 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.

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EastSide has not consistently earned the Meet Standard designation for its overall academic rating. Students are improving as a fast rate, with many of our elementary students experiencing more than one year of academic growth in literacy each year. The persistent challenge we face is the proliferation of students who enter EastSide several years below grade level. We continue to work hard to meet their needs and accelerate their progress but sometimes student growth – even strong student growth – has not led students to meet proficiency targets in time for the annual state test. We believe that over time, students will continue to grow toward and eventually meet proficiency.

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

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EastSide expects to increase student achievement with regard to growth scores and proficiency data. By doing so, we expect to meet all academic achievement expectations.

We have and will continue to take many steps to ensure an adequate increase in proficiency. We have increased our focus and energy on teacher recruitment and retention. We have broadened the reach of our advertising for school-level positions, improved the interview and selection process, and heightened our standards for what denotes a day 1 ready teacher for EastSide. For example, we have strengthened the weight we place on cultural competency, understanding of effective literacy instructional practices, and teaching experience in urban schools. We are confident that this will result in a stronger and more stable teacher force.

We have also modified our approach to curricular and instructional design, and instructional delivery. One example of this is a new writing program that we've implemented to address Language Arts deficiencies. In addition, the school has increased its efforts to increase more of a blended learning approach for students. Blended learning continues to increase the amount of individualized instruction students receive.

Furthermore, EastSide has increased efforts to support teachers through more targeted professional development via a dedicated assistant principal of instruction and a principal dedicated to just EastSide exclusively.

#### Student Culture

We believe that a stronger focus on student culture will support our effort to achieve improved outcomes. Moving forward, EastSide will have clear and consistent routines for every part of the lesson, hallways, entrance to school and departure. In addition, staff will be consistent in the execution of student consequences as well as PBS system. Lastly, students will be taught SEL through Second Step as a way to teach character development and skill building in conflict resolution.

Goals:

- 80% of students in each class to be actively engaged in the lesson
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- 80% staff retention
- 80% of students attending monthly incentives
- 5% increase on SBAC (state assessment)
- 80% of students reaching their growth goal on SBAC

Tracking:

- Organizational Health/Staff Satisfaction Survey (HSR)
- LT informal survey
- Classroom Walkthrough rubrics to assess classroom environment/Teacher's progress on vision for the classroom environment.
- Bi-monthly "pulse surveys"
- IA data
- MAP data
- F&P data

EastSide will implement three major strategies to accomplish this: Focus on Social-Emotional Learning, Improve PBS system, and track data on Engaged Students throughout the building. Each one is described below.

Social-Emotional Learning

We intend to support our students by implementing an evidence-based social-emotional learning curriculum (Second Step) focused on the development of key skills that aid students in becoming better equipped to manage their own emotions, solve problems, and deal with peer pressure in order to become more successful in school—ultimately setting them up to be thoughtful and productive citizens later in life.

Key Actions:

1. Provide 2<sup>nd</sup> Step Scope & Sequence and Lessons with on-going guidance and support;
2. Ensure master schedule allows for a 25-35 minute SEL block (minimally once per week) and daily 10-15 minute follow up mini-lessons;
3. Train all staff on Second Step Curriculum during Summer PD and follow up through-out the year;
4. Mental Health Team (MHT) trains/collaborates with Culture Team to ensure that discipline policies and procedures are aligned with SEL best practices;
5. Ensure parent engagement through weekly parent take home lessons that are provided by 2<sup>nd</sup> Step;
6. Leaders, MHT, and Culture Team will examine culture trends on a bi-weekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff;
7. MHT will provide on-going PD (i.e. after school, team meetings, PLC, and PD days) on implementation of Second Step lessons and trauma informed instruction;
8. Collaborative coaching approach by Leadership and/or MHT on SEL implementation and practices;
9. MHT will review implementation (i.e. with use of walk-through tools and rubrics) of 2<sup>nd</sup> throughout school and determine next steps as needed; and
10. Provide Summer reading focused on SEL and Trauma Informed Care (Relationship, Responsibility and Regulation; Trauma Invested Strategies for Teachers –by Pete Hall Kristin Van Marter Souers).

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### Improve our PBS System

Create clear and consistent behavior ladders across the school. Create an incentive-based program that will lead to student success and is used consistently throughout the year.

#### Key Actions

1. Deans work with Leadership to create consequence ladder that clearly explains to staff, students, and parents (free of academic consequences);
2. Create grade appropriate systems and routines;
3. Create consistent signage for each classroom of consequence ladder;
4. Create trackers for teachers that can be used for classroom consequences;
5. Continue to use Dojo to track student incentives in class;
6. Create criteria for earning all age appropriate weekly, monthly and year-long incentives;
7. Create trimester incentive calendar for age appropriate weekly incentives as well as monthly field trips for students that show positive behavior throughout the month;
8. Create major end of year reward for students who earn all monthly trips;
9. Share with staff for feedback at June PD
10. Share incentives with parents on social media and weekly bulletins

### Tracking Data on Engaged Students.

Ensure that all staff are clear about systems and what they look like in action and that there is appropriate follow up throughout the year of systems and plans for improvement as needed.

#### Key Actions

1. Create and norm what bar of engagement in class looks like in a playbook format (above 80% on each indicator).
2. Create tool for inspecting systems and routines as well as weekly schedule of inspections;
3. Share with staff for feedback at June PD
4. Train and norm with teachers the systems as well as how Leaders use the inspection tool;
5. Share data on weekly basis about school performance on engagement in classes as well as strong implementation of systems and routines in classes;
6. Staff and leadership will use weekly data to make improvements to increase proficiency in all classes;
7. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.
8. Leaders will review trackers with teachers weekly in comparison with Culture reports to adapt systems in the classroom (communication with parents, changing systems in the classroom, work with Mental Health and Spec Ed team, and other next steps as needed.)
9. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.

All Action Steps have been worked on in conjunction with Department of Education through the MTSS partnership as well as with Achievement First which runs high performing schools on the East Coast.

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### **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.**

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress with regard to grade level work. Data from the MAP assessment

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will allow us to adequately progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing. We will analyze all data and use this analysis to inform adjustments in design and delivery of whole group instruction, small group instruction, and individualized student supports.

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### 2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00	50.24%	75.00	38.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00	49.76%	75.00	37.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00	54.44%	12.50	7.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00	51.13%	12.50	6.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00	48.04%	12.50	6.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	12.50	7.00	54.66%	12.50	7.00

#### DOE Summary:

In SY 17/18, East Side Charter School earned a rating of “Meets Expectations” for Academic Progress.

#### English Language Arts - SY17/18

- 69.34% of East Side Charter School students met growth targets in English Language Arts, which exceeded the State average (62.24%) by 7.1%.
- 67% of students in the highest quartile met growth targets in English Language Arts, which exceeded the State average (61.80%) by 5.2%.
- 74.33% of students in the lowest quartile met growth targets in English Language Arts, which exceeded the State average (64.92%) by 9.41%.

#### Math - SY17/18

- 57.97% of East Side Charter School students met growth targets in math, which slightly higher than the State average (57.23%).
- 59.29% of students in the highest quartile met growth targets in math, which was slightly higher than the State average (59.14%).
- 55.91% of students in the lowest quartile met growth targets in math, which was 2.94% lower than

the State average (58.85%).

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

<b>School Comments 2017-2018</b>	It is evident from the data that EastSide needs to do a better job with instructing the highest and the lowest quartile of students. So many times schools teach to the "middle quartile" students. This year EastSide is utilizing blended learning to assist in meeting some of the academic needs of the both the lower and upper quartile of students. In addition, EastSide has increased student supports for tier three students as well as incorporated an honors program to support our tier one students. During the 17-18 school year EastSide achieved a ranking of 2nd in both ELA and Math as compared to the entire state of Delaware with respect to the percentage of students who met their annual growth targets. 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 all grade levels. 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. Coupled with student deficiencies, we face teacher turnover. "New" teachers are low in skill and require extended coaching and training to be developed. EastSide has increased efforts to coach inexperienced teachers, training "highly effective" teachers to become coaches and promoting existing staff to leadership positions to help coach. We also acquired a second instructional leader to support teachers. A third focus is for EastSide to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st in addition to increasing instruction and integrating a writing curriculum.
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**b) Expected outcomes for Academic Progress for all students**

<b>School Comments 2017-2018</b>	EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide will take the following steps to ensure growth occurs. Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions. Follow pacing charts with fidelity. Increase the level of coaching support by training "highly effective" teachers to support other staff and adding an additional instructional leader. Also there will be additional time scheduled daily to support blended learning to address student individual needs. Furthermore, curriculum modification will be made to address deficient 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**

<b>School Comments 2017-2018</b>	EastSide will measure progress by tracking teacher evaluations and by tracking student performance on assessments and classroom assignments. 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.)**

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The percentage of students who met their growth goals dropped from 69% (ELA) and 58% (Math) in 2017-18 to 50% (ELA) and 50% (Math) in 2018-19.

In 2017-18, EastSide earned a Meets Expectations rating for academic progress as EastSide outperformed the State of Delaware with regard to the percentage of students meeting their individual growth target, ranking better than all but one school district in the state in both Math and ELA.

Explanation/Root Causes

1. Many high performing students left the school prior to September 30 due to parent choice.
  2. Staff attrition due to ineffective leadership at the principal position during the school year.
  3. Strong data tracking throughout the school led to better outcomes.
  4. Consistency in school culture.
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**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?**

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EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide has taken and will continue to take the following steps to ensure adequate growth of our student:

- Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions.
- Leaders will ensure that curricular pacing charts are well designed and followed with fidelity, with appropriate adjustments made if alterations occur to pace or depth.
- The school will increase the level of coaching support offered to all teacher, particularly for inexperienced teachers. We will do this by training "highly effective" teachers to support and mentor other staff and adding an additional instructional leader to ensure a quality program
- Revise the daily schedule to include additional time that is dedicated to enhancing our blended learning model to ensure that all individual needs of students are met.
- Modify our curriculum to address deficient writing skills and prioritize content to be taught prior to the start of state testing season.
- Strengthen our social studies and arts curriculum to support the academic deficits of our students.
- Expand and improve our approach to teacher recruitment and selection.
- Improve our instructional coaching model in quality and consistency.

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Student Culture

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We believe that a stronger focus on student culture will support of work in achieving expected outcomes. Moving forward, EastSide will have clear and consistent routines for every part of the lesson, hallways, entrance to school and departure. In addition, staff will be consistent in execution of student consequences as well as PBS system. Lastly, students will be taught SEL through Second Step as a way to teach character development and skill building in conflict resolution.

Goals:

- 80% of students in each class to be actively engaged in the lesson
- 80% staff retention
- 80% of students attending monthly incentives
- 5% increase on SBAC (state assessment)
- 80% of students reaching their growth goal on SBAC

Tracking:

- Org Health/Staff Satisfaction Survey (HSR)
- LT informal survey
- Classroom Walkthrough rubrics to assess classroom environment/Teacher's progress on vision for the classroom environment.
- Bi-monthly "pulse surveys"
- IA data
- MAP data
- F&P data

EastSide will implement three major strategies to accomplish this: Focus on Social-Emotional Learning, Improves PBS system, and track data on Engaged Students throughout the building. Each one is described below.

Social-Emotional Learning

We intend to support our students by implementing an evidence-based social-emotional learning curriculum (Second Step) focused on the development of key skills that aid students in becoming better equipped to manage their own emotions, solve problems, and deal with peer pressure in order to become more successful in school—ultimately setting them up to be thoughtful and productive citizens later in life.

Key Actions:

1. Provide 2<sup>nd</sup> Step Scope & Sequence and Lessons with on-going guidance and support;
  2. Ensure master schedule allows for a 25-35 minute SEL block (minimally once per week) and daily 10-15 minute follow up mini-lessons;
  3. Train all staff on Second Step Curriculum during Summer PD and follow up through-out the year;
  4. MHT train/collaborate with Culture Team to ensure that discipline policies and procedures are aligned with SEL best practices;
  5. Ensure parent engagement through weekly parent take home lessons that are provided by 2<sup>nd</sup> Step;
  6. Leaders, MHT, and Culture Team will examine culture trends on a bi-weekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff;
  7. MHT will provide on-going PD (i.e. after school, team meetings, PLC, and PD days) on implementation of Second Step lessons and trauma informed instruction;
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- 
8. Collaborative coaching approach by Leadership and/or MHT on SEL implementation and practices;
  9. MHT will review implementation (i.e. with use of walk-through tools and rubrics) of 2<sup>nd</sup> throughout school and determine next steps as needed; and
  10. Provide Summer reading focused on SEL and Trauma Informed Care (Relationship, Responsibility and Regulation; Trauma Invested Strategies for Teachers –by Pete Hall Kristin Van Marter Souers).

### Improve our PBS System

Create clear and consistent behavior ladders across the school. Create an incentive-based program that will lead to student success and is used consistently throughout the year.

#### Key Actions

1. Deans work with Leadership to create consequence ladder that clearly explains to staff, students, and parents (free of academic consequences);
2. Create grade appropriate systems and routines;
3. Create consistent signage for each classroom of consequence ladder;
4. Create trackers for teachers that can be used for classroom consequences;
5. Continue to use Dojo to track student incentives in class;
6. Create criteria for earning all age appropriate weekly, monthly and year-long incentives;
7. Create trimester incentive calendar for age appropriate weekly incentives as well as monthly field trips for students that show positive behavior throughout the month;
8. Create major end of year reward for students who earn all monthly trips;
9. Share with staff for feedback at June PD
10. Share incentives with parents on social media and weekly bulletins

### Tracking Data on Engaged Students.

Ensure that all staff are clear about systems and what they look like in action and that there is appropriate follow up throughout the year of systems and plans for improvement as needed.

#### Key Actions

1. Create and norm what bar of engagement in class looks like in a playbook format.
2. Create tool for inspecting systems and routines as well as weekly schedule of inspections;
3. Share with staff for feedback at June PD
4. Train and norm with teachers the systems as well as how Leaders use the inspection tool;
5. Share data on weekly basis about school performance on engagement in classes as well as strong implementation of systems and routines in classes;
6. Staff and leadership will use weekly data to make improvements to increase proficiency in all classes;
7. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for Staff.
8. Leaders will review trackers with teachers weekly in comparison with Culture reports to adapt systems in the classroom (communication with parents, changing systems in the classroom, work with Mental Health and Spec Ed team, and other next steps as needed.)
9. Leaders and culture team will examine trends on a biweekly basis and create next steps on how to adjust behavior systems as needed including Professional Development for staff.

All Action Steps have been worked on in conjunction with Department of Education through the MTSS partnership as well as with Achievement First which runs high performing schools on the East Coast.

**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.**

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EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress with regard to grade level work. Data from the MAP assessment will allow us to adequately progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing. We will analyze all data and use this analysis to inform adjustments in design and delivery of whole group instruction, small group instruction, and individualized student supports.

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## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00	63.66%	50.00	32.00
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, East Side Charter School earned a rating of “Meets Expectations” for School Quality/Student Success. 75.33% of students demonstrated on-track attendance, which was 11.12% lower 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

<b>School Comments 2017-2018</b>	We have made a sincere effort to accurately track student attendance this year. We have seen that student attendance is linked to conditions in the home, attitude towards school, access to consistent transportation (even when getting to the school bus stops) and resources in the home. 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

<b>School Comments 2017-2018</b>	We expect to improve the 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 we are committed to strong outcomes for our scholars. In addition we will continue to
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use the practices that we employed this year to build a strong culture of regular school attendance.

**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 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.)**

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In 2017-18, EastSide earned a rating of "Meets Expectations" for School Quality/Student Success.

Explanation/Root Causes:

1. One of the things the school struggles with is on track attendance. In 2017-18, only 75.33% of students demonstrated on-track attendance, which was 11.12% lower than the State average (86.45%). This number dropped to 63.33% in 2018-19. This is an area of concern that we have as students who experience trauma often have barriers that limit the attendance. For FY 20 EastSide has targeted attendance and as of the submission of this report we have seen attendance consistently reach above 90% on a daily basis since September 9.
2. Inconsistent school leadership has led to a less than ideal school culture and academic program which has been addressed through securing Aaron Bass for the next three years as well as opportunity for many more.
3. Need to build systems of support for students' emotional learning which has been addressed through partnership with DOE for MTSS as well as in providing Second Step curriculum.

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**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?**

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We expect to meet the standard for the School Quality/Student Success rating.

We will take the following steps:

- Improve our Social Studies and our Visual Arts curricula
- Enhance our focus on school climate
- Increase attendance by improving our outreach to families, providing greater opportunities for parents and families to be present and involved in the school to support their children and in understanding the importance of regular attendance.
- We will continue to have all staff work with students to ensure that they have what they need to be in school.
- Improve the work of our 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 we are committed to strong outcomes for our scholars.
- We will continue to use the practices that we employed this year to build a strong culture of regular school attendance.

In addition, in collaboration with DOE, we are receiving MTSS support and have created an MTSS Action Plan to support our students. Below is a list of some of the actions associated with this.

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### MTSS Tier 1 – School-wide PBS Benchmarks

- Leadership team with active administration established & trained to support implementation of School-wide PBS for all students
- The team is representative of school community, includes administrator, and meets at least monthly to develop & evaluate SWPBS system:
- Current discipline data, at minimum Office Discipline Referrals (ODR), reviewed monthly and shared with staff; ODR & additional data sources used to plan and monitor program change
- Team provides annual staff overview of DE-PBS system including school specifics & data, and implementation fidelity is monitored
- SWPBS System focuses on prevention through implementation of school-wide and classroom PBS strategies:
  - Focus on relationship development
  - SWPBS expectations established, actively taught, and acknowledged to ensure working knowledge by all staff and students
- SWPBS System has established procedures to support correcting problem behavior with emphasis on developing problem-solving skills:
  - Behavior response system includes: defined behaviors delineated as major vs. minor with school-wide response procedures determined
  - Response to major and minor behavior includes systematic incorporation of problem-solving and skill building
- SWPBS System focuses on developing self-discipline through social-emotional learning:
  - School-wide integration of social-emotional learning curriculum
  - Self-discipline emphasized through school-wide activities intended to enhance SEL curriculum, promote relationship building, and student leadership

Recognition emphasizes SEL concepts of self-management, social awareness, empathy, relationship skills, responsible decision making, and positive sense of self

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#### **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.**

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 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 in order to keep strong attendance.

To ensure stronger attendance, we will monitor teacher and staff outreach to families, garner insight on barriers that inhibit attendance, and evaluate the effectiveness of our increased focus on attendance to inform adjustments to our approach.

EastSide has created a 6-week playbook to ensure that we are implementing and monitoring the right actions to drive our progress towards goals that will lead us to success

**Purpose:** Our 6 Week Playbook will ensure that we get off to a very strong start as a school. Through strong implementation and follow-up, we will ensure that strong habits and systems are built to last for the entire school year. Within the first 6 weeks we will work towards establishing strong student culture and relationships as the foundation for when we make a shift to academics living in the foreground.

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Student investment will be driven all year by the consistency with taxonomies, strategies and habits built through the first six weeks, in addition to the positive rapport that should be established through relationship building and focus on Positivity Ratio.

**Goals:**

		GOAL	MEASURING PROGRESS
OUPUTS	<b>ACTIVE ENGAGEMENT</b>	<b>95%+</b> of students are participating in on-task behaviors throughout class	This metric will be determined by computing the average time-on-task across all observations. As a teacher gives a direction or students are participating in a learning activity, the raw amount of students who are participating with appropriate behaviors are considered "on".
	<b>SCHOLAR HABITS</b>	<b>80%</b> Proficiency measure on all habit metrics	This metric will be captured by identifying the number of students that are considered "off-vision" during an observation.
	<b>100% (ACCOUNTABILTY MOMENTS)</b>	<b>80%+</b> of direct expectations are met within 5-8 seconds by ALL scholars (or off-vision scholars earn consequence)	This metric will be captured by tallying each time a teacher sets a direct expectation (denominator) during an observation, and tallying whether 100% was attained (numerator). We'll then compute a percentage of the time that the teacher achieved 100% on direct expectations.
INPUTS	<b>TEACHER TAXONOMY SKILLS</b>	<b>85%+</b> of teachers' earn a "proficient" ranking (3 or 4) on TEF lines 2A and 2B by end of week 6	To be considered proficient, a teacher should receive a 3 (Effective) or 4 (Highly Effective) in each of the following Taxonomy Skills: 2a: Student Engagement, 2b: Student Behavior as outlined by the TEF.
	<b>POSITIVITY RATIO</b>	<b>2:1</b> Two positive or affirming interactions for every critical interaction	To meet the requirements for creating a positive classroom climate, a teacher should have two positive or affirming interactions for every critical interaction. Part of the metric for this is determined by associated

**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	n/a	n/a	n/a	n/a	n/a	n/a

**DOE Summary:**

EastSide Charter School did not have 15 or more students in this subgroup to generate an accountability calculation for this indicator.

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

<b>School Comments 2017-2018</b>	Not applicable
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**b) Expected outcomes for Progress toward English language proficiency (ELP)**

<b>School Comments 2017-2018</b>	Not applicable
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**c) Progress measures to track English language proficiency (ELP) outcomes**

<b>School Comments 2017-2018</b>	Not applicable
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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.)

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Not applicable as ELP ratings are not available.

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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?

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Not applicable due to insufficient number of students.

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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.

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Not applicable due to insufficient number of students.

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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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 EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

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.	<p><b>Meets Standard:</b></p> <p>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.</p> <p><b>Approaching Standard:</b></p> <p>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.</p> <p><b>Far Below Standard:</b></p> <p>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.</p>	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE	3a1

#### DOE Summary:

East Side Charter School met the criteria for a “Meets Standard” rating for its mission specific goal.

#### a) mission specific goal(s).

<b>School Comments 2017-2018</b>	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 a better impact on student performance.
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<b>School Comments 2016-2017</b>	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 this school year. 86% 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 not successful in accomplishing our academic goals on SBAC. We have since made many corrections in the school which have included a leadership overhaul and a change in staffing 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).**

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EastSide met the expectation for its mission specific goal.

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

### 3.2 Organizational Performance

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

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	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

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	M	M	F	M	M	M	M	M	Approaching Standard
2017-2018	M	M	M	M	F	M	M	M	M	M	Approaching Standard
2018-2019	M	M	M	M	M	M	M	M	M	TBD	Meets Standard

DOE Summary:

East Side Charter School earned an overall rating of “Approaching” in SY 16/17 and an overall rating of “Approaching” in SY 17/18. In SY 16/17 and SY 17/18, the school was rated “Far Below Standard” for measure 2a. (governance and public stewardship).

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

<b>School Comments 2017-2018</b>	EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.
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<b>School Comments 2016-2017</b>	The school has met the standard the previous 4 years and feels confident that we will return to that rating in '17 – '18. The school fell short of one standard this year due to current Board members not meeting the financial training requirements. The new online training has already resolved some scheduling issues and all of our Board members will be compliant.
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2017-2018</b>	See comment above
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<b>School Comments 2016-2017</b>	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

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

#### DOE Rating Information:

2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17

#### School Response To Rating:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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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.)



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EastSide earned a Meets Standards rating for 2018-19 which is an improvement of the prior two years in which it earned an Approaching Standard rating.

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

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The school has a new board president, Jocelyn Stewart, as of spring 2019. Ms. Stewart continues the high level of credibility that the EastSide Board has enjoyed and she has redoubled emphasis on board governance training.

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

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EastSide Charter School has met standard in every category.

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## Performance Agreement

### Organizational Performance Expectations

EastSide Charter School's overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving 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.

#### DOE Summary:

In SY 17/18, EastSide Charter School earned an overall rating of "Approaching Standard."

<b>School Comments 2017-2018</b>	The LEA has proven successful in all categories except for one this past year. We are expecting to be Meets Standards in all categories moving forward.
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<b>School Comments 2016-2017</b>	For the 2016-17 School year we were deemed meets standard in all Education Program sections of the Org Framework report. With regards to our own goals of moving students on the SBAC we fell well short of our goal. We have made changes throughout the entire school staff and leadership to address the shortfall. We have also worked to ensure that our students and parents are much more engaged with the academics this year. This has been done through working with families on school success as well as building families with regards to computer classes and computer donations as well as book bag drives and job fairs. We believe that being able to serve the entire family will have a positive impact on student 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 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.

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The EastSide Performance Agreement states that it will meet the standard for organizational performance which it accomplished in 2018-19.

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### 3.3 Educational Program

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

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Literacy: To support of youngest learners, EastSide will supplement the DOE-approved Expeditionary Learning curriculum supplemented by the [Bookworms curriculum](#) by Dr. Sharon Walpole for K-4 students (Appendix 2A).

Social Studies: EastSide has joined the DOE-sponsored Social Studies Coalition (Appendix 2B-1). The school will use the [TCI curriculum](#). (Appendix 2B-2)

Visual/Performing Arts: EastSide has adopted a new [K-8 full year Art Curriculum](#) (Appendix 2C) and a new [Theatre curriculum](#) (Appendix 2D).

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- 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 EQUP 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?
  - 2) Can you describe how you ensure accessibility for all students in science?
  - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

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	M	M
2017-2018	M	M	M
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.

EastSide has agreed to participate in a partnership with DOE and the American Institute for Research (AIR) to foster a stronger and improved MTSS program. In collaboration with DOE, we are receiving MTSS support and have created an MTSS Action Plan to support our students. Below is a list of some of the actions associated with this plan.

#### MTSS Tier 1 – School-wide PBS Benchmarks

- Leadership team with active administration established & trained to support implementation of School-wide PBS for all students
- The team is representative of school community, includes administrator, and meets at least monthly to develop & evaluate SWPBS system:
- Current discipline data, at minimum Office Discipline Referrals (ODR), reviewed monthly and shared with staff; ODR & additional data sources used to plan and monitor program change
- Team provides annual staff overview of DE-PBS system including school specifics & data, and implementation fidelity is monitored
- SWPBS System focuses on prevention through implementation of school-wide and classroom PBS strategies:
- Focus on relationship development
- SWPBS expectations established, actively taught, and acknowledged to ensure working knowledge by all staff and students
- SWPBS System has established procedures to support correcting problem behavior with emphasis on developing problem-solving skills:

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- Behavior response system includes: defined behaviors delineated as major vs. minor with school-wide response procedures determined
  - Response to major and minor behavior includes systematic incorporation of problem-solving and skill building
  - SWPBS System focuses on developing self-discipline through social-emotional learning:
  - School-wide integration of social-emotional learning curriculum
  - Self-discipline emphasized through school-wide activities intended to enhance SEL curriculum, promote relationship building, and student leadership

Recognition emphasizes SEL concepts of self-management, social awareness, empathy, relationship skills, responsible decision making, and positive sense of self.

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**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.**

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EastSide has established an MOU with DOE and is utilizing the MTSS fidelity implementation worksheet to track our progress.

EastSide has created a stronger child study team that includes culture team, school leaders, grade level teachers, school psychologist, special education team, and parents.

We have scheduled dedicated time to focus our energy on proper identification of at-risk students and on analysis of effectiveness of support strategies.

We have increased data tracking of mastery of standards that promote more urgent and more individualized remediation for students in need.

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**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.**

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No changes have been made; EastSide continues to follow state and federal regulations for identifying and serving English Language Learners and the following EastSide protocol:

EastSide Charter follows state regulations, outlined in Title 14 Section 900: Special Populations, Subsection 920: Educational Programs for English Language Learners (ELLs), when identifying and servicing students whose speak and/or are regularly exposed a language other than English. The first step in our process is to ensure parents are completing a home language survey as part of our registration process. This survey shall elicit from the student's parent, guardian or Relative Caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student. Any student for whom a language other than English is reported on the home language survey as the student's first acquired language or as a language used in the student's home shall be administered an English language proficiency assessment.

The admissions director will notify our Director of Support Services if an application indicates a second language. The Director of Support Services will then schedule an English language proficiency assessment (ELPA) to be administered. The ELAP will be based on English Language Proficiency Standards for English Language Learners K to 12 and shall assess listening, speaking, reading and

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writing. The assessment shall be validated for this purpose and approved by the Department of Education for use statewide.

The assessment shall be conducted as soon as practicable, but not later than twenty five (25) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument. Any student who achieves a score on the English language proficiency assessment that is lower than the state mandated eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified as an ELL and shall be entitled to a program of instruction for ELLs.

ESL programs are then provided to students according to DE state guidelines in regards to frequency and ratio of services. Instruction will be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELLs. Programs vary in approach, including both push-in or pull-out supports and individual or group sessions in order to include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

The student will remain in this program for the duration of one academic year. Each spring an annual English language proficiency assessment will be administered as established by the Department of Education. All information and assessment results will be entered into the state systems Coordinator of Support Services.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be transitioned as fully English proficient. EastSide will continue to monitor the exited student's progress for at least two school years following the identification of the student as fully English Proficient. Students who experience academic difficulty in the regular classroom during the transition period shall, based on further assessment re-enter the ESL program or shall be provided with additional instructional services as necessary and appropriate.

The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child in the ESL program and also has the right to withdraw an identified student from the program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program must do so in writing.

The Coordinator of Support Services will ensure that communication with parents, guardians and Relative Caregivers, including notices of eligibility for programs for ELLs, notices about the student's educational performance and progress in such programs. After each assessment result is reported to EastSide (both the ELPA and ACCESS), the Coordinator of Support Services will send home the scores, as well as notice on any program changes that need to occur as a result. ESL tutors will compile quarterly reports on all ELL's progress which are shared with parents with each report card marking period.

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**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.**



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EastSide has established an MOU with DOE and is utilizing the MTSS fidelity implementation worksheet to track our progress.

EastSide has created a stronger child study team that includes culture team, school leaders, grade level teachers, school psychologist, special education team, and parents.

We have scheduled dedicated time to focus our energy on proper identification of students with disabilities and on analysis of effectiveness of support strategies.

We have increased data tracking of mastery of standards that promote more urgent and more individualized remediation for students in need.

As a general practice, the school continues to follow the EastSide protocol:

EastSide Charter adheres to *Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0* when identifying, evaluating, servicing, and monitoring a student suspected of have a disability. A “Child with a Disability” means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in these regulations as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an Other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

EastSide Charter students are all administered universal screenings and class-wide normed assessments in the beginning of each school year and then a minimum of four additional times throughout the year. Student data is then analyzed and used to create groupings in order to provide a tiered system of supports, interventions, and instructional goals for students on different levels. Teachers meet monthly to report on students’ performance levels and rates of improvement according to on-going progress monitoring. Following Delaware’s Response to Intervention (RTI) protocols, students not making adequate progress during cyclic data meetings are provided additional supports and a team convenes to identify the academic problem, its cause, and develops a strategic plan to implement and evaluate. A wide variety of interventions are presented based on student’s unique needs and performance data.

Our leader of Special Education will be notified by the grade team leader and/or the special education case manager in a particular grade if any student is not able to make adequate progress after a specific plan and targeted interventions have been applied for a 4-6 week period of time. Parents will also be included throughout the process as much as possible. Their input in decision-making should support team efforts and facilitate the student’s engagement throughout the intervention process.

If a student has not made adequate progress, as determined by valid progress monitoring data, and has been receiving strategic, targeted inventions and instruction for a period of time ranging from 18-24 weeks according to response to intervention protocols, the Instructional Support team will officially refer the child for special education services. At this point, all data and evidence will be compiled by our Dean of Special Education who will then proceed by providing the parent of guardian notice consistent with 14 DE Admin. Code 926.3.0 and 926.4.0, in order to request for “Permission to Evaluate.”

Additionally, consistent with 1.0 through 5.0, a parent of a child may initiate a request for an initial evaluation at any time, including during the Response to Intervention process. EastSide reserves the right to grant or decline the request. If EastSide declines to conduct the initial evaluation, it must

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provide written notice consistent with 14 DE Admin. Code 926.3.0. If EastSide agrees to conduct an initial evaluation, the evaluation shall be completed, and an eligibility determination made, within the timeframe established in 2.3.

After receiving written consent, EastSide will then contract with a licensed school psychologist to conduct a full and individual initial evaluation in accordance with 5.0 and 6.0 before the initial provision of special education and related services to a child with a disability under these regulations. The initial evaluation shall be completed within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving written parental consent, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

Our evaluation process is consistent with 14 DE Admin. Code 925.4.0, in that the school psychologist and instructional support team must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability as defined under 14 DE Admin. Code 922.3.0, and the content of the child's IEP.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child shall determine whether the child is a child with a disability, as defined in 14 DE Admin. Code 922.3.0, in accordance with 6.2 and the educational needs of the child. EastSide will provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. The evaluation report shall document the IEP team's discussion of the eligibility determination and classification.

Once a student is identified as qualifying for special education, a case manager will be assigned. This team member will be responsible for facilitating the creation and implementation of the Individualized Education Plan (IEP), as well as providing the daily instructional support needed for the student to experience success in the same manner as the general education population. As defined by DE Regulations, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 20.0 through 24.0. It will include a statement of the child's present levels of academic achievement and functional performance, a statement of measurable annual goals, including academic and functional goals, and a description of how the child's progress toward meeting the annual goals described in 20.1.2 will be measured.

Consistent with 14 DE Admin, Code 20.1.6 a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments, as well as the daily accommodations and/or modifications anticipated frequency, location, and duration of those services and modifications will be outlined in the IEP. All team members, or staff working with an identified student, will be included in the creation and implementation this IEP, as well as responsible to implementing it with fidelity.

Following the development of a child's IEP, the team shall determine the child's educational placement in the least restrictive environment based on the child's individual needs and the services identified in the IEP. At EastSide more than 95% of our special education students are serviced within the general education classroom for more than 80% of their school day. Special Education teachers co-teach and work with students using an inclusion model in all core content areas. Students IEP's will specify the amount of time required for small group and individualized instruction in addition to the inclusive support.

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The EastSide Charter special education department ensures a reevaluation of each child with a disability is conducted in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 if the team has determined that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the public agency agree otherwise and shall occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary.

A child's eligibility for special education and related services shall terminate when the IEP team determines the child is no longer a child with a disability in need of special education and related services. In making such determination, the team shall consider: eligibility criteria, data based and documented measures of educational progress, and all other relevant information.

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### 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	F	M	M
2017-2018	F	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).**

Section IVB of the Board’s Policy Manual provides as follows:

**“School Leader Goals, Evaluation and Reports.** The Board and School Leader 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 shall periodically report to the Board on progress toward those goals, including using appropriate dashboard formats approved by the Board. The Board Chair shall annually lead a process of evaluating the performance of the School Leader 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.”

**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.**

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Section III E of the Board's Policy Manual provides as follows:

**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 Chair 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 Charter School of New Castle. While the shared employees aspect of the arrangement had been financially beneficial to ESCS, the Board, after consultation with the CEO, determined that the arrangement overall was not as beneficial to the School as going alone because ESCS needed more concentration by its management on ESCS. The CSNC 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.

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

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Sections III C and D of the Board's Policy Manual provide as follows:

**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. 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 Chair and School Leader. 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 ESCS bylaws, these policies, links to relevant state and federal laws applicable to ESCS and current financial information."

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

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

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

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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. The Directors of ESCS are also the Directors of the School's related EastSide Community Learning Center Foundation which has raised more than \$10 Million over the last 13 years to support primarily the capital needs of the School as well as about \$330,000 per year to provide supplemental educational services for EastSide students.

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**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	7/30/2016	n/a	Ex-officio - CEO	7/25/2017	2/27/2019
Jocelyn	Stewart	11/14/2017	11/13/2020	Board Chair	2/16/2011	2/27/2019
Cecil	Gordon	1/15/2017	1/14/2020	Board vice Chair	10/17/2017	2/27/2019
Donna	Mitchell	11/13/2016	11/12/2019	Board Treasurer	11/19/2014	2/27/2019
Charles	Tolliver	9/14/2016	9/13/2019	Board Secretary	11/19/2014	5/14/2019
Kristyn	Dilenno	12/12/2018	12/11/2021	HR Chair	1/22/2019	2/27/2019
Kim	Fortunato	9/26/2018	9/25/2021	Board member	7/1/2019	2/27/2019
Michael	Hare	11/11/2016	11/10/2019	Board member	9/29/2014	9/4/2019
Thomas C.	Humphrey	10/13/2016	10/12/2019	Board member	11/21/2013	2/27/2019
H.M. (Chip)	Sawyer	10/11/2018	10/10/2021	Audit Chair	1/25/2012	2/27/2019
Alexis	Simms	7/15/2017	7/14/2020	Parent Rep	9/15/2015	2/27/2019
Aki	Veal	12/17/2018	12/16/2021	Board member	3/19/2018	2/27/2019
Michael	Williams	9/18/2018	n/a	Teacher Rep	2/23/2019	2/27/2019

\*Please list only the most recent training date.

**DOE Summary:**

All members are in compliance with DOE Governance training

**School Comments  
2017-2018**

Michelle Reardon, John Riley and James Bonds were removed from the board during FY18. We are appreciative of their service and all new members being brought on the board are receiving their training with the entire board to ensure that we meet standard in this area.

**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
Aaron	Bass	7/26/2016		CEO	7/25/2017
Peter	Kennedy	7/26/2016		Community Member	3/30/2017
Ed	Reznick	7/27/2015		Community Member	2/15/2011
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Alexis	Simms	10/24/2017		Parent Representative	9/15/2015
Ashley	Wynn	4/24/2018		Educator	3/23/2018
Jim	Dalle Pазze	4/24/2018		Community Member	7/1/2009

#### DOE Summary:

EastSide Charter School'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.

**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	M	TBD

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

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

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EastSide met standards in all categories.

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

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EastSide employs a full time Director of Operations who has worked at the school for nearly a decade, and is excellent at ensuring that the school is compliant in all areas.

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
62.2	23	37	52	36	68	67.6	48	71

**\* To be completed by the school**

*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, EastSide Charter School's teacher retention rate decreased from 62.2% to 52%.

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

<b>School Comments 2017-2018</b>	At EastSide 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 school's 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. In addition we are working to maintain consistent leadership in the building. Frequent leadership changes have an impact on teacher attrition thereby impacting student 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 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.**

<b>School Comments 2017-2018</b>	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
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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 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.

**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.**

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Nearly 68% of teachers were retained for the 2019-20 school year. This represents the highest retention rate in four years – proving the point that the move from a CEO overseeing three campuses to a principal overseeing one campus will have a positive impact on school performance. Six staff members who chose not to return cited lack of stability as a reason for their departure, while three sought career growth, and three others relocated.

School leadership identified stability, growth, student behaviors, and hiring quality staff as the key areas to work on in 2019-20.

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

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EastSide has struggled with teacher retention and recruitment of experienced high-quality teachers. Inconsistent leadership and several changes in the principalship over the course of the charter term has contributed to this dilemma. In addition, school funding in Delaware has not allowed EastSide to compensate teachers at the level of some of our neighboring school district (e.g. Brandywine and Red Clay) or neighboring municipalities (Philadelphia, Chester County, or New Jersey). On average, EastSide has turned over 10-20 teachers every year. Some of the teacher attrition data is due to termination of ineffective teachers. We are very sensitive to teacher quality and teacher loss and remain very committed to improving school culture, teacher support, and leadership consistency as well as strong recruitment and selection as a means of ensuring that teacher quality and teacher retention are high, and the conditions are in place for student achievement to improve.

Elaborating on a point made above, EastSide has struggled with consistent high-quality leadership. From 2011-2015, the school had the same principal in place providing a constant vision, aligned practices, and a consistent approach to student and teacher development and support. However, from 2015-2019, seven different people served as principals.

We are very confident in the school's future success as the formal partnership between EastSide and The Charter School of New Castle was dissolved in 2019 allowing Aaron Bass to serve in the singular role of the leader of EastSide instead of doubling as the chief executive of all three campuses. We will minimize teacher attrition by strengthening our teacher recruitment and selection model, providing greater teacher supports through a mentoring program and regular teacher coaching, and strong professional development.

The data for teacher retention is already trending upward as teacher retention increased from 52% in 2017-18 to 60% in 2018-19 to 68% in 2019-20. Staff attribute the increase in staff retention to the leadership of Aaron Bass who has agreed to commit to a multi-year contract.

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

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All staff members participate in professional development weekly during after school training sessions that occur one day a week. The professional development program is aligned to the schools' new mission and vision to drive actions that promote stronger student achievement. In 2019, the professional development program will include a trauma-informed component to ensure that all staff members are trained to think and act from a trauma-informed perspective.

To ensure quality control, every staff member is asked to participate in a feedback survey to share their perspective about each professional development session. For the 2018-19 school year, EastSide professional development sessions averaged about 80% satisfaction from the staff. Feedback from the surveys are used to inform the selection and design of future sessions to ensure alignment with staff needs, to promote staff ownership, and to drive improvement in teacher practice.

In addition, the school has partnered with the Delaware Department of Education to focus on MTSS and literacy.

The school is also a member of the Accelerator Program through Achievement First – a large network of charter schools that has been successful operating schools with a large minority and low-income population. This partnership includes school visits and training and coaching support that impacts EastSide staff members.

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### 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.).

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The school will follow the state provided [closure protocol](#) for all charter schools. Please refer to Appendix 16. In addition to the state-provided protocol, the school implements added measures to ensure we can fulfill all our financial responsibilities. We include as a regular part of our periodic reports to the Finance/Citizens Budget Oversight Committee a cash flow projection that must show that on June 30 there will be sufficient funds to pay for all employee and other obligations incurred during the school year just ending. In addition, we have considerable flexibility to reduce our budgeted costs at any time because all of our employees, except the CEO, are employed on an at-will basis and can be terminated at any time, without cause, with two weeks' notice. Finally, our affiliated foundation typically has on hand a reserve of more than \$500,000 that could be made available to meet any unexpected financial need. Please refer to Appendix 17 for the foundation's 2017-18 Annual Report.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	M	N/R	D	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	N/R	M	Meets 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:

EasSide Charter School has maintained overall ratings of "Meets Standard" for the past three years. In SY 15/16, the school was rated "Does Not Meet Standard" for measure 3. (Financial Management and Oversight).

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

<b>School Comments 2017-2018</b>	
<b>School Comments 2016-2017</b>	School did not provide a response

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

<b>School Comments 2017-2018</b>	
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**School Comments**  
**2016-2017**

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

School Comments  
2017-2018

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2017-2018

M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

**DOE Rating Information:**

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

**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.)

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EastSide has earned a Met Standard designation for every year of the current charter term.

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

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EastSide has historically had strong financial outcomes. We continue to focus heavily on strong stewardship of public funds and wise budget management. The finance committee of the Board meets monthly to review budget projection vs. actual and works in concert with the principal to ensure financial health of the school while providing sound guidance as necessary.

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

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EastSide failed to meet standard in just one measure over the course of the current charter term. In 2015-16, the standard for the Financial Management and Oversight measure was missed. However, we have since rectified that gap by pledging to take the following actions:

Action Taken: Management will draft and retain written Board approved policies and procedures for determining the allowability of costs in accordance with Subpart E –Cost Principles and the terms and conditions of the Federal Award.

Action Taken: Management will draft and retain written Board approved policies and procedures regarding general procurement standards covering conflict of interest.

EastSide has earned a Met Standard designation each year.

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## Performance Agreement

### Financial Performance Expectations

EastSide Charter School's overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving 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.

#### DOE Summary:

EastSide Charter School has maintained overall ratings of "Meets Standard" for the past three years.

#### School Comments 2017-2018

**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.

**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 auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

#### School Comments 2017-2018

#### School Comments 2016-2017

#### School Comments 2015-2016

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

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EastSide has met all expectations with regard to financial performance on its Performance Agreement by earning a Meets Standard designation each year of the current charter term.

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

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Not Applicable.

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**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

<b>School Comments 2017-2018</b>	EastSide has started a Mindfulness in collaboration with Delaware State University. Psychology students come on a weekly basis to assist students in Kindergarten through 2nd grade with social-emotional skills, well-being and better cognitive performance. We are gathering data this year and expecting to see improved performance in behavior, grades and test scores for students who have participated.
<b>School Comments 2016-2017</b>	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.
<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>

#### 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).

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In addition to the two points above regarding the Mindfulness program and the Leadership Effectiveness Framework, we have adopted a two pronged approach to significantly improve the academic performance of our students. To deal with the significant amount of trauma that affects a large portion of our student body, we are doubling down on mental health, social emotional and cultural programs. See responses to Section 2.2b. And to provide a better academic program for our higher performing students we have initiated the APEX Honors Program, a comprehensive enrichment program for 6<sup>th</sup> to 8<sup>th</sup> graders. Even though our school's overall academic performance is very low, the average reading level for our initial 6<sup>th</sup> grade APEX scholars is 10<sup>th</sup> grade on MAP and the average reading level for 8<sup>th</sup> grade APEX scholars is 11<sup>th</sup> grade. It is also interesting to note that the top scores are not from new students to the school but from returning EastSide students in every grade of the Honors program. We know that high performing students are often overlooked. Students who have the capacity to go beyond the state assessment and compete on a higher level should be given every tool necessary to succeed. The purpose of this program is to prepare top performing students for success in highly competitive independent and public high schools and colleges. The APEX Program will be housed in a separate building with a separate dedicated faculty and will pursue an advanced curriculum. Through a partnership with some of the best independent schools in the state - Tower Hill, Wilmington Friends, Sanford and Tatnall – and with the highly acclaimed LYTE and FAME programs, our APEX scholars will have regular after school, weekend and summer tutoring and mentoring in addition to once a month attendance with a paired peer mentor at these independent schools. These regular visits over the middle school years should equip these students to have a better chance to succeed in a high performing high school, both academically and, equally importantly, socially. Our affiliated foundation has established a \$1 million endowment to assist our graduating 8<sup>th</sup> graders with the costs of attending a high performing independent school.

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Finally the APEX program has the added benefit of establishing a goal for our elementary scholars to shoot for. We already have students in 1<sup>st</sup> through 5<sup>th</sup> grades saying “I want to be in APEX next year.” .

The mission of the LYTE [Leading Youth Through Empowerment] program is to grow the knowledge and leadership skills of our students (specifically students of color), thereby increasing their access to top performing high schools. Moving on to secondary schools, our students will attend the best schools in Delaware, whether they are private schools, independent schools, parochial schools, or public and charter honors programs. These programs together can have a significant role in this process. Students enrolled in the LYTE program have received major scholarships and financial aid to some of the area's most elite independent and parochial schools; and have excelled in those secondary school programs. Many also attend and have performed incredibly well in honors programs in district and charter schools. If accepted into the program, students will receive support through their academic career until they graduate high school, and beyond. The LYTE element of the honors program will run in two components. The first is during the summer where scholars meet four times per week to become accustomed to the rigors of higher, more challenging education. The second component takes place in the fall and winter as an after-school program as scholars continue to prepare academically for high school and for potential entrance exams that they will take.

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## 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		60	60	60	60	60
Grade 1		60	60	60	60	60
Grade 2		54	54	54	54	54
Grade 3		52	52	52	52	52
Grade 4		50	50	50	50	50
Grade 5		45	45	45	45	45
Grade 6		35	35	35	35	35
Grade 7		35	35	35	35	35
Grade 8		35	35	35	35	35
Grade 9						
Grade 10						
Grade 11						
Grade 12						
<b>Total</b>		426	426	426	426	426

**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.

The school sets growth and proficiency goals for MAP interim assessments and the Smarter Balanced Assessment, as well as targets for attendance, enrollment, discipline rate (suspensions), staff attrition, and engaged employees. This data is collected and analyzed regularly throughout the school year to drive adjustments in the design and delivery of instructional action plans, individualized and small group tutoring, and whole group instruction. The data and the ensuing plans are presented to the Board as an accountability measure.

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.

To best meet the growing and sometimes changing needs of our student population, the school sets performance targets each year using a variety of metrics. The performance of the school and the principal is based on the extent to which the school meets, exceeds, or does not meet expectations. The targets for 2019-20 are below. Similar targets, adjusted based on prior year's performance and the following year's expectations, will be determined each August/September.

Goal	Measures	Targets			
		Does not Meet Expectations	Inconsistent	Meets Expectations	Exceeds Expectations
Achieve Academic Excellence	MAP Growth – Math	Less than 39%	40% to 49%	50% to 59%	60% or higher
	MAP Growth – ELA	Less than 39%	40% to 49%	50% to 59%	60% or higher
	SBAC Proficiency – Math	Increase of less than 3%	Increase of 3%	Increase of 4%	Increase of 5% or more
	SBAC Proficiency – ELA	Increase of less than 3%	Increase of 3%	Increase of 4%	Increase of 5% or more
	SBAC Growth – Math	Less than 39%	40% to 49%	50% to 59%	60% or higher
	SBAC Growth – ELA	Less than 39%	40% to 49%	50% to 59%	60% or higher
Maintain a Culture of Engagement	Attendance	Less than 80%	80% to 84%	85% to 89%	90% or higher
	Enrollment	Less than 430	439-440	440-445	446 or higher
	Suspension Rates	More than 135	125-134	101-124	100 or fewer
	Staff Attrition	More than 38%	36% to 38%	30% to 35%	Less than 30%
	Engaged Employees	3.1 or below	3.2 to 3.4	3.5 to 3.6	3.7 or above

The long-term goal (between 5 and 10 years) is to exceed the state's proficiency average.

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

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The school's goal is to meet expectations on each metric of the Academic Performance Framework. More in depth goals are created annually as demonstrated in question 1.a. of section 6.2.

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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).

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EastSide uses the following assessments each year to gauge academic progress and to inform strategic adjustments to our academic program: NWEA MAP assessment, Interim Comprehensive Assessments (ICA), and Interim Assessment Blocks (IAB). The IAB is conducted two times each year, the ICA is administered once a year, and the MAP assessment occurs twice annually.

Each assessment (as explained in detail below with language copied from the [DOE website](#)), is aligned to the Smarter Balanced Assessment which is aligned to the Common Core State Standards and thus the school's curriculum.

Interim Comprehensive Assessments (ICAs) mimic the administration of the end-of-year summative Smarter assessments in ELA/Literacy and Math. They include the same item types and test format, including performance tasks. Their use allows schools to predict how far along students are in achieving the level needed for the summative.

Interim Assessment Blocks (IABs) are shorter in length than the Interim Comprehensive Assessments. They include the same item types and test format, including performance tasks, as the Interim Comprehensive Assessments and end-of-year summative Smarter assessments in ELA/Literacy and Math. They focus on smaller sets of targets and are more flexible to support instruction.

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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.

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EastSide conducts several rounds of assessments to collect student achievement data. Interim assessments are conducted quarterly. After each round of assessments, teachers implement a data driven instruction protocol to identify trends, uncover student gaps in comprehension, and to determine strengths and weaknesses in the curriculum or their instruction. This information is then used to inform design changes to upcoming instructional delivery, informing comprehensive action plans that teachers use to target individual and small groups of students for specific skills that the data shows was lacking.

- The Dean of Instruction and Assistant Principal are responsible for producing data reports from each assessment
  - All teachers are responsible for analyzing their own test data to identify gaps, trends, and design next steps on their subsequent action plan.
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- Instructional coaches are responsible for evaluating each classroom's data and planning and delivering an individualized coaching session for each teacher, ensuring that the teacher has made the appropriate and most logical conclusions from the data and ensuring that the teacher has designed the most ideal action plan to meet student need over the following weeks.
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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.

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In the event the school falls short of academic achievement at the school-wide level, the performance and impact of the school leadership team will be reviewed, potentially leading to any of the following corrective actions: increased leadership and/or executive coaching, mandatory school leader training, performance plan, and/or termination. In addition, the quality of the teaching staff will be assessed, with potential changes considered in the recruitment process, hiring process, and coaching protocol.

In the event the school falls short of academic achievement at the classroom level, the performance and impact of the teacher will be reviewed, potentially leading to any of the following corrective actions: increased frequency and depth of instructional coaching, teacher self-video study, mandatory training on curriculum, instruction, assessment, data analysis, classroom climate, and/or awareness and bias training. Additionally, the teacher may be placed on a performance plan, and could be considered for termination.

In addition, the school will continue to proactively engage in a plethora of supports to improve instructional and leadership capacity at all levels. Currently the school staff is engaging with a collaboration between the Delaware Department of Education, AIR, and the University of Delaware for MTSS support; Achievement First's Accelerator Program for charter school leadership development, and DOE on a literacy improvement initiative. Also, EastSide has been named on the Targeted Support and Improvement program for Special Education.

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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.

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School staff reviews data from the following systems: EastSide's School Dashboard, EastSide's Annual Report, DOE's Identity Management System, and DOE's School Performance Framework to determine trends, challenges, and bright spots that informs school leadership decisions in the areas of academic performance, organizational management, and financial viability. This analysis informs the school's approach to making real-time adjustments, investing in additional professional development, and/or hiring consultants to support our work.

In addition, as a regular practice, the EastSide staff participates in two weeks of mandatory professional development prior to the start of each school year. During the school year, the staff participates in weekly meetings on Mondays after school to review achievement data.

The table below describes the different types of capacity building PD's that occur at EastSide

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Data	Data meetings are an opportunity for teachers, leaders, and staff to review student work. Using student work, stakeholders review the content and determine how to best support student misconceptions.
Department	Academic department meetings are an opportunity for vertical teams in content areas to collaborate in looking at student work across the division, as well as an opportunity to receive content-focused professional development.
Intervention	Intervention meetings are an opportunity for instructional and non-instructional staff to collaborate and review student(s)/class(es)/grade(s) progress in specific areas as it relates to our SEL & PBS initiatives. Using LiveSchool, 2 <sup>nd</sup> Step & individual student plan/tracker data, stakeholders will evaluate the effectiveness of current interventions, as well as problem-solve and plan new methods for improving student(s)/class(es)/grade(s) success.
Division Days	Leadership team will meet with staff to review data and discuss next steps for LS or MS.

Finally, as evidence of our commitment to continual growth, many staff members (16% of staff) are engaged in graduate level work outside of school to gain and deepen skills to improve their craft.

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.

The school sets annual goals to earn a Meets Standard rating on DOE’s Organizational Framework Report. Progress towards these goals are reviewed at every finance, CBOC, and board meeting. During each meeting, the school leader is prompted to explain the school’s position, context for why, and an identification of action steps specific timeline for implementation and follow up as necessary.

The school’s goal is to meet stand with regard to financial health and viability and regarding maintaining compliance with state compliance-related expectations.

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.

The school has engaged in the exploration of a facility improvement plan and has received a bid from a potential contractor. While the overall cost has been estimated, there is not yet a timeline for this work and thus the annual financial considerations have yet to be determined. A comprehensive capital campaign and long-term financial planning process must commence prior to the start of this project Please see the [bid](#) for more information and understand the preliminary and conditional nature of this work.

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.

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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 Chair 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.

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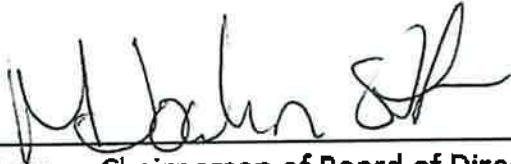
## VII. Compliance certification statement

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 30, 2019  
Date of Signature

EastSide Charter Schol  
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: Chairperson of Board of Directors (or designated signatory authority)

Print/Type Name:	Jocelyn Stewart
Title (if designated):	Chairwoman

### VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	EastSide Charter School
<b>Location:</b>	3000 Claymont St. Wilmington, Delaware 19802

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.

  
 \_\_\_\_\_ Date 9/30/19  
 Signature: Chairperson of Board of Directors (or designated signatory authority)

<b>Print/Type Name:</b>	Jocelyn Stewart
<b>Title (if designated):</b>	Chairwoman
<b>Date of approval by board of directors:</b>	9/24/19

## 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 {*EastSide Charter School*}

This Performance Agreement (“Agreement” is entered into this 30 day of September, 2019 by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and EastSide Charter School, 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.)

- EastSide Charter School opened its doors in 1997 in a small, former community center leased from the Wilmington Housing Authority. In 2005, the City of Wilmington awarded EastSide the recently-vacated Martin Luther King Elementary School built in 1962. Relocation to the MLK site occurred prior to the 2005 school year.
- EastSide was the first charter school in the country to be founded in cooperation with a public housing authority, and located within its property; it was also the first elementary charter in Delaware.
- EastSide is located adjacent to the low income neighborhoods of East Lake and Riverside of northeast Wilmington. Approximately 87% of EastSide's students qualify for federally-funded free or reduced cost meals.
- Since its opening in 1997, EastSide's Board of Directors has had the vision of creating a full service community school – a community learning center whose programming would influence the lives not only of the students who attend the School but also all others living in the greatly underserved neighboring areas of East Lake and Riverside.
- The extensive facilities of the former MLK School, such as the gymnasium, auditorium/theatre, cafeteria and playing fields, can enable EastSide to become a foundation of enrichment within the community. The Board has named the entire facility "EastSide Learning Center," an important change that more accurately reflects the founders' original concept for the School. At the same time we established an affiliated 501(c)(3) foundation, East Side Community Learning Center Foundation, to own our land and buildings, to manage our extra-curricular community activities and to conduct supporting fund raising.
- A central goal of the School is to educate children in a safe, nurturing environment that enables every student to excel both academically and socially. To ensure success, EastSide is focusing on structure, consistency, and academically rigorous programming toward developing students' determination, a passion for learning, and an appreciation of personal skills and effort.
- EastSide initially served grades K-4, but in the ensuing years of growth expanded to serve Pre-K-8, educating over 400 students per year.

***Mission Statement***

The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

***Vision Statement***

The vision of EastSide Charter School is to develop and sustain an academic community in which every direct stakeholder - teachers and staff, students and their parents - consistently model lifelong learning, selflessness, and self-respect. Each of these stakeholders take full advantage of every learning opportunity and through this continual learning process, our teachers and students will learn more about themselves, improving upon and maximizing their knowledge, skills, and overall productivity and effect on the school community and our broader society.

By learning to work in collaboration with their teachers and peers, our students will develop a strong sense of self respect, self-reflection, sense of independence, and sense of right and wrong. Upon leaving the EastSide community our students will have the character, knowledge, skills and self- and societal awareness to determine their own personal and professional destiny.

## Academic Performance Expectations

*EastSide Charter School's DSSF ratings are:*

Indicator	2017-2018			2018-2019		
	Points	Points Earned	Percent Point	Points	Points Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations	150.00	27	18% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations	200.00	101	51% Well Below Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations	50.00	32	64% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations	400.00	160	40% Well Below 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):*

*{Insert your responses to section 6.2.1 a, b, and c here}*

## Financial Performance Expectations

*EastSide Charter School's 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

*EastSide Charter School's overall organizational rating is Meets. 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.

EASTSIDE CHARTER SCHOOL

DELAWARE DEPARTMENT OF EDUCATION

BY:   
Chairwoman

BY: \_\_\_\_\_  
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**References:**

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

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