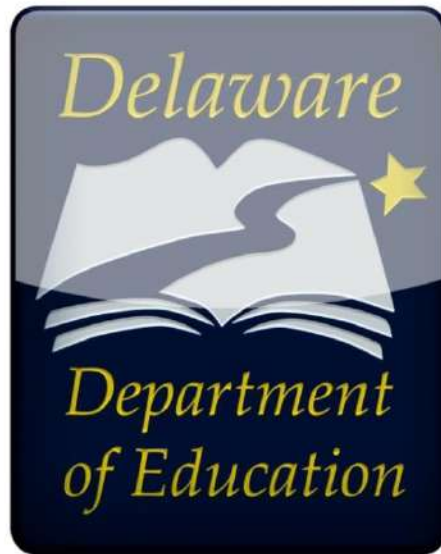


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



EastSide Charter School

RENEWAL APPLICATION INITIAL REPORT

CSAC Initial Meeting: October 30, 2019
CSAC Initial Report Published: November 7, 2019

By September 30, 2019, EastSide Charter School submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 **Del. C.** Ch. 5, including § 514A, and 14 **DE Admin. Code** 275. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program a success?
2. Is the school financially viable?
3. Is the school organizationally sound?

This report serves as a summary of the strengths, areas of follow-up, and/or concerns identified by members of the Charter School Accountability Committee (CSAC) during their individual reviews of the charter applicant's renewal application, Performance Review Reports, Annual Reports and Performance Agreements and during the CSAC meetings.

The following were in attendance at the Initial Meeting of the CSAC on October 30, 2019:

Voting Committee Members of the Charter School Accountability Committee

- Chuck Longfellow, Ed.D., Chairperson of the Charter School Accountability Committee, Associate Secretary, Operations Support, DDOE
- Susan Keene Haberstroh, Ed.D., Director, School Support Services, DDOE
- Raushann Austin, Education Associate, Educator Support Team, DDOE
- Catherine Oravez, Education Associate, Federal Funds and Cost Recovery, DDOE
- James Pennewell, Education Associate, Capital Projects Management, DDOE
- April McCrae, Ed.D., Education Associate, Academic Support, DDOE
- Susan Veneema, Education Associate, Exceptional Children Resources, DDOE
- Chuck Taylor, Retired Head of School, Community Member

Staff to the Committee (Non-voting)

- Darryl Parson, Deputy Attorney General, Counsel to the Committee, Delaware Department of Justice
- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Finance, DDOE
- Sheila Kay-Lawrence, Administrative Secretary, Charter School Office, DDOE

Ex-Officio Members (Non-voting)

- Audrey Noble, Ph.D., Vice President, Delaware State Board of Education
- Kendall Massett, Executive Director, Delaware Charter Networks

Representatives of Charter School

- Charles McDowell, Past Board Chair
- Thomas Humphrey, Past Board Chair
- Cecil Gordon, Board Member
- Aaron Bass, Chief Executive Officer
- Katelyn Whalen, Assistant Principal of Student Support
- Michelle Lambert, Accountant

Discussion

Section 1: Overview

Mr. McDowell stated that he was Chairman of the EastSide Charter School (“EastSide”) Board from 2006 to 2017 before terming out when he then became CEO of the EastSide Foundation which raises funds to support EastSide. He also serves as pro bono general counsel to the school and Board Chair of REACH Riverside Development Corporation (“REACH”). Mr. McDowell noted that EastSide’s current Board Chair, Jocelyn Stewart, sends her regrets. She is out of the country this week on a trip that she planned based on the original schedule for this meeting which was set months ago.

Mr. McDowell presented a PowerPoint presentation (see Appendix 3) and noted the following:

- There are three important points he wanted to highlight for the CSAC which are: discussed in more detail in the renewal application:
 - EastSide’s record of saving Family Foundations Academy/Charter School of New Castle but now refocused on EastSide;
 - Mr. Bass’ success at EastSide when he was the building principal in 2017-2018; 3 year contract to serve as the building principal going forward; and
 - EastSide’s central role in the educational component of the transformational REACH Riverside neighborhood revitalization now underway.
- In reviewing the record at EastSide over the last 4 years, it is instructive to reflect on some governance history. EastSide’s success with turning around Charter School of New Castle is evidenced by the school’s ability to operate independently this school year. However, the partnership turned out not to be totally beneficial to EastSide as the academic performance was inconsistent.
- The brightest spot in EastSide’s academic performance during the last four years occurred during school year 2017-2018 when Mr. Bass was in the EastSide building as the building principal (while also serving as the CEO of the two school network). During that year EastSide ranked 2nd in the state in the percentage of students achieving their SBAC growth targets. However, when Mr. Bass returned in school year 2018-2019 to his role as the CEO of the two school network, leaving the building leadership to others, the School’s performance suffered considerably.
- EastSide leadership determined that it was necessary for its management to concentrate on EastSide so the partnership with Charter School of New Castle was dissolved in April of 2019. In addition, to address the problem of inadequate and rotating school leadership, EastSide signed Mr. Bass to a 3-year contract where he will be committed to serving as the building principal.
- At the beginning of the current charter term, EastSide leadership had determined that a more holistic approach was necessary to achieve sustainable academic growth for students, most of whom come from severely depressed neighborhoods. The simple truth is that no matter how great an environment is created for six hours of a school day, if the kids are returning every day to families struggling with poverty, unsafe

neighborhoods, poor housing, a lack of health and wellness facilities and services, and the trauma associated with this environment, it will not be possible to achieve sustainable academic progress.

- EastSide connected with Purpose Built Communities, an Atlanta based organization that has achieved remarkable success with a holistic approach to neighborhood revitalization involving housing, education and health, wellness and public safety. EastSide leadership formed REACH Riverside Development Corporation, which has become the “community quarterback” in the Purpose Built model. By October 2018, REACH was selected as the 19th Purpose Built Affiliate in the country, which assures REACH of at least 10 years of free consulting from the “mother ship” which is funded by three billionaires including Warren Buffett.
- Working with a leading developer of affordable housing, REACH has created a master plan which includes the following:
 - Replacing 300 1950’s era rental units at the neighboring Riverside public housing project with 600 high quality mixed income units;
 - Work with EastSide, Kingswood Community Center and other educational institutions to establish a “cradle to college education and career readiness pipeline;” and
 - Establish health, wellness and commercial facilities and services to serve a robust neighborhood.
- Slides 7 and 8 illustrate the kind of results that Purpose Built achieved in Atlanta with respect to reduction in crime, increase in employment, academic improvement and private investment. Most important among these neighborhood gains is that of the first high school graduating class from Drew Charter School in Atlanta in 2017, 100% graduated, 100% attended college and 92% have persisted from their freshman to their sophomore year in college.
- Progress to date by REACH Riverside includes a new teen center in the former Prestige Academy building which will open in February; the first phase of the housing (74 units) will break ground next spring and to date REACH has raised more than \$10 million in its first two years of operation.
- More information about REACH Riverside is contained in the renewal application (pages 27-29) in response to question 2a. A short write up will be shared with the CSAC and an invitation to attend an upcoming “Lunch and Learn” briefing that REACH provides weekly for small groups of community leaders.

Mr. McDowell introduced Mr. Bass to provide some highlights of the new initiatives at EastSide and early encouraging results this school year. Mr. Bass referenced the PowerPoint presentation and noted the following:

- 80% of students at EastSide have experienced trauma as compared to a 20% average in Delaware on Adverse Childhood Experiences Study (ACES).
- EastSide has formed partnerships with the following groups to support the holistic wellbeing of EastSide students:
 - Delaware Early Literacy Initiative (DELI)

- Multi-Tiered Systems of Support (MTSS)
 - American Institute of Research (AIR)
 - Achievement First
- Last spring, EastSide staff developed the following goals for school year 2019-20:
 - Increase on SBAC
 - 10% decrease on referrals
 - 60% of students hit SBAC growth targets
- To achieve these goals, EastSide staff identified three essential pillars:
 - Positive Behavior System (PBS): EastSide implemented a PBS system developed by Live School to track student merits which earn students EastSide dollars. Parent also have access to the portal.
 - Social Emotional Learning (SEL): EastSide implemented the Second Step program to help students learn how to interact more productively.
 - Engaged Students: High quality professional development helps teachers to deliver engaging instruction.
- Highlights of progress on school year 2019-20 goals include the following:
 - 58% decrease in referrals;
 - EastSide attendance (92%) exceeds the state average (85%). This year, more students are coming to school than ever before;
 - Staff attrition decreased from 50% to 30%;
 - 85% of staff are meeting their classroom engagement inputs;
 - Positive media coverage; and
 - Increased parent engagement
- This year, EastSide launched the APEX Honors Program, that works in conjunction with Wilmington Friends, Tower Hill, Tatnall, and Sanford School. Students take monthly classes at these schools. An EastSide student in 6th grade will have the opportunity to take classes at one of the partner schools for three years. Half of the students are EastSide students and the remaining students attend other schools. Some students in the program have grown three grade levels as measured by the Measures of Academic Progress (MAP) assessment.

Mr. Bass introduced a brief video about the school. Following the school's overview, Mr. Longfellow noted the following regarding the school's Delaware School Success Framework (DSSF):

- On September 20, 2019, the Charter School Office provided draft DSSF results to the renewing charter schools so they could complete their renewal applications. The correspondence noted that the data was still draft and schools would be notified if there were any corrections. The final School Year 2018-19 DSSF results were released on October 17.

Mr. Longfellow also noted that EastSide submitted an application for a major charter modification, which the CSAC will discuss following the renewal application discussion.

Mr. Longfellow asked the CSAC if they had any questions or concerns regarding the Overview section of the school's renewal application. There were none.

Section 2: Academic Performance

Mr. Longfellow asked the CSAC if they had any questions or concerns regarding the academic performance section of the school's renewal application.

Dr. McCrae asked the school if they had an exclusive privacy/nondisclosure agreement with Google to use its Google Tracker application or the free version, which does not include a privacy agreement. Mr. Bass stated that EastSide uses the free version. Dr. McCrae noted that the free version of Google Tracker collects user content and cautioned the school to not include any personally identifiable information on the application.

Dr. McCrae referenced page 15 of the renewal application regarding the school's Response to Intervention (RTI) process for math and English Language Arts (ELA) and asked the school to elaborate on its math remediation process. Mr. Bass stated that every morning students focus on RTI. He added that teachers use RTI trackers to ensure that their interventions are responsive to what students need. Mr. Bass noted that Ms. Whalen leads EastSide's student support efforts and asked her to provide additional information.

Ms. Whalen stated that RTI is built into the daily schedule but shifts have already been made in response to students' needs. She added that EastSide has a flexible study hall block at the middle school level, which provides students with differentiated supports. Some students attend study hall while others receive enrichment and/or additional RTI. Ms. Whalen stated that her team is considering providing additional RTI time on Mondays for repeated practice on specific skills, as needed. She also noted that on Mondays professional learning communities (PLCs) are scheduled after school and at least twice per month teams have an opportunity to analyze data and determine if shifts are needed. Dr. McCrae cautioned that double doses of math could sometimes have a negative effect because students may feel overwhelmed by the frequency and shut down. Ms. Whalen stated that most of the supports are provided in the classroom in small groups to ensure that students do not feel segregated because they need additional support. She added that it's more about the adults knowing about the supports but the process feels seamless to students.

Dr. McCrae noted that in 2016, only 13% of students achieved proficiency in social studies and nearly 8% proficient in science. She asked the school to describe its plans to improve achievement in science and social studies and ensure that students receive a well-rounded education beyond math and ELA. Mr. Bass stated that the school uses TCI's curricula for science and social studies. He added that EastSide has sought support from DDOE in science and social studies as well as external experts. Mr. Bass stated that beyond the core content areas, students also have a choice of electives, which includes visual arts, theater, technology, music, and after school programs offered through external partners such as TeenSHARP, FAME, the LYTE

Program, and Code Differently. He also noted that EastSide has a robust summer program supported by the 21st Century Community Learning Centers Program that works in conjunction with the REACH Riverside project. Dr. McCrae recommended summer trainings in science and social studies offered by the Science and Social Studies Coalitions. The DDOE contacts are Tonyea Mead and Dusty Shockley, respectively.

Dr. McCrae noted the school's challenges with staff retention over the charter term. She asked the school to describe how staff receive curricular preparation to be effective when staff turnover is 20-50% annually. Mr. Bass agreed that it is a challenge, especially when the school serves a population of students where 80% have experienced trauma. For EastSide students, he added, relationships and consistency of staff are very important. Mr. Bass stated that EastSide leadership is very focused on staff retention. He also mentioned that he is currently enrolled in doctoral program at the University of Delaware and consults his professors on improving staff retention. Mr. Bass stated that while staff attrition has decreased to 28% the goal is to reach below 20%. The decrease, he added, is attributed to engaging staff around the school's mission and vision which started in February 2019. In addition, staff were provided with training on Social Emotional Learning. In addition, the school implemented the Wapole Bookworms curriculum and have provided professional development to support teachers. Mr. Bass noted that a number of staff members have decided to stay at EastSide because of increased stability in leadership. He added that high quality professional development is another critical factor in staff retention. Staff receive surveys after each professional development to gauge staff satisfaction and to date, the satisfaction rata has been 90%.

Ms. Veneema commended the school for its participation in the Delaware Early Literacy Initiative (DELI) and Multi-Tiered Systems of Support (MTSS). She asked the school to describe how the school's various partnerships will translate into improved student achievement. Mr. Bass noted the 58% decrease in student referrals and stated that students who previously had disruptions to their instructional time are now remaining in the classroom. The Positive Behavior System, he added, has increased student engagement. Mr. Bass noted that recent Interim Assessment Block (IAB) results showed that 100% of eighth graders met the mark for ELA. He added that teachers are doing weekly standard tracking to assess student mastery. Mr. Bass stated that 100% of 3rd grade students achieved approaching or meets standard in ELA. He explained that there is an intense focus on how Social Emotional Learning and the Positive Behavior Support System to impact student achievement. Lastly, EastSide teachers receive ongoing coaching, training, and formative classroom observations to improve instructional practices and improve student engagement.

Ms. Whalen stated that MTSS has supported EastSide's focus on accountability for all, which means everyone plays a part in student achievement. In addition, the school's efforts around the three pillars has fostered collaboration across silos. She added that the external partnerships are helpful because they provide access to experts who share objective feedback and use the same language used by EastSide leadership. Ms. Whalen stated that she acknowledges with staff that the work is very challenging but the leadership provides tools to

help them be more successful. Mr. Bass added that the school's external partnerships also provide an external measure of accountability because he provides progress reports to one or more partners on a weekly basis.

Ms. Veneema referenced the school's Annual Determination regarding the Individuals with Disabilities Act (IDEA) and noted concerns with the performance of special education students. For example, she added, math proficiency for special education students was 0%. Ms. Veneema asked the school to describe its efforts to improve the performance of special education students. Ms. Whelan stated that math performance is a concern school-wide. She noted that students are showing progress on MAP. In addition to MAP, she added, IAB data provides helpful information. Ms. Whelan also stated that it is important to get student buy-in on reaching their goals and growth targets. She noted that last year students achieved 1.3 years of growth. Ms. Whelan also noted the importance of helping students get motivated for the assessments and increasing their stamina. Students may demonstrate a skill in the classroom but it does not always transfer to the assessment. Mr. Bass stated that increased staff retention appears to be having a positive impact on student engagement. Ms. Veneema commented that the school explore high-leverage practices for professional development, which the Council for Exceptional Children promotes nationally.

Dr. Haberstroh commended the school on their efforts regarding Social Emotional Learning and asked the school to provide information about its mental health team and implementation of the key actions listed on pages 36-37 of the renewal application. Mr. Bass stated the mental health team includes the school counselor, school social worker, school psychologist, and the behavior support team who are SEL-trained. He stated that Ms. Whelan is the manager of the mental health team and asked her to provide additional information.

Ms. Whelan stated that EastSide shares a school psychologist, Dr. Ashley Walker, with Charter School of New Castle. She explained that the mental health team has a shared office that includes counseling space. The team meets weekly and manages a caseload of students. Ms. Whelan added that the team tracks student progress and trends and conducts informal classroom observations and walkthroughs. Additionally, the mental health team oversees the SEL implementation plan, which includes leading professional development sessions, family interventions, and collaboration across the school. Ms. Whelan also stated that the mental health team has established partnerships with three community agencies that provide in-school mental health services. Mr. Bass also noted that EastSide has a food bank and clothing bank and other family supports such as employment counseling and computer training.

Dr. Noble asked if the school has done any long-term tracking of students after they graduate from EastSide. Mr. Bass stated that under its former partnership with Charter School of New Castle a shared position was dedicated to alumni tracking and engagement. However, when the partnership was dissolved the position could not be sustained. During that time, alumni were

tracked for three years up to 11th grade. Mr. Bass added that students and families who continue to provide information are being tracked. Dr. Noble stated that it would be interesting to see graduation data for EastSide alumni which might be available from DDOE. Mr. Humphrey stated that DDOE was not able to provide the data due to confidentiality agreements. Mr. Bass noted that parents provided permission and there was an attempt to obtain the data but districts refused to provide the information based on privacy agreements. Dr. Noble commented that she is very impressed with the Purpose Built Communities model because schools cannot manage the challenges on their own. She also stated that EastSide is working at both the micro and macro levels to serve the needs of the whole child.

Dr. McCrae commended the school for its recent successes but underscored the importance of sustaining the efforts long-term because EastSide has had an inconsistent record of performance. Dr. Noble stated that it appears that EastSide's efforts to engage the community and leverage broader support will lead to more sustainable gains. Mr. Bass acknowledged that there are more valleys and peaks with the school's academic performance. He added that the singular focus on EastSide prior to Purpose Built Communities has detrimental to EastSide. He also stated that EastSide's success is predicated on systemically changing the entire community.

Section 3: Organizational Performance

Mr. Longfellow asked the CSAC if they had any comments or questions regarding the organizational performance section of the school's renewal application. Mr. Pennewell asked the school to describe what the impact would be on EastSide if the REACH Riverside partnership does not fully materialize. Mr. McDowell stated that the impact would be negative if REACH Riverside is unsuccessful. He noted that REACH Riverside has raised \$10 million over two years that includes \$1 million from Christiana Care and \$2 million from the state. Mr. Humphrey stated that the community issues are so overwhelming for staff to work under those conditions for a long period of time. He added that as much as their heart is in the work, it is very difficult to deal with the chaos. Mr. Humphrey commented that until the chaos around the school is resolved the staff attrition problem will not be resolved.

Section 4: Financial Performance

Mr. Longfellow asked the CSAC if they had any other comments or questions regarding the financial performance section of the school's renewal application. Mr. Longfellow provided the following feedback:

1. FY19 Audit results:
 - a. No findings;
 - b. Modified audit opinion (see page 2 of audit):

- i. The school's audit does not include financial data for the School's legally separate component unit (their foundation), so the audit firm expresses a modified opinion on the reporting entity.
 - c. No related party transactions identified;
 - d. No long-term debt;
 - e. Outside Accounts:
 - i. Bank Account Book Balance - \$1,875
2. Page 79 – 3.8 Closure Requirements
- a. What is the current summer pay obligation?
 - b. School refers to Appendix 16 for more information related to the closure protocol; however, there does not appear to be an Appendix 16 posted on the website.
 - c. It does not appear that the school has addressed the third bullet (identification of individuals responsible for handling the school's final closeout activities).
3. The five-year planning projected enrollment chart (p. 88) aligns with the 100% budget.
4. Both the 100% and 80% budgets are balanced and show adequate carryover amounts from year to year. The assumptions were clearly defined in the narrative.
5. The school's enrollment trends are strong and they report a waiting list of over 100 students. They have consistently met enrollment targets during the charter term.
6. The school's financial performance has been relatively stable over the term of the charter. This year, they met standard on all measures of the Financial Framework report, except total margin and cash flow. The school met standards on nearly all measures each year over the past five years.

Dr. Noble asked the school to provide an update about the status of the early learning pre-kindergarten center. Mr. Bass stated that the center has been closed.

Section 5: Five-Year Planning

Mr. Longfellow asked the CSAC if they had any comments or questions regarding the Five-Year Planning section of the school's renewal application. There were none.

Application for Major Charter Modification

Dr. Longfellow stated that EastSide submitted an application for a major charter modification to revise the school's mission. He asked the school to provide an overview of the application. Mr. Bass explained that the school staff and the board engaged in a process to review the mission and vision to ensure that it aligns to the school's current values and practices. Dr. Longfellow asked how the proposed mission statement reflects what is unique and innovative about EastSide compared to other schools. Mr. Bass stated that EastSide is committed to helping students to actualize their dreams and have "choice-filled" lives in their own communities.

Ms. Massett commented that EastSide is not seeking to change what they are doing as a school but revise the language of their mission statement. She added that the school is not proposing to change its educational program or target population.

Ms. Oravez referenced the charter school law, 14 Del. Code, Chapter 5, regarding a charter school's mission which provides that charter schools were intended to "encourage the use of different and innovative or proven school environments and teaching and learning methods..." Dr. Longfellow stated that the proposed mission statement seems to be generalizable to almost any public school as opposed to capturing the unique characteristics of EastSide. Dr. Noble stated that the uniqueness she gleaned from the school's presentation is its partnership with REACH Riverside, but it is not reflected in the proposed mission statement. Mr. Bass stated that he hopes REACH is gone 100 years from now, that there would no longer be a need for it. The community, he added, would be self-sustaining and serve as a model for other places. Mr. Bass stated that the unique characteristics of EastSide are its \$1 million endowment for graduate scholarships to high performing independent schools and its student vision planning process. Dr. Noble stated that EastSide's work to interconnect the school and community is something that should never be lost, whether a school is located in an affluent community or rural community, or city. She added that building the capacities and strengths of a community benefits the students and the community. Dr. Noble stated that EastSide's model has the potential to change what education looks like in the future.

Dr. Longfellow commented that the proposed mission statement appears to lose some of the school's focus to ensure that all children are successful and grow their individual gifts and talents. Mr. Taylor stated that all decisions should be made with children at the center of the circle and the proposed mission statement appears to remove children from the center. Dr. Haberstroh noted that charter schools exist because they are innovative and have unique practices. She noted that the current mission statement includes language about "adequate time and appropriate resources" but the proposed mission statement does not reflect these values. Dr. McCrae stated that the current mission statement appears to capture many of the unique characteristics described in the school's overview. Mr. Bass stated that EastSide's vision is to see the Riverside community forever changed and establish this project as a model. Dr. Longfellow stated that the school has the option to submit a revised mission statement with its response to the CSAC Initial Report. Mr. Travers noted that the CSAC will vote on the renewal

application and the modification application separately.

Conclusion

Mr. Longfellow asked voting members of CSAC whether there was any additional information that it required to inform its decision-making.

The following information was requested:

1. Organizational Performance
 - a. **Educational Program:** See Appendix 1 for review notes from DOE's Curriculum, Instruction and Professional Development workgroup.
 - b. **Staffing:**
 - Provide a plan to stabilize leadership;
 - Provide a sample of the board's school leader evaluation template that shows the feedback and support provided; and
 - Provide a plan for mentoring and induction for new leaders and new teachers that includes strategies to improve staff retention.
2. Financial Performance
 - a. **Budget:** Provide clarification on the current summer pay obligation and where it is captured in the budget.
 - b. **Closure Requirements:** Identify individuals responsible for handling the school's final closeout activities.
3. Application for a Major Charter Modification
 - a. If necessary, submit a revised mission statement that aligns with the legislative intent.

Next Steps:

- The CSAC will provide the school with an Initial Report no later than November 7, 2019.
- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on November 22, 2019.
- The final meeting of the CSAC will be held on December 2, 2019, 2nd Floor Cabinet Room, Townsend Building, Dover.
- A public hearing will be held on November 13, 2019, New Castle County Public Library, 424 Delaware Street, New Castle, DE.
- If necessary, a second public hearing will be held on December 10, 2019, Cabinet Room, Townsend Building, Dover, DE.
- The public comment period closes on December 13, 2019.
- The Secretary of Education will announce her decision at the December 19, 2019, State Board of Education meeting.

**Delaware Department of Education: Academic Support Team
Charter Renewal Curriculum Review**



School: EastSide Charter School

Date: 8/16/19

Include any feedback on coalition/cadre memberships/attendance. *Be sure to consider RTI processes as well.*

ELA:

Overall Evaluation: (select one by highlighting yellow)

- ☒ Meets expectations
- ☐ Partially meets expectations
- ☐ Does not meet expectations

Commendations:

- East Side Charter has adopted Expeditionary Learning as their K-8 ELA curriculum resource. This resource is highly aligned to our state's standards as evaluated by EdReports. RTI procedures adhere to the state's regulations.

Recommendations:

- Review assessment/diagnostic materials for RTI to ensure attention to systematic phonics instruction, specifically in grades K-3.

Expectations:

-

Questions:

-

Math:

Overall Evaluation: (select one by highlighting yellow)

- ☒ Meets expectations
- ☐ Partially meets expectations
- ☐ Does not meet expectations

Commendations:

- East Side Charter has adopted Engage New York as their K-8 mathematics curriculum resource. This resource is highly aligned to our state's standards as evaluated by EdReports. RTI procedures adhere to the state's regulations.
- Multiple data sources are used to analyze student achievement (MAP, exit tickets, mid-unit assessments, end of unit assessments, unit modules.)

Recommendations:

-

Expectations:

-

Questions:

-

Visual & Performing Arts:

Overall Evaluation: (select one by highlighting yellow)

- ☐ Meets expectations
- ☐ Partially meets expectations
- ☐ Does not meet expectations

Visual Arts:

Documents were submitted for kindergarten and grades 1,2,3,4 and one document for grades 5,6,7,& 8.

Commendations:

- "I CAN" statements were cited in grades K, 1 and 2 only the artistic process CREATING was addressed.

Recommendations:

- Exit tickets are a formative assessment strategy to inform the next steps in instruction. For example: Draw as many kinds of lines as you can. This will inform the teacher to what extent individual students understand types of line. Elements of Art and Principles of Design should be building blocks... a means to the end but not the end itself. What is the real purpose of teaching line?
- Vocabulary terms and their definitions may be found on the standards website at <http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Visual%20Arts%20Standards%20-%20revised%20March%202017.pdf>

Expectations:

- No scope and sequence document was submitted that provided a comprehensive overview of the curricular plans for the school year.
- While the 3rd grade submission was a plethora of resources, there was no clear scope or sequence to the instruction. Standards were cited from Montgomery County Public Schools 2008. Delaware adopted new arts standards in 2016 www.deartstandards.org
- Documentation provided for kindergarten, Grade 1 and grade 2, grade 3 and grade 4 all had a focus on the drawing strategy of Zentangle and a study of the master works of Mondrian and Matisse. This is not a vertically articulated plan to provide students a comprehensive and diverse standards based visual art learning experience. The same

is true for the single document submitted for grades 5,6,7& 8 which only addressed the master works of artist, Jean Michel Basquiat.

- All four process standards Creating, Presenting, Responding, and Connecting should be evident in curricular plans.
- Rubric criterion should be based on the standards cited as the instructional learning targets for the unit of instruction.

Questions:

Theatre:

Documents were submitted for kindergarten/1st grade, 4th grade, 5th grade and 8th grade.

Recommendations:

- Exit tickets are a formative assessment strategy to inform the next steps in instruction. It was unclear what information was being gathered through the use of an exit ticket and how that information might be used to guide instruction.

Expectations:

- It was unclear what standards were being cited as learning targets but they were identical for all grades submitted. Learning targets at each grade level and proficiency level may be found here. www.deartsstandards.org
- No scope and sequence document was submitted that provided a comprehensive overview of the curricular plans for the school year.
- All four process standards Creating, Performing, Responding, and Connecting should be evident in curricular plans.

Questions:

- Little information was provided on instructional strategies being implemented. How will these units be taught and how will instruction be differentiated to meet student needs?

Social Studies:

Overall Evaluation: (select one by highlighting yellow)

- ☐ Meets expectations
- ☐ Partially meets expectations
- ☒ Does not meet expectations

Recommendations:

- Identify the targeted DE standards in the pacing guide.
- Decide which lessons from the vendor and the school uses to target DE standards.
- Integrate meaningfully the lessons from the vendor with the DE Recommended Curriculum resources to provide instruction in all of the standards targeted for each grade.

- Join the Social Studies Coalition Assessment Bank in Schoology (Access Code Q33RS-685Z5) to use these resources as models and to develop formative and interim assessments. Have teachers create and regularly analyze and revise common assessments to include questions with a higher depth of knowledge expectation to help raise the rigor and expectations for student learning. Having common assessments facilitates data discussions around achievement of social studies standards. Establish criteria for common assessments – such as an anchor set for summatives – in order to use them in the instructional cycle and develop specific feedback for student
- Develop written curriculum for social studies standards in each grade. Use the Delaware Recommended Curriculum as a model from which to begin. This would allow administrators to check the enacted curriculum against this written plan to provide feedback. Teachers need a written curriculum that maps out and guides the day to day lesson decisions. A written curriculum helps to ensure a line of succession for new teachers, and also set a baseline to differentiate above and below that line. Aligned written curriculum is required by regulation (14 DE Admin. Code 501, 502) and documentation includes unit plans, lesson plans, assessments, and an explanation of modifications or enhancements to curricula for specific subgroups such as students with disabilities, gifted students, or English learners.

Expectations:

- Provide a schedule of time allotted for social studies instruction in each grade. This is a school schedule for each grade, not the estimated minutes for each lesson from the vendor.
- Provide one sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Provide a ESCS-created scope and sequence showing standards targeted and major topics for each grade/course in the school. Documents provided show no coherence or strategy of alignment used to target standards and instruction. Resources from the DE Recommended Curriculum are in a series of folders. Resources from a vendor are in other folders. Merge these resources thoughtfully to meet social studies standards and instructional expectations.
- With all of the myriad documents provided, there is nothing related to grade 7. The DeSSA Social Studies is given in grade 7.

Science:

Overall Evaluation: (select one by highlighting yellow)

- ☒ Meets expectations
- ☐ Partially meets expectations
- ☐ Does not meet expectations

Commendations:

-

Recommendations:

- Attend or participate in Delaware Science Coalition Meetings. It is important that your Charter school be and have a voice when certain decisions are being made (i.e. budget and curricular resources.) You do not have to be on the call for the whole meeting, but you can see the agendas ahead of time and decide when you want to call in. To join the Delaware Science Coalition Schoology Group: Go to: W7V45-2BXFZ
- Visit the DDOE assessment site: <https://www.doe.k12.de.us/Page/3783> to start using three dimensional assessments in classrooms.
- It is recommended that teachers register for “Becoming a NextGen Science Teacher” training, January 29, 30, Feb. 26 and March17. Register through PDMS Course # 28098

EASTSIDE CHARTER RENEWAL



EASTSIDE CHARTER SCHOOL

EastSide Charter Past and Future

- **EastSide's record of saving Family Foundations Academy/Charter School of New Castle but now refocused on EastSide;**
- **Aaron Bass's success at EastSide when he was the building principal in 2017-2018; 3 year contract to serve as the building principal going forward; and**
- **EastSide's central role in the educational component of the transformational REACH Riverside neighborhood revitalization now underway.**



EastSide Charter/ Charter School of New Castle Partnership

- Stabilized Charter School of New Castle
- Financially
- Academically
- Leadership
- Positive Rebranding
- Now Refocused on EastSide



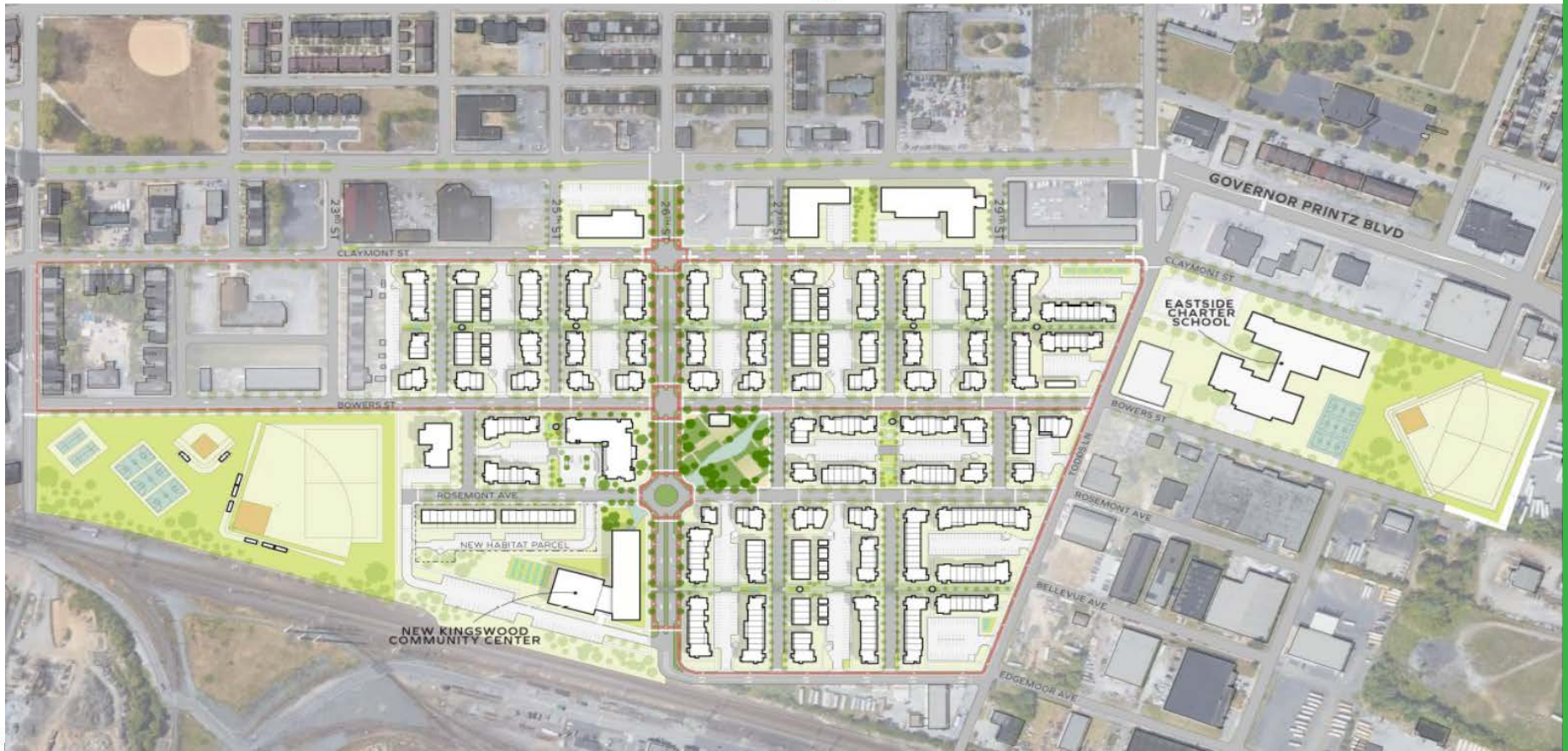
Purpose Built Communities

- **Holistic Neighborhood Revitalization**
- **High Quality Mixed Income Housing**
- **Cradle to College Educational and Career Readiness pipeline**
- **Health, Wellness and Commercial facilities and Services**



REACH Riverside

Masterplan



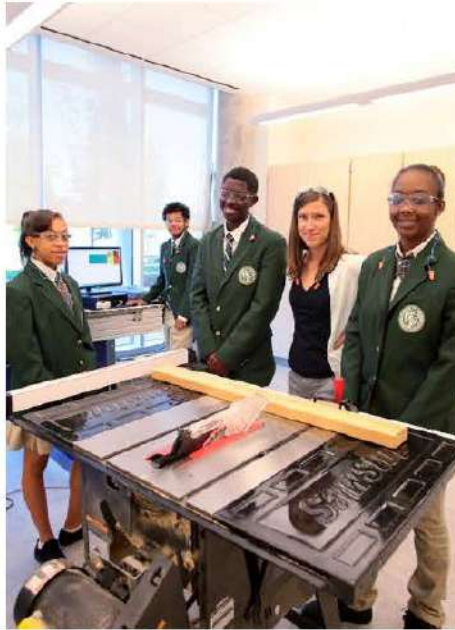
EASTSIDE CHARTER SCHOOL

REACH Riverside

Our Vision for Education: Implement a cradle-to-college/career readiness education pipeline



Integrate high quality early learning (Birth-PK) at Kingswood



Integrate high quality education at EastSide Charter School (K-8)



Provide educational & career support services for teens @theWarehouse



EASTSIDE CHARTER SCHOOL

REACH Riverside

Holistic Revitalization Produces Results

\$400M

in new private investment



90%

reduction in crime



5x

increase in employment
rates from **13% to 70%** and
in residents' income



2x

increase reading proficiency
rates from **57.1% to 94.5%**
(on par with high achieving
schools)



EASTSIDE CHARTER SCHOOL

Success of Drew Charter School

- **100% Graduated and attended college**
- **92% have persisted from freshman to sophomore year of college**





EASTSIDE CHARTER SCHOOL

Trauma

- 80% vs 20%





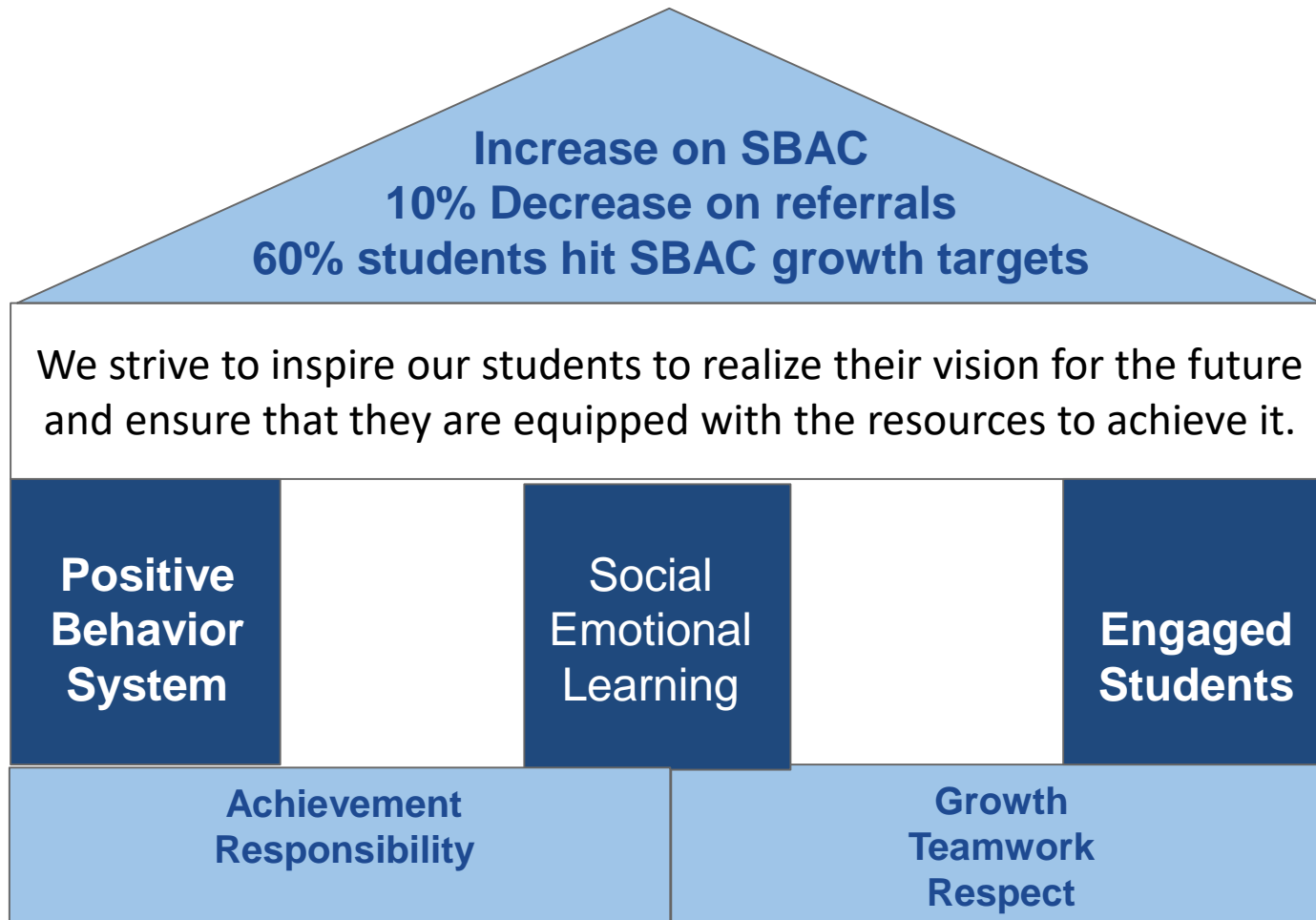
EASTSIDE CHARTER SCHOOL

EastSide Partners

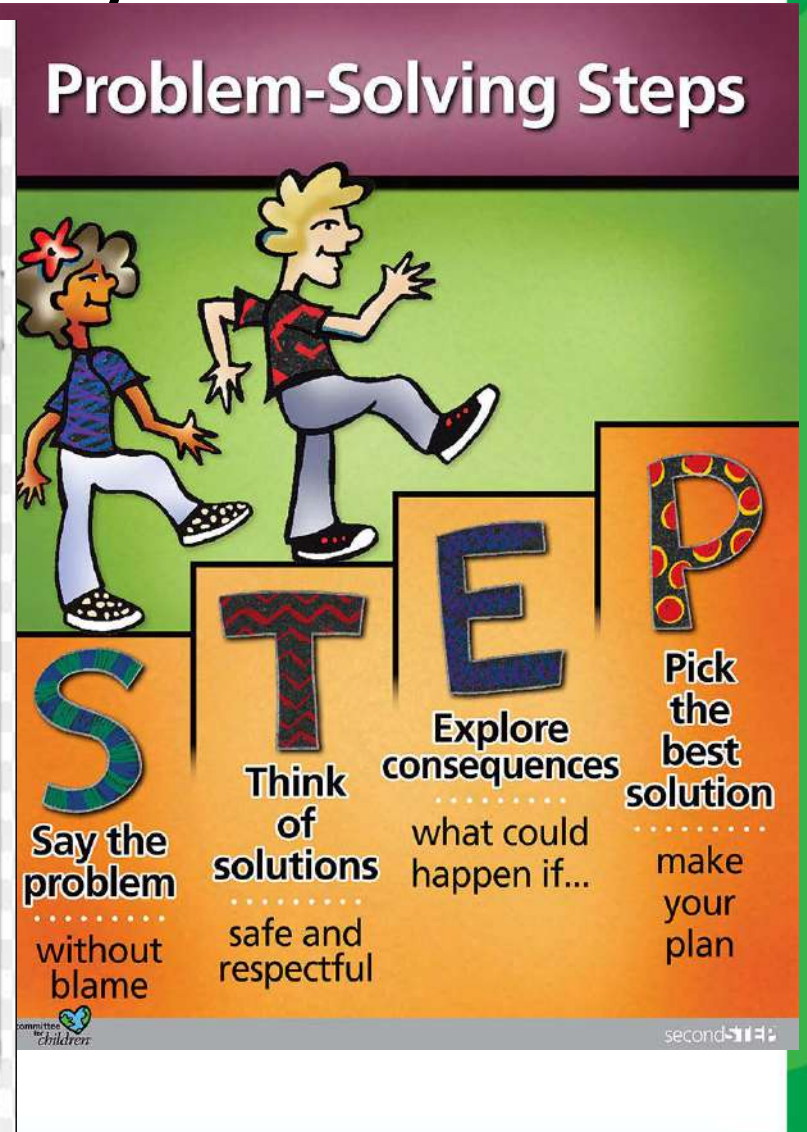
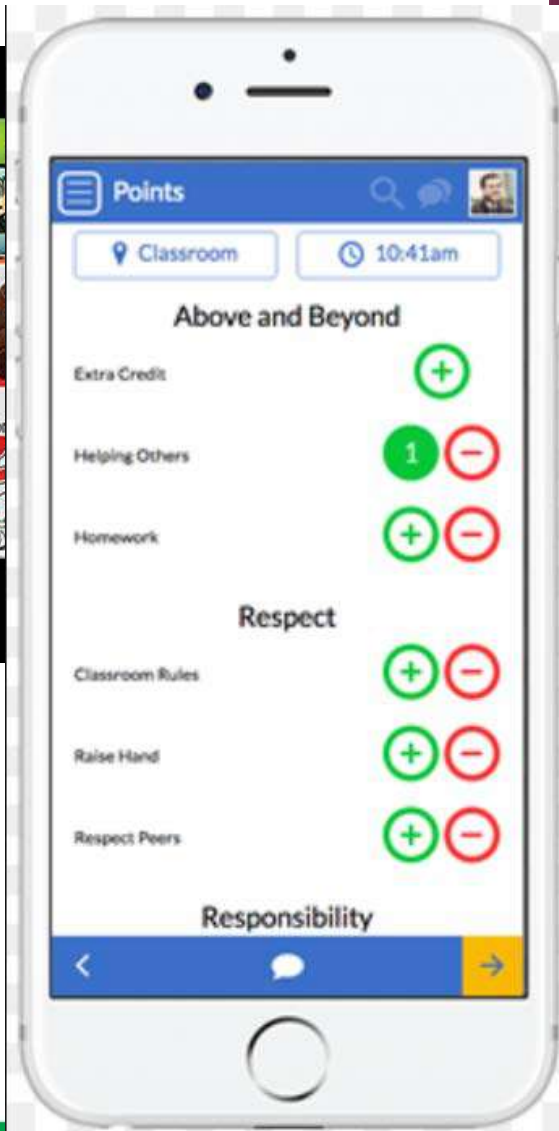
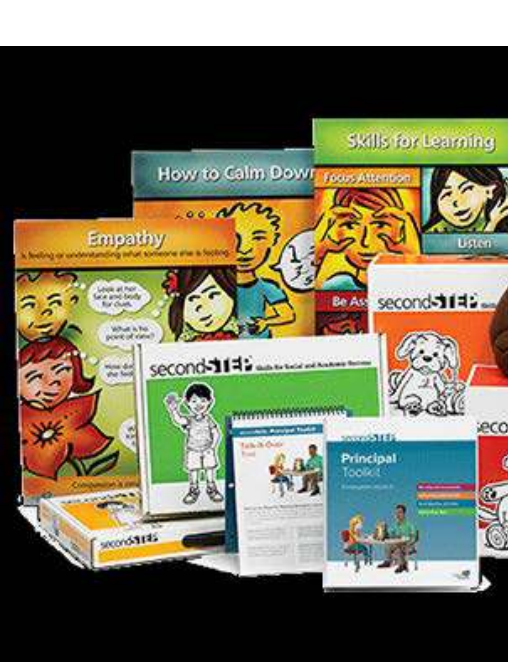
- DELI: DE Early Literacy Initiative
- MTSS: Multi Tiered System of Support
- AIR: American Institute of Research
- Achievement First



Goals for 2019-2020



Social Emotional Learning and Positive Behavior Systems



Early Outcomes in 2019

- 58% Decrease in Referrals
- Increased Attendance above State Average
- Staff Attrition has dropped from 60% to under 30%
- 85% of staff have met Engagement Inputs

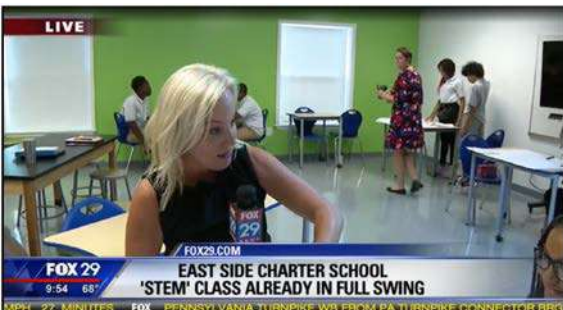


ADA	K	1	2	3	4	5	6	7	8	ADA
Week 1	72.8	91	73	75	73	81	78	72	82	
Week 2	80.8	94	88	84	83	93	89	86	93	
Week 3	88.3	96	90	92	88	98	92	87	93	
Week 4	87.3	95	92	88	92	95	90	93	96	
Week 5	88.2	92	88	89	94	95	95	90	90	
Week 6	88.6	90	87	90	92	98	93	86	94	
Week 7	91.3	89	91	92	91	97	92	90	99	
Week 8	86.1	94	90	92	94	93	95	93	94	
Week 10	90.3	93	93	94	95	96	92	93	92	
Week 2	80.8	94	88	84	83	93	89	86	93	88
Week 3	88.3	96	90	92	88	98	92	87	93	91
Week 4	87.3	95	92	88	92	95	90	93	96	92
Week 5	88.2	92	88	89	94	95	95	90	90	91
Week 6	88.6	90	87	90	92	98	93	86	94	91
Week 7	91.3	89	91	92	91	97	92	90	99	92
Week 8	86.1	94	90	92	94	93	95	93	94	92
Week 10	90.3	93	93	94	95	96	92	93	92	93

2018-19 State Average is 89%



EastSide Media



FOX 29
9:54 68°
EAST SIDE CHARTER SCHOOL
'STEM' CLASS ALREADY IN FULL SWING



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Redding Consortium looks to take next step in addressing Wilmington schools

By LARRY NAGENGAST • SEP 6, 2019



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NEWS... BUT NOT JUST
NEWS SPORT ENTERTAINMENT SOAPS LIFESTYLE PLATFORM
SEX HEALTH FASHION FOOD TRAVEL

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Students hold 'will you marry me signs?' when teacher's partner surprises her with a proposal in the classroom

By Laura Abernethy Sunday 8 Sep 2019 10:50 am

TO GET THE FOX NEWS APP



Koffman had planned an elaborate proposal, which involved Darczuk's students, who were tasked with 'will you marry me?' signs. (Chelsea Darczuk)



DEEP DIVE DELAWARE
Neighborhood Revitalization

REACH Riverside has partnered with Atlanta-based Purpose Built Communities to bring radical, systemic change to Wilmington's Riverside neighborhood. REACH Riverside is implementing a model that offers a three-pronged approach to change with high-quality education pipeline; and community wellness

programs. According to REACH Riverside, the neighborhood today has 70% of children living in poverty; a median household income of \$20,388; 32% of adults working; and 38% of adults without a diploma. The only national restaurant chain that operates in Riverside is Popeye's Fried Chicken and part of this discussion centers on getting retailers besides dollar stores to open their doors in the neighborhood. But the community is mobilizing around the effort, as this roundtable demonstrates. This discussion has been edited for length and clarity and we welcome comments to our moderator, editor Peter Osborne or in the comments section.



Logan Herring

CEO of REACH Riverside, a community development corporation created to lead a holistic revitalization in the Riverside neighborhood of Northeast Wilmington. The vision is to build 600 units of mixed-income housing, a new Kingswood Community Center and create a teen-focused co-working facility for

teens (The Warehouse) that will allow service and program providers to work together under one roof.



Charles McDowell

Chairman of the REACH Riverside board of directors and a retired Potter Anderson partner who chaired the firm's Business Group and practiced in the area of business and finance transactions. McDowell

spent about 15 years connecting with East Side Charter School, which is just up the street from Kingswood Community Center.



Mike Purzycki

Mayor of the City of Wilmington and former head of the Silverfront Development Corp., where he was tasked with the challenging job of resurrecting the blighted Industrial zone. He and his team reinvented and reinvested the area, turning it into the economic, cultural and social hub of the city.



Renate Kowalczyk

Executive director of the newly formed Wilmington Alliance. Previously served as executive director of Wilmington Renaissance Corp. She is a board member for the Rodney Square Conservancy. She

entered the nonprofit sector after working for JPMorgan Chase in Wilmington where she managed Risk Governance and Controls.



Aaron Bass

CEO of EastSide Charter School. He previously served as the chief of staff for the KIPP Philadelphia Schools for five years and as dean and then CEO/principal for KIPP DuBois Collegiate Academy over a 12-year period.



Zanthia Oliver

Councilwoman for Wilmington's Third District. Represents the Riverside neighborhood. Through her nonprofit organization, Zanny's Inc., she is a mentor for at-risk female students in the

Christina School District.

Looking back on 100 years of Tower Hill School

By LARRY NAGENGAST • SEP 13, 2019



At this Wilmington school, students start new year greeted in style

Natalia Alamedduri, Delaware News Journal Published 12:58 p.m. ET Sept. 3, 2019 | Updated 1:41 p.m. ET Sept. 3, 2019



EASTSIDE CHARTER SCHOOL

APEX



EASTSIDE CHARTER SCHOOL

Thank you



EASTSIDE CHARTER SCHOOL

Appendix



2020 Culture Snapshot (Responses)

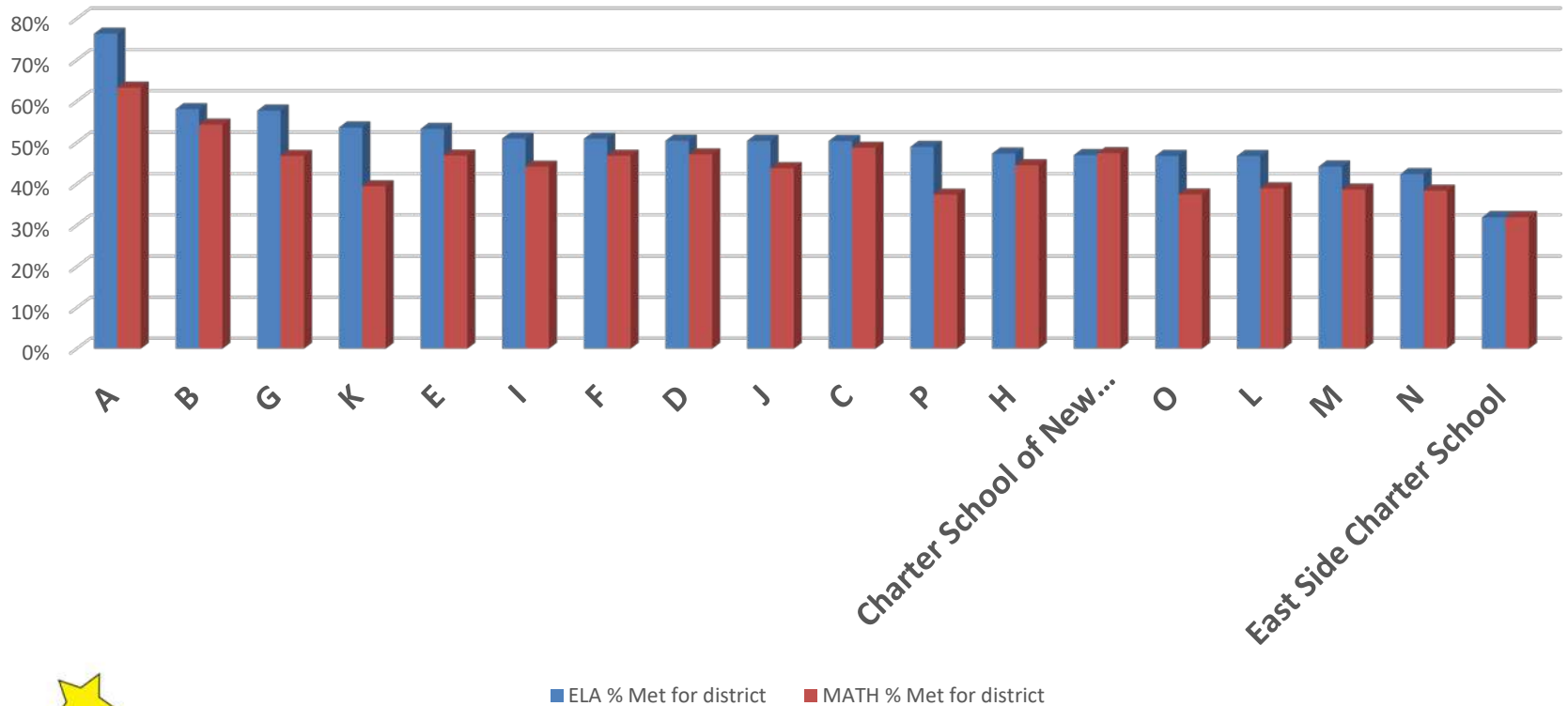
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Teacher Last Name																		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Teacher Last Name	Total Observations						100.00%	Time on Task	Scholar Monthly Habit	Room is clean and free of litter	Difference from 18-19 and 19-20	Overall School Suspensions		135 suspensions 2019 so 100 for this year= 10 per month				
		Overall										Tier 3	Removals	OSS	ISS		Month Total	difference from g
Lower School					Lower School	85%	89%	#DIV/0!	75%			Tier 3	Removals	OSS	ISS		Month Total	difference from g
Gimbel	8				Middle School	86%	86%	#DIV/0!	100%		Week 1	-3	-22	-	-	September	25	-2
Fred	6										Week 2	-6	-43		4	October	13	-14
Gonzalez	9				Whole School	85%	87%	#DIV/0!	88%		Week 3	1	-63		11	November		-27
Gott	4										Week 4	-33	-72		3	December		-27
DiSabatino	8										Week 5	-22	-36		7	January		-27
Avella	6				Week 1						Week 6	-13	-13		9	February		-27
Davenport	8				Lower School						Week 7	-36	-20		4	March		-27
Page	8				Middle School						Week 8	-82	-82			April		-27
Rossello	8										Week 9	-40	-40					-27
Joell	10				Week 2						Week 10	-32	-32					
Collings	8				Lower School						Week 11	-21	-21					
Le	8				Middle School						Week 12	0	0					
Faber	9										Week 13	0	0					
Wellmaker	6				Week 3						Week 14	0	0					
McCarthy	7				Lower School	86%	92%				Week 15	0	0					
Stupart	7				Middle School	88%	83%				Week 16	0	0					



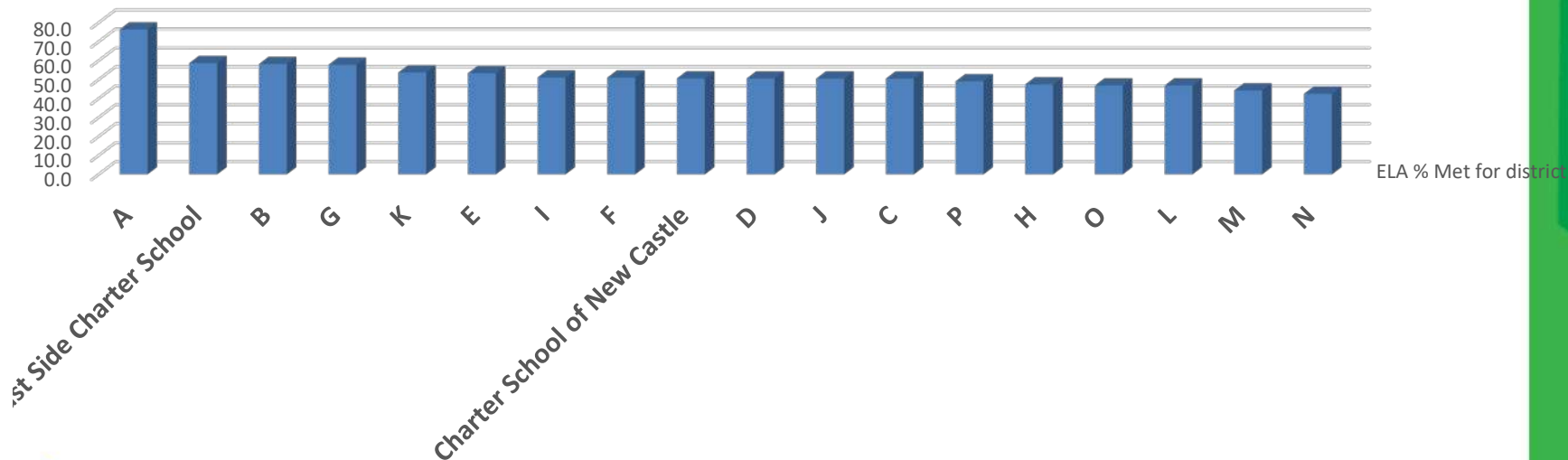
EASTSIDE CHARTER SCHOOL

% Student Growth 2016-17 Math and ELA



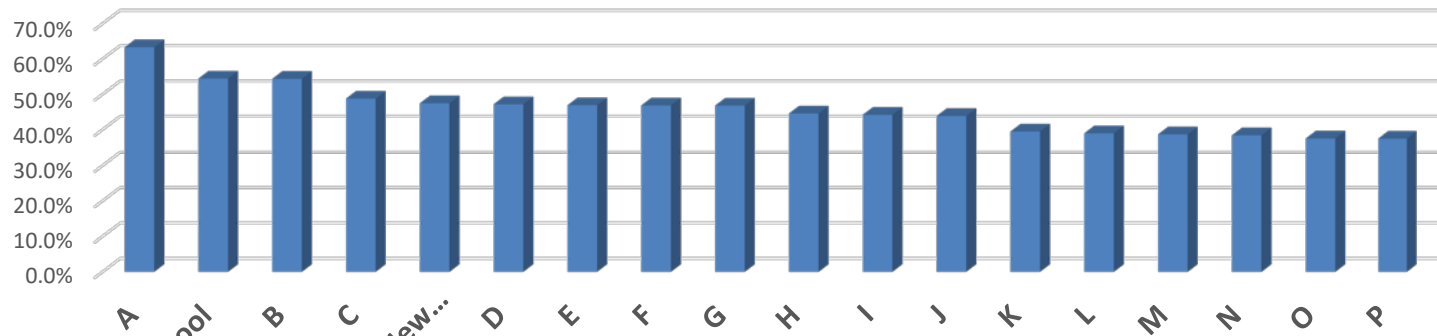
% students meeting ELA SBAC target

ELA % Met for district



% of students meeting MATH SBAC target

MATH % Met for district



East Side Charter School

Charter School of New...



EASTSIDE CHARTER SCHOOL