



Delaware Department of
Education
2019-2020 Renewal Report
East Side Charter School

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Charter School Renewal Report

Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal¹. 14 Del.

C. § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 Del. Laws, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

I. OVERVIEW

1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	East Side Charter School
Year School Opened	1997
Enrollment 2018-2019 ²	422
Approved Enrollment	440 (SY 2018-19)
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	aaron.bass@escs.k12.de.us (302) 762-5834
Name of Board President	Jocelyn Stewart
Board President Email	jocelynstewart1@gmail.com
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.	

1.2 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016²	2016-2017²	2017-2018²	2018-2019²
Total Enrollment	443	446	415	422
Gender				
% Male	49.89%	51.12%	51.57%	53.79%
% Female	50.11%	48.88%	48.43%	46.21%
Ethnicity/Race				
% African American	88.49%	91.26%	94.46%	94.08%
% American Indian				
% Asian				
% Hispanic/Latino	11.29%	8.52%	5.30%	5.69%
% White				
% Multiracial	0.23%	0.22%	0.24%	0.24%
Special Populations				
%Special Education ³	12.87%	12.78%	14.46%	15.17%
% English Language Learners	3.39%	1.57%	0.24%	0.47%
% Low-Income	80.14%	83.41%	79.76%	79.38%

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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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
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School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

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
K	63	65	63	64	63	63	63	59
Grade 1	54	60	58	58	58	58	58	54
Grade 2	50	53	50	64	52	49	52	54
Grade 3	50	52	50	51	50	62	50	54
Grade 4	56	58	50	43	48	38	50	52
Grade 5	40	38	52	53	48	44	46	46
Grade 6	34	39	35	33	47	40	46	35
Grade 7	48	43	32	37	33	31	44	41
Grade 8	33	35	45	43	30	30	31	27
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	428	443	435	446	429	415	440	422

DOE Summary:

East Side 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.

School Comments 2017-2018

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

School Comments 2016-2017

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

**School Comments
2015-2016**

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

1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate³ is the % of students continuously enrolled in the school from one year to the next.

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	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	318	82.38%	321	78.68%	284	70.47%	291	75.58%

** School entry grade level. Reenrollment data not collected for this grade level.

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.

School Comments 2017-2018	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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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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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.
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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)				Spring Grade Level RIT Avg
	Fall RIT Av.	Spring RIT Av.	Av. Growth	
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)				Spring Grade Level RIT Avg
	Fall RIT Av.	Spring RIT Av.	Av. Growth	
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

School Comments 2016-2017	<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.
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<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

School Comments 2016-2017	<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
<p>School Comments</p> <p>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</p>

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

School Comments 2016-2017	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 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.
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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,
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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 ⁵	**	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

School Comments 2016-2017	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

School Comments 2016-2017	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 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.
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c) Progress measures to monitor On Track to Graduation outcomes

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

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

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.
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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
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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 17/18

2.1 Delaware School Success Framework

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments

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.

**School Comments
2017-2018**

Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of 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.

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.

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

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.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00

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) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

**School Comments
2017-2018**

School Comments
 The Academic Achievement data for EastSide Charter School is provided below.

ESCS ELA	16-17 Scores	17-18 Scores	Increase/decrease
Grade 3	13%	8%	baseline
Grades 4-8			
4	13%	33%	increase 22pts
5	13%	12%	decrease 3pts
6	12%	18%	increase 6pts
7	13%	23%	increase 10pts
8	17%	26%	increase 11pts
Total	14% Avg	23.2% avg	increase avg 9pts
ESCS Math	16-17 Scores	17-18 Scores	baseline
Grade 3	34%	20%	baseline
Grades 4-8			
4	34%	66%	increase 34pts
5	15%	2%	decrease 15pts
6	12%	10%	decrease 2pts
7	1%	10%	increase 7pts
8	8%	10%	increase 2pts
Total	14.4% Avg	20% avg	increase avg 6pts

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 5 and 8. 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.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

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
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2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	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) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments 2017-2018	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) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments 2017-2018	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) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments 2017-2018	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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2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	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) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

School Comments 2017-2018	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) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments 2017-2018	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
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	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 use the practices that we employed this year to build a strong culture of regular school attendance.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

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.
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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	Value	Points	Points Earned
Progress Toward English Language Proficiency	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) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments 2017-2018	Not applicable
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments 2017-2018	Not applicable
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments 2017-2018	Not applicable
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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.

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>Meets Standard:</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>Approaching Standard:</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>Far Below Standard:</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.	1a1

DOE Summary:

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

a) mission specific goal(s).

School Comments 2017-2018	In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students’ goals and also focused on their progress during the school year. 100% of students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child’s future goals and current grades. These meetings were instrumental in building
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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.

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

3.2 Organizational Performance

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

HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
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

SUMMARY AND OVERALL RATING

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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
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

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

School Comments 2017-2018	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) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	See comment above
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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.	

School Comments 2016-2017	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654
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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.”

School Comments 2017-2018

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.

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>

3.3 Board Financial and Governance Members and Training

a) 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.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Aaron	Bass	7/30/2016		Ex-officio - CEO	7/25/2017	
James P.	Dalle Pазze			Chair, Legal	7/1/2009	9/1/2014
Cecil	Gordon	10/31/2017			10/17/2017	2/1/2015
Michael	Hare	10/31/2016		Chair, Facility Committee	9/29/2014	9/1/2014
Paul	Harrell				11/19/2014	
Thomas C.	Humphrey	10/31/2016		Board Chair	11/21/2013	2/1/2015
Andrea	Jackson			Teacher Representative	7/25/2017	
Charles	McDowell			Board Member	7/1/2007	9/1/2014
Shaquona	Meyers	9/30/2017			1/3/2018	
Donna	Mitchell	10/31/2016			11/19/2014	9/1/2014
H.M. (Chip)	Sawyer	10/31/2015			1/25/2012	9/1/2014
Alexis	Simms	10/31/2017		Parent Representative	9/15/2015	
Jocelyn	Stewart	10/31/2017		Vice Chair	2/16/2011	9/1/2014
Charles	Tolliver	10/31/2016		Secretary	11/19/2014	9/1/2014
Jeania	Watson				9/29/2014	9/1/2014

DOE Summary:

As of April 30, 2019, the following EastSide Charter School board members were out of compliance with Governance Training requirements: James Dalle Pазze, Cecil Gordon, Michael Hare, Paul Harrell, Thomas Humphrey, Charles McDowell, Donna Mitchell, H.M. (Chip) Sawyer, Jocelyn Stewart, Charles Tolliver, and Jeania Watson.

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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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.

Citizen Budget Oversight Committee Membership & Trainings

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
Nick	Medaglio			Managing Director of Finance and Operations	11/21/2013
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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.4 Teacher Retention

2016-2017			2017-2018		
% 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

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

School Comments 2017-2018	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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

School Comments 2017-2018	We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD’s. In addition we collaborate with other schools to ensure that we are using the best practices for our staff. Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the 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.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

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

School Comments 2017-2018	
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b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	
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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 15/16 can be found at:
<https://www.doe.k12.de.us/Page/2654>

School Comments
2015-2016 School comments for SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

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

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

V. INNOVATION

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

School Comments 2017-2018	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.
School Comments 2016-2017	The school has been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system.
School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

References:

¹A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

²Based on September 30th Unit Count

³ Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

⁴ US DOE Flexibility Letter can be found at

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf.

⁵Graduation 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.