

**DELAWARE CHARTER SCHOOL
RENEWAL APPLICATION
October 1, 2018**



FREIRE CHARTER SCHOOL

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I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

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

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

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

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

- 10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.
- 10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.
- 10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.
- 10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

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

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

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

As defined in 14 DE Admin. C. 275, the [Performance Framework](#) is used by the Department to assess compliance with the [Performance Agreement](#) in the areas of academic performance,

economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee (“Accountability Committee”), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).

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

II. RENEWAL PROCESS

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

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

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

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

III. APPLICATION CONTENT AND FORMAT

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

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

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

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

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

IV. APPLICATION CONTENT CHECKLIST

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

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

I. Overview

- ☐ 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- ☐ 1.2 Review the table with the school’s enrollment and demographics
- ☐ 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- ☐ 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
 - ☐ 1.4.a Complete the last column “Current Waitlist 2018-2019 school year”
- ☐ 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
 - ☐ Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

II. Academic Performance

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

- ☐ 2.4.b Discuss the school's expected outcomes and steps to achieve them
- ☐ 2.4.c Describe how the school will measure progress and track expected outcomes
- ☐ 2.5 Review the College and Career Preparation Data table
 - ☐ 2.5.a Discuss the school's current performance based on College and Career Preparation ratings
 - ☐ 2.5.b Discuss the school's expected outcomes and steps to achieve them
 - ☐ 2.5.c Describe how the school will measure progress and track expected outcomes

III. Organizational Framework

3.1 Mission Specific Goal(s)

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

3.2 Organizational Performance

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

3.3 Educational Program

- ☐ 3.3.a Describe any proposed changes to the educational program or curricula
- ☐ 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies and Science) for each grade level the school serves. *(Note: Curricula is only required if it has changed since it was last approved.)*

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

- ☐ Review Table 3.4
- ☐ 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- ☐ 3.4.b Describe the process by which at-risk students are identified and evidence that...
- ☐ 3.4.c Describe the process by which English Language Learners are identified and evidence...
- ☐ 3.4.d Describe the process by which students with disabilities are identified and evidence...

3.5 Financial Management and Oversight, Governance and Reporting Requirements

- ☐ Review Table 3.5

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

3.6 Students, Employees, and School Environment

- ☐ Review Table 3.6
- ☐ 3.6.a Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.
- ☐ 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- ☐ 3.6.c Appendices
 - ☐ **Appendix 5** Up-to-date Certificate of Occupancy
 - ☐ **Appendix 6** Up-to-date Fire Inspection Certificate
 - ☐ **Appendix 7** Up-to-date Insurance Certificate(s)
 - ☐ **Appendix 8** ERIP Reporting SY16/17 and SY17/18

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

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

3.8 Closure Requirements

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

IV. Financial Framework

4.1 Financial Performance

- ☐ 4.1.a Discuss the school's financial performance results over the course of the charter term
- ☐ 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- ☐ 4.1.c Address any measure where school did not meet standard or is approaching standard
- ☐ 4.1.d Discuss the school's financial performance results based on its approved

Performance Agreement

- ☐ 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
 - ☐ 4.1.f Appendices
 - ☐ **Appendix 9** Summary of Findings from Independent Audits
 - ☐ **Appendix 10** Final Fiscal Year 2018 Revenue & Expenditure Budget Report
 - ☐ **Appendix 11** Approved preliminary Fiscal Year 2019 Budget
 - ☐ **Appendix 12** Fiscal Year 2018 Audited Financial Statements
 - ☐ **Appendix 13** Board approved 5-year budget sheets, revenue projections, and budget narrative.
- Please submit two budgets with justification as to how the figures were derived:
- ☐ A budget based on the projected enrollment; and
 - ☐ A budget based on 80% of the projected enrollment

V. Innovation

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

VI. Five-Year Planning

6.1 Projected Enrollment

- ☐ 6.1.a Complete the Projected Enrollment chart

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

- ☐ 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
 - ☐ 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
 - ☐ 6.2.1.b Describe the student performance standards for the school as a whole
 - ☐ 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
 - ☐ 6.2.2 Explain how the school will collect and analyze student academic achievement data...
 - ☐ 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5) ...
 - ☐ 6.2.4 Describe how State data systems will be used and monitored to support informed...
 - ☐ 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
 - ☐ 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- ☐ VII. Compliance Certification Statement
 - ☐ VIII. Renewal Application Certification Statement

IX. Performance Agreement Template

V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

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

- ☐ 5-year charter
☐ 10-year charter

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

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

I. OVERVIEW

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

BASIC INFORMATION	
Name of School	Freire Charter School
Year School Opened	2015
Current Enrollment	479
Approved Enrollment	560 (SY 2018-19)
School Address	201 W 14th St, Wilmington, DE 19801
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://freirewilmington.org/
Name of School Leader	Paul Ramirez Felicia Harrington
School Leader Email and Phone Number	Paul.Ramirez@freirewilmington.org Felicia.harrington@freirewilmington.org (302) 407-4800
Name of Board President	Clint Walker
Board President Email	cwalker@barclaycardus.com
Mission Statement: Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.	

1.2 Enrollment and Demographics: Please review the following table.

	2014-2015 ¹	2015-2016 ¹	2016-2017 ¹	2017-2018 ¹	2018-2019 ¹ *
Total Enrollment		234	322	411	479
Gender					
% Male		39.32%	44.41%	49.64%	47.84%
% Female		60.68%	55.59%	50.36%	52.16%
Ethnicity/Race					
% African American		64.53%	71.43%	72.02%	71.3%
% American Indian			0.31%	0.49%	0.4%
% Asian		3.85%	3.11%	1.95%	1.2%
% Hispanic/Latino		13.68%	7.14%	13.87%	9.9%
% White		14.53%	15.84%	8.03%	22.7%
% Multiracial		2.56%	1.86%	3.16%	4.1%
Special Populations					
%Special Education ³		6.41%	16.15%	18.98%	14.3%
% English Language Learners		3.42%	2.17%	2.43%	2.1%
% Low-Income		45.30%	54.66%	48.91%	50.0%

*** To be completed by the school / School note:** Freire's September 30 unit count enrollment is 479, but a final demographic breakdown on that number is not yet available.

School Comments 2016-2017	Freire Charter School Wilmington serves a particularly diverse student body from across New Castle County, drawing students from four different school districts. Supporting all students who enroll, regardless of background, is at the very core of all Freire's actions. The imperative that we meet the needs of historically underserved populations goes without saying at Freire. In the 2016-17 school year, the two largest subgroups of the student body were African Americans, comprising 71.43% of the population and low-income students, who comprise over half, or 54.66%, of the student population. Supporting all our students means supporting students within these subgroups, and overall, Freire has outperformed the state average in helping these students achieve proficiency. Further, Freire provides professional development and implements a wide variety of school programming to help all members of our school community understand the value of diversity.
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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 a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

Freire continues to serve a diverse student body from across New Castle county. The imperative that we meet the needs of historically underserved populations and support all students regardless of background is at the core of all Freire’s actions. In the 2017-18 school year, the two largest subgroups of students of the student body were African-Americans, comprising 72.02% of the population, and low-income students, who make up approximately half or 48.91% of the total population. In 2018-19, demographics have remained consistent with the prior year; African American students comprise 71.3% of the total student population and low-income students comprise half of the total population. Freire continues to provide professional development and a wide variety of school programming to help all members of the school community understand the value of diversity.

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
March 24, 2015	Major - Eliminate admissions preference; decrease enrollment in year 1 (2015-16)	Approved

School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

We requested two major modifications prior to Freire Wilmington’s first year of operation. The modifications were (1) a decrease in initial student enrollment and (2) a change in enrollment preferences. The enrollment decrease modification allowed Freire to accept only grades 8 and 9 its first year instead of accepting students in grades 8 through 10. We requested the modification due to low demand for 10th grade enrollment, which we attribute to two factors. First, we were a new school and had not yet established wide recognition or a reputation for success in Delaware. Second, many students and their families were reluctant to change schools in the middle of their high school careers. This modification request was approved, allowing our 10th through 12th grades to fill out naturally over subsequent years.

The second modification removed an enrollment preference from the admissions process. Originally, Freire stated in its charter that it would give an admissions preference to “students who had a specific interest in Freire’s methods, philosophy, and educational focus.” Our charter stated that in order to qualify for that preference, “students and families may choose to sign a pledge, supplemental to the general charter application, indicating their specific interest in Freire Charter School Wilmington’s mission.” This express written notification required of families during the admissions process was eliminated because while it was compliant with 14 Del. Code §506(b), relating to enrollment, it was not compliant with the regulations of the Federal Charter Schools Program through which Freire Charter School Wilmington received a grant. The modification was approved, and the school was eligible for the critical CSP planning and implementation funding.

Neither modification adversely influenced the progression, finances, or development of the school.

1.4 Enrollment Trends: Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2017-18").

School Enrollment Trends									
Cells highlighted in gray were grade levels not serviced by this school.									
	2014-2015		2015-2016		2016-2017		2017-2018		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2018-2019 *
K									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8			112	149	112	133	112	110	0
Grade 9			112	85	112	130	112	149	0
Grade 10					112	59	112	94	0
Grade 11							112	58	0
Grade 12									0
Total			224	234	336	322	448	411	0

*** To be completed by the school**

DOE Summary:

Freire Charter School has had consistent enrollment over the past three years. The school's actual enrollment has ranged between 91% and 104% of its authorized enrollment since it opened in SY 15/16.

**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
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

We have determined, after three years of operation in our building, that an enrollment goal of 500 will result in a number of students that is more comfortable for our facility in current form than the original target of 560. We did not settle on the need for this shift until after the deadline for submitting a modification request for the 2018-19 school year. However, we are submitting a formal request along with this application. Further, we have maintained a small first graduating class (11th graders in 2017-18). We understand that we have therefore not fallen within the enrollment expectation originally outlined but intend to do so going forward once our approved enrollment is aligned with what is best for our school currently.

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

School Reenrollment Trends								
	2014-2015		2015-2016		2016-2017		2017-2018	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg					117	50.00%	219	68.01%

DOE Summary:

In SY 16/17, Freire Charter School reenrolled 50% of the 234 students eligible for reenrollment. In SY 17/18 the school reenrolled 68.01% of the 322 students eligible for reenrollment, an improvement of 18%.

School Comments 2016-2017	The transition from the 2015-16 to the 2016-17 school year happened at the end of the school's first year in operation. Families in Delaware were becoming acquainted with the Freire model for the first time and Freire Wilmington was developing its own identity. Therefore, a certain amount of adjustment in the student population was to be expected. Given that we have an 8th grade class, we also expect to see some students choosing other high schools given that there are many options in this natural transition year. We also saw that some students wanted programs like clubs and extracurriculars that the school had not been able to implement given our small size in our first year and therefore sought other schools with greater extracurricular and athletic offerings. With our increase in size and funding capacity of these programs through sources like the 21st Century grant, we have added significantly more programming based on student interest. We are proud that Freire's attrition rate has dropped significantly during the transition from the 2016-17 year to the 2017-18 year, from 50% to 32%. As we continue to build our success and define our identity and expectations, we hope to see attrition continue to decrease.
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

The 2018-19 school year marks the fourth year of operation for Freire Wilmington. Despite still being a relatively new school to the area, over the first three years Freire has built a robust school culture and climate centered around its college preparatory and non-violent mission. Further, students and families in the area are becoming increasingly acclimated with the rigorous college preparatory mission and vision of the school. Freire believes that the development and maintenance of a strong

school culture is central to decreasing student attrition. We have increased our re-enrollment rates each year. From the 2015-16 to the 2016-17 school year, our retention was 50%; this increased by 18 percentage-points to 68% the following year. As Freire Wilmington enters the 2018-2019 school year, approximately 73% of students were re-enrolled from the previous year.

Freire will continue to reduce attrition by continuing all of our programs that support positive school culture. One of the ways we have increased retention has been to offer more athletics and extracurricular activities in response to student demand. With the support of the 21st Century Schools Grant in 2017-18, we have been able to offer activities including young entrepreneur and leadership clubs, robotics, and an art program in partnership with the Delaware Contemporary Art Museum. We have increased the number of athletic activities we offer since our first year in operation, facilitated by a growing student body. Offering more sports and afterschool clubs has noticeably increased student engagement at Freire.

The transition into high school is a time during which 8th graders are encouraged to take responsibility and explore their best options for high school. As such, we expect to lose some of our 8th grade students, which may negatively impact our overall attrition rates. Beginning in the 2017-18 year, we put a new student transition program in place for our 8th graders. We created this program in part because the transition from 8th to 9th grade is a point at which we see high attrition, but also to ensure that all of our 8th graders feel supported and well positioned to enter high school regardless of where they choose to enroll. We support 8th graders through regular meetings with an advisor who assists them throughout the year with framing their goals for high school, whether it be college or career oriented. We have also noted that some students choose to leave because of our high academic expectations, and part of the advisor's role in the new student transition program is to ensure that students are connected to the supports available at Freire so that they can succeed in our rigorous curriculum.

Freire monitors attrition by analyzing withdraw notifications and requiring the student and parent to provide a reason for the withdraw. Each year, attrition data is reported to the Board of Directors in a data dashboard that contains other school climate and academic metrics prepared by the Performance Management Team at Freire's charter management organization, Build the Future. The Board then discusses attrition and retention data in conjunction with other climate and academic indicators. By continually monitoring this data, along with the quality of Freire's education programs, student achievement, and parent satisfaction, planning to reduce attrition happens naturally as a part of the overall discussion of the improvement of the school. Going forward, Freire will continue its efforts to improve school culture and research new methods to address attrition.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

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. Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year. Because the data compared is not the same, the frameworks are reported separately below.

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)		
	2014-2015	2015-2016	2016-2017
Academic Achievement	**	**	2 Stars (50/150pts) Needs Improvement
Growth	**	**	4 Stars (158/200pts) Meets Standard
On Track to Graduation	**	**	5 Stars (47/50pts) Exceeds
College and Career Preparation	**	**	2 Stars (33/100pts) Needs Improvement

Note: Please utilize the hyperlinks in this sentence for more information about the [Delaware School Success Framework \(DSSF\)](#) or the [Revised Delaware School Success Framework \(DSSF\)](#)

SY 2017-2018:

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

Indicators	Weight	Points	Points Earned
<i>Academic Achievement</i>	<i>20%</i>	<i>100</i>	35 Well Below Expectations
<i>Academic Progress</i>	<i>25%</i>	<i>125</i>	68 Approaching Expectations
<i>School Quality/Student Success</i>	<i>25%</i>	<i>37.5</i>	34 Exceeds Expectations
<i>Graduation Rate</i>	<i>20%</i>	<i>n/a</i>	n/a
<i>Progress toward English Language Proficiency</i>	<i>10%</i>	<i>n/a</i>	n/a
<i>Total Points Earned</i>	<i>100%</i>	<i>262.5</i>	137
Overall Percentage/Rating			52% Approaching Expectations

DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school earned a rating of “Needs Improvement” for the academic achievement metric; a rating of “Meets” for the growth metric; a rating of “Exceeds” for the on track to graduation metric; and a rating of “Needs Improvement” for the college and career preparation metric.

School Comments 2016-2017	<p>2016-17 was Freire Charter School Wilmington’s second year of operation, and first year being formally rated under the Delaware School Success Framework (DSSF), indicating Freire’s performance against a state standard. Most excitingly, Freire’s progress within the growth and On-Track to graduation categories indicates that the school is indeed driving students to grow academically at high rates and remaining true to its mission and vision for the students it educates.</p> <p>Despite this growth, Freire did face challenges in both the academic achievement and college and career preparation metrics. This may seem strange given that academic growth was so high, but it is unsurprising given the overall level of</p>
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preparation our students arrived with upon entering 8th grade—even with high rates of growth, students start so far behind that they still struggle to meet proficiency by the end of their 8th grade year (which is the only grade level represented in these numbers). Further, in the College and Career Preparation metric, Freire’s lack of an 11th grade class this school year meant that we lacked SAT or other secondary assessment results.

At Freire, we are driven to grow students even more and see these students through to success and therefore plan intensive supports for these learners. We are taking a number of steps to increase academic achievement and growth, especially putting a great deal of effort into bringing students with proficiency gaps up to grade level and continue to accelerate growth.

To remedy the existing achievement gap of students, Freire employs a number of efforts to give our students the extra support retroactively and as-needed. Instead of regarding extra help as an add-on, our instructional program builds support and interventions into every aspect of the school day. 8th grade is a year focused on providing academic supports. This year is dedicated to giving students the intervention and remediation that they need to continue with the rigorous high school curriculum. Freire 8th graders take supplemental reading and math classes to develop fundamental skills. Teachers also support students in achieving proficiency through the operation of school academic centers where students can receive supplemental help for all core subject areas. Data analysis is becoming increasingly integrated into understanding student outcomes and planning strategic interventions. Freire’s focus on college preparation for its students has led to improvement in student knowledge and understanding of the college application process as the school continues to add higher grade levels. The common denominator of all of this programming is the open academic culture that Freire represents every day; there is no stigma for asking for extra help or for a teacher to “break down” or unpack difficult concepts.

Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

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

During its charter term, Freire Wilmington has been able to provide many Delaware students with a new educational option: a rigorous college preparatory curriculum in a safe and supportive environment. Moreover, Freire consistently enrolls some of the highest rates of low income and minority students of any school in the state, as well as a majority of students significantly behind grade level in the fundamental subjects of English and math. Helping all students reach their full potential is at the core of all Freire’s actions. Since its opening three years ago, Freire Wilmington has helped students achieve considerable academic growth, annually outpacing the state and most area schools in despite being a young school. In our first year receiving a rating for SAT results, our proficiency rate in ELA exceeded the state average. Within the DSSF, Freire received an overall rating

of “Approaching Expectations” for the 2017-18 school year. Our ratings within the Academic Progress and School Quality/ Student Success indicators show that we have exhibited growth in Smarter Balanced proficiency rates and our ability to holistically engage and support students to succeed. We must improve on our rating within the Academic Achievement indicator, as well as continue to increase consistent success on Academic Progress.

On Smarter Balanced assessments over the charter term, Freire has exhibited tremendous growth results. In the 2016-17 school year, reading scores represented triple the growth of the state average, placing the school as third statewide for growth. Math scores represented double that of state growth, placing us as the 14th highest in Math growth across the state. In the 2017-18 year, Freire again outpaced statewide numbers in growth within both the reading and math Smarter Balanced assessments. Over the charter term, Freire students have also consistently outperformed many middle schools in the neighboring Brandywine, Christina, Colonial, and Red Clay school districts within both the growth and proficiency metrics of these assessments. Our significant growth indicates the strength and success of our academic programming, and can be attributed to our rigorous curriculum, its alignment to state assessments, and the ability of our teachers to engage students in deep critical thinking.

Though we have been able to sustain growth throughout the charter term, we recognize that it is important for us to strengthen proficiency rates to sustain the level of academic growth we have seen in past years during the charter term. Our rating in the Academic Achievement indicator, primarily, and to some degree the Academic Progress, are the limiting factors in Freire achieving an overall rating at or above “Meets Expectations”. Data analysis has shown us that our incoming students are entering Freire with lower proficiency scores compared to their peers. The proficiency rates of our incoming cohorts have been significantly lower than the state average. Further, since Freire begins with 8th grade, we do not have students for multiple years of Smarter Balanced testing, and thus we only have a single year to bring incoming 8th graders to proficiency. Additionally, our Smarter Balanced scores are based upon a new cohort of students each year, making it a challenge to build trends over time. Volatility in proficiency rates of incoming cohorts over the charter term has been an obstacle to achieving year over year increases in our proficiency rates. In response, we have implemented initiatives such as our After School Academic Centers and aligned our lessons more closely to state standards as measured by the Smarter Balanced assessments.

Within Smarter Balanced ELA proficiency, Freire has experienced a year to year decline in the proficiency rates of the successive cohorts. A drop in initial proficiency in reading from year one to two contributed to the trend of decline between these years. Incoming 8th graders in the first year of operation were significantly less behind in reading than the subsequent year’s cohort of incoming 8th graders. Within Smarter Balanced Math proficiency, Freire has seen an overall increase in scores over the charter term. From year one to year two, our proficiency dropped slightly because of the difference in the initial proficiency of incoming 8th graders from year to year. But, this was followed by a notable increase in the rate of proficiency from year two to three.

Our 2017-18 SAT results were promising for our first class of 11th graders. Of Freire 11th graders, 52% scored proficient on the ELA section of the SAT, outperforming the state average by two percentage-points. Furthermore, our SAT scores outpaced many northern New Castle County high schools. We are in a strong position to drive further success within ELA and have some foundational work to do on building stronger math scores. We always strive for continuous improvement and will continue to develop methods to maintain progress in improving student performance.

Performance Agreement

Academic Performance Expectations

By September 2018, our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goals (optional): 100% of graduates will successfully complete an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action."

DOE Summary:

In SY 16/17, the Freire Charter School earned a rating of "Needs Improvement" for the academic achievement metric; a rating of "Meets" for the growth metric; a rating of "Exceeds" for the on track to graduation metric; and a rating of "Needs Improvement" for the college and career preparation metric.

School Comments 2016-2017

Freire Wilmington continues to make every effort toward reaching its goals of academic achievement, outlined by the Performance Agreement in the areas of Academic Performance Expectations. Given Freire's strong performance within the Growth metric, proficiency and achievement will improve in correlation to consistent strength in this category of Academic Performance. Further, Freire will accumulate innovative academic programming as it continues to age, supporting the growth and health of all metrics related to academic performance.

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

Freire Wilmington did not score "meets" or "exceeds" as an overall rating for academic achievement by September of 2018. Freire Wilmington's academic performance in its three years of operation has been largely influenced by the initial low proficiency rates of our students when they enter Freire. Our diagnostic testing confirms that many students are arriving to Freire with academic proficiency rates 3 to 4 grade levels behind in core subjects, specifically English and math. Though we have been able to show tremendous growth in our standardized test scores, many of our students are still not achieving proficiency. While we see this as no excuse and we still push for all students to reach proficiency and beyond, this does pose a challenge for us as we move forward.

We are implementing a number of strategic interventions to target student academic performance and generate more critical thinking around core subjects. Supporting all students who enroll, regardless of background, is at the very core of all Freire's actions. We believe that our students can

and will achieve at high levels and that our school model is developing to become effective in changing the narrative of public education for high school students in Wilmington. As a school and community, we are dedicated to reversing the lagging academic performance statistics for low-income and minority students in Wilmington and committed to continuous improvement for all of our students.

We will be able to report on our performance within the mission specific goal of 100% of graduates completing the Social Change Project once we graduate our first senior class in the spring of 2019. Due to the unavailability of that data over the charter term, Freire worked with the charter schools' office to set an interim annual goal that is described under Organizational Performance in section 3.1.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	**		2 Stars (50/150pts) Needs Improvement	
	School	State	School	State
ELA	**	54.91%	41.42 %	56.63%
Math	**	42.87%	24.16%	45.13%
Science	**	60.41%	35.89%	47.45%
Social Studies	**	76.82%	n/a	n/a

SY 2017-2018:

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

Measures	Weight	Points	Points Earned
Academic Achievement	20%	100	35 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	50	22
Proficiency Math (grades 3-8 and 11)	10%	50	13

*** Science and Social Studies Achievement Data is now measured and included in section 2.5.

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school was rated “Needs Improvement” for academic achievement. ELA proficiency was at 41.42% which was 15.22% less than the State average. Math proficiency was at 24.16% which was 20.97% less than the State average. Science proficiency was at 35.89% which was 11.56% less than the State average. The State social studies assessment was not administered in SY 16/17.

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

School Comments 2016-2017	<p>In terms of Academic Achievement, the scores above indicate that the school is performing below state averages. While we are working on improving this rating, important contextually is that this low rating is attributed to the fact that students arrived significantly behind in proficiency levels. Although we were able to help students make exceptional academic process in a school year (which is detailed under the Growth metric), for many students it was still not enough to get them to proficiency. Students entered with a need for substantially accelerated growth in order to reach grade level expectations in ELA and math.</p> <p>To give some specific detail, the above ELA and Math Achievement Scores for Freire are based only on our 8th grade class because it is 11th grade that is tested for high school and Freire did not have an 11th grade class this year. When looking at the 16-17 cohort of 8th grade students’ incoming scores from 7th grade, less than 30% were proficient on the Smarter Balanced test in ELA and less than 15% were proficient in math. Thus, even though Freire’s DSSF proficiency scores are lower than the state average, it does represent a significant increase from where students entered. Indeed, the growth scores achieved indicate that students were growing at a rate 2-3 times the state average. Even given the low starting point of many of our students, Freire still sees this as no excuse and we still push for all students to reach proficiency and beyond as we move forward.</p>
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<p>Looking ahead, Freire expects to increase academic achievement for students over the course of their time at Freire, especially in bringing students up to grade level proficiency. One challenge with this goal, however, is that since the Academic Framework is heavily weighted toward outcomes for our 8th grade class, we’ve experienced some variability with the level at which students come in to our school. For instance, the 16-17 cohort of 8th graders experienced even higher rates of growth than the previous year, but they entered the school significantly lower causing their academic achievement score to be lower. Given this, we aim to increase rates of growth with the eventual goal of having students be college ready by graduation, regardless of where they start when they enter.</p> <p>To do this, Freire will focus on the specific areas of assessment and student academic skill. Increasing academic achievement will yield student outcomes such as an increase in student level of critical thinking, including the ability to answer</p>
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	<p>complex questions that meet college preparatory standards; lowering the rate of students failing at the end of each quarter; and increasing the number of students on the honor roll. To support these outcomes, Freire will put more emphasis on creation of aligned and high-level assessments with the aid of data systems that will enable teachers and families to more deeply understand the academic needs of students. Additionally, Freire will support teachers to achieve the desired outcomes by providing professional development that increases teacher assessment literacy, ensuring that teachers understand critical benchmarking assessments such as the PSAT and SBAC on a deep level. Professional development will also prompt teachers to analyze the level of critical thinking/questioning needed for students to be successful on assessments and prepared for college and careers.</p> <p>Embedded throughout these strategies is the need for emphasis on the mastery of basic skills in ELA and Math. Academic skills in ELA such as literacy will be supported by use of the highest quality texts and implementing close reading and writing techniques within the classroom. Further, in the Math curriculum, skills such as problem-solving and critical thinking will be increasingly aligned to standards that reach beyond basic fluency to higher-level conceptual understanding. Academic support centers as well as extra tutoring after school will provide the necessary support framework for students that will maintain a steady increase in academic achievement as Freire ages.</p>
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	<p>In order to provide evidence of the desired outcomes in assessment and student academic skills, scores from interim teacher-created assessments, benchmarks, state assessments, and national assessments (PSAT, SAT, ACT) will be analyzed using a comprehensive data system to create more targeted and strategic instruction at the individual student and classroom level, especially in ELA and Math. Continuous comparison of this data to Freire's-school-specific goals, surrounding schools and statewide data will indicate weak areas on a macro level.</p> <p>To ensure accountability in tracking progress, Freire partners with Build the Future Education Collaborative, a charter support organization, which includes a team of Performance Management data analysts. This team tracks achievement, discipline, attendance, and other relevant data on a continuous basis to monitor the effectiveness of all interventions. These metrics are reported at bi-monthly meetings so that progress is tracked at the highest level. Additionally, the Performance Management team provides ongoing review of school data, supporting the administration in understanding the meaning of the data. Teachers also review performance data on a regular basis, doing so individually, in consultation with colleagues and administrators, at staff meetings, and in professional development sessions. Evidence from state tests, benchmarks, and course midterms and finals are at the center of Freire's professional development and instructional decisions.</p>
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

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

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

The 2017-2018 school year is the second year that Freire Wilmington received an Academic Achievement rating and the first year it had 11th grade data. We initially received a rating of “Approaching Expectations” for 2017-18 from the Charter Schools Office on September 18, 2018. On October 12, 2018, we were notified that due to changes to the DSSF continuous improvement scale and methodology our same score would now result in a rating of “Well Below Expectations” within this metric. While disappointed in the lower rating, we do support the Department of Education’s efforts to raise the bar for all schools in Delaware. Regardless of the rating category used to describe our performance, and acknowledging that there is more work to be done, from our perspective we have helped our students achieve meaningful successes in academic achievement. Our ratings in this area can be attributed to several factors which we describe below and throughout this renewal application. We are committed to providing all students a high-quality education and are constantly working to develop our program to best serve students who are not yet demonstrating proficiency. Many students who enroll at Freire Wilmington come from mid- to low-socioeconomic backgrounds and enter several grade levels behind their peers of similar ages at schools of higher economic status.

Freire enrolls some of the highest percentages of low-income and African American students of any high school in Delaware. Additionally, because our school starts at 8th grade, we do not have students for multiple years of Smarter Balanced testing. Each year our Smarter Balanced scores are based upon a new cohort of students, making it a challenge to build trends over time. In addition to Freire being a young school focused on building school culture as a foundation of effective teaching and learning, we recognize that it takes time for students and families to adapt to the rigorous curriculum and school policies. Given these factors, our proficiency rates are not yet where we want them to be.

In our second year of operation, our 8th graders arrived at Freire even further behind than did our 8th grade cohort in year one in both Reading and Math. This is evident when looking at the downward trends in scores from 2015-16 to 2016-17. As such, we focused first and foremost on driving dramatic growth in the 2016-17 school year. In 2016-17, Freire’s growth scores dramatically surpassed the state average on the 8th grade Smarter Balanced Reading and Math assessments, achieving the third highest growth score in the State of Delaware on the Reading assessment and the 14th highest in Math. In 2017-18, Freire students’ again showed growth on these assessments.

Schoolwide proficiency on Smarter Balanced reading decreased from 48% proficient in the 2015-16 year to 39% proficient in the 2016-17 school year, and in the 2017-18 school year, 38% of our students

were proficient. Freire's reading proficiency rates were behind the state throughout the charter term. In the 2015-16 school year, Freire was 6 percentage-points behind the state, in 2016-17 we were 14 percentage-points behind, and in 2017-18 we were 15 percentage-points behind.

Though still somewhat behind state average scores on Smarter Balanced math proficiency, Freire has seen an overall upward trend in our students' proficiency rates (from 27% in 2015-16, to 23% in 2016-17, to 30% in 2017-18). This year-to-year improvement exhibited in the 2017-18 8th grade Math scores gives us considerable confidence that this cohort will continue to improve the longer they are with us. We are developing several initiatives to sustain this trend for the whole school. That said, our 2016-17 8th grade cohort improved their proficiency rate by 10-12 percentage-points in reading and math in just their first year attending Freire whereas the proficiency rate for the 8th grade cohort statewide stayed flat.

Freire's low income and African American students have made strides in ELA proficiency over the charter term. In the 2015-16 year, Freire's low-income and African American student proficiency levels within the reading Smarter Balanced assessment outpaced the proficiency percentages for low-income and African American student groups statewide by 11 and 10 percentage-points respectively, with just under half of Freire's low income and African American students scoring proficient on this assessment. Further, Freire's African American students scored the same as the state average for this group in 2016-17.

Regarding math Smarter Balanced Performance, our African American students performed about on par with the state averages for this subgroup across the charter term. Freire African American students outpaced the state slightly by 2 percentage-points with a proficiency rate of 22% in 2015-16. During 2016-17, Freire's low income and African American students had proficiency rates close to the state averages for these student groups, with Freire's low-income student proficiency 1 percentage-point higher than the state average for low income students and Freire's African American student proficiency 1 percentage-point below the state average of 21% for African American students. Further, in 2017-18, 25% of Freire's African American students were proficient on the math Smarter balanced assessment, 5 percentage-points higher than Freire's subgroup percentage from the previous year, and 2 percentage-points higher than the state average for African American students in 2017-18.

In April 2017, students took the PSAT 9 and PSAT 10 as preparation for the SAT in 11th grade, and our students scored below state averages in both ELA and math. With this information, we were able to be more proactive and strategic about our SAT/ PSAT preparation efforts. As such, our 2017-18 SAT results were promising considering 2017-18 was our first year having an 11th grade cohort and thus our first class to take the SAT formally. The results indicate 52% of Freire 11th graders scored proficient on the ELA section of the SAT, outperforming the state average by two percentage-points. In Math, 19% of Freire 11th graders scored proficient, about 10 percentage-points behind the state, though this gap narrows considerably within the low-income subgroup. Our 2017-18 SAT scores were competitive with many northern New Castle County high schools and we hope to continue this performance going forward.

Looking at our academic achievement over the charter term, proficiency is an area we need to improve upon since the data year to year have been mixed. Since enrollment at Freire is open to all students regardless of academic achievement, our focus has been on closing the proficiency gaps, bringing students up to grade level, and engaging all students in the college preparatory curriculum.

Exceeding the state average proficiency rate on the ELA portion of the SAT in 2017-18 was an initial major accomplishment for Freire in terms of academic achievement results. Though it will take hard work over time to match the statewide average proficiency rate in all areas, we will continue diligently tracking students' assessment data over the entirety of their time at Freire to determine their progress and growth. This data will help teachers set rigorous yet attainable long- and short-term goals for their classes that will enable them to lead students to proficiency over time. Improving the alignment of our teaching with core standards and encouraging students to participate in afterschool Academic Centers (see Section 2.2b below for details) have and will continue to positively impact student academic achievement.

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

Going forward, Freire Wilmington will outpace the academic achievement of area middle and high schools that have similar size and demographics. To do this, we will improve academic achievement through a college preparation lens, or more specifically through our Graduation x2 focus. Graduation x2 represents academic and cultural programming that not only facilitates high school graduation and acceptance into college, but also equips students with the skills necessary to stay enrolled in and graduate from college. This programming will increase proficiency levels on state and school assessments by encouraging students to persevere through our rigorous college level curriculum. Further, the Graduation x2 focus will encourage teachers to better align their lessons to the Smarter Balanced, PSAT, and SAT to ensure that students can work through these challenging assessments as well as develop their critical thinking and problem-solving skills.

Embedded throughout the Graduation x2 strategy is the emphasis on the mastery of critical skills in ELA and Math. We utilize the highest quality texts and implement close reading and writing techniques in the classroom to improve students' literacy skills. We offer social justice-themed courses such as Writing for Change and Peace and Social Change that keep students engaged with the course materials, leading to deeper critical thinking. Freire also provides 8th grade students with extra reading support, designed to bring students to the appropriate grade level proficiency and give them transferable literacy skills to use in all content area classes where advanced reading skills are needed to understand concepts and context. Our math curriculum, aligned to standards that reach beyond basic fluency to higher-level conceptual understanding, emphasizes skills like problem-solving and critical thinking.

We will continue to strengthen our PSAT and SAT preparation efforts to better meet needs of our students. As we collect more PSAT and SAT performance data, we will be better able to tailor our 10th and 11th grade career and college preparation initiatives and further develop our methods of supporting students before and during testing periods. Through better alignment of our math and English courses to the State core standards, as well as improvements made to the academic supports available to students, we hope to see increases in SAT scores in future cohorts, particularly in math.

In addition to Graduation x2, our after school Academic Centers will also continue to positively impact the school's academic achievement and growth. This specific intervention provides students with more personalized, one-on-one or small group support, resulting in greater mastery and engagement with course material. Over the charter term, these math, English and science Centers have led to

significant improvement in student performance. In the 2017-18 school year, 85% of regular participants improved their class participation, 73% improved homework completion, and 41% increased average daily school attendance. As we continue to expand our academic supports and targeted interventions, we expect even better academic outcomes for our students.

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

To ensure that Freire Wilmington is constantly abreast of standardized test performance, teachers and administrators receive assistance from Freire's charter management organization, Build the Future. Build the Future's Performance Management Team provides data analysis services to the school on an ongoing basis. This team tracks achievement on Smarter Balanced, PSAT, and SAT assessments in conjunction with other academic and climate indicators to monitor the effectiveness and alignment of our instruction and academic interventions such as the Afterschool Academic Centers. These metrics are discussed in detail at monthly data meetings between Build the Future and the Heads of School and are reported at bimonthly board meetings so that progress is tracked at the highest level. Additionally, the Performance Management Team provides ongoing review of assessment data, supporting the administration in understanding the meaning of the data. Evidence from state tests, benchmarks, and course midterms and finals are at the center of Freire's professional development and data analysis is made actionable through instructional decisions. Teachers also independently review performance data on a regular basis, doing so individually, in consultation with colleagues and administrators, at staff meetings, and in professional development sessions. The Co-Heads of School provide status updates to the Board at each regular bimonthly meeting using a consistent data packet. The Heads also discuss summative annual results in relation to the school's yearly goals and state standards.

2.3 Growth Data

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	**		4 Stars (158/200pts) Meets Standard	
	School	State	School	State
ELA	**	50.00 %	84.17 %	50.00 %
Math	**	50.00 %	74.00 %	50.00 %

SY 2017-2018:

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

Measures	Weight	Points	Points Earned
Academic Progress	25%	125	68 Approaching Expectations
Growth in ELA (grades 4-8)	10%	50	29
Growth in Math (grades 4-8)	10%	50	25
Growth of lowest quartile ELA (4-8)	1.25%	6.25	4
Growth of highest quartile ELA 4-8)	1.25%	6.25	4
Growth of lowest quartile Math (4-8)	1.25%	6.25	3
Growth of highest quartile Math (4-8)	1.25%	6.25	3

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school was rated “Meets” for the growth metric. The school’s growth in English Language Arts exceeded the State average by 34.17%. The school’s growth in math exceeded the State average by 24%.

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

School Comments 2016-2017	<p>While our students’ achievement levels were farther behind on Math and ELA proficiency, Freire Wilmington demonstrated a clear ability to help students grow faster in these subjects to help close that gap. This is represented by Freire’s student year to year gain from the 7th to 8th grade growth in Smarter Balanced scores. The data indicate that Freire has experienced a large growth of scaled test scores compared to other feeder schools within the area as well as the state. ELA scaled scores represented triple the growth statewide, with a positive 40-point change in ELA scores, compared to the 13-point change statewide for 8th grade. Math scores represented double that of state growth, with a 37-point change in Math scores compared to a 16-point change statewide. Indeed, Freire had some of the highest DSSF Growth scores of any school in the state, with ELA growth placing us among the top five schools in Delaware, and Math growth placing us in the top fifteen. We attribute these gains and the strength of our performance on the DSSF Growth metric to our rigorous curriculum, the ability of our teachers to engage students in deep critical thinking, as well as the intensive academic support programming implemented in the 2016-17 school year.</p>
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b) Expected outcomes for Growth for all students

School Comments 2016-2017	<p>In addition to the outcomes and strategies that will improve academic achievement to sustain constant and increasing growth in the future, Freire hopes that growth will continue to achieve a level/rating that is at least double the state average going forward. Maintaining consistent strength within the growth metric will be necessary to improve upon and achieve proficiency goals. Achieving this growth goal requires growth and diversification in teacher development to ensure teachers are constantly abreast of the latest techniques. As such, teachers are encouraged to experience and learn from different teaching methods by visiting other high-performing schools. In the 2016-17 school year, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington DC and within Delaware.</p>
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c) Progress measures to track Growth for all students

School Comments 2016-2017	<p>Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track Growth outcomes.</p>
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Note: School comments for SY 15/16 and SY 14/15 can be found at:

<https://www.doe.k12.de.us/Page/2654>

The table above lists the school's available DSSF Growth ratings. Respond to the following questions.

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

Over the charter term, Freire Wilmington has performed tremendously well in academic growth, outpacing most area schools as well as the state averages in this metric. In 2016-17, our ELA scores were triple those of the state, with a positive 40-point change in ELA scores, compared to the 13-point change statewide for 8th grade. Math scores represented double that of state growth, with a 37-point change in Math scores compared to a 16-point change statewide. Indeed, Freire had some of the highest DSSF Growth scores of any school in the state, with ELA growth placing us #3 and Math growth placing us at #14 among schools in Delaware. We attribute these gains and the strength of our performance on the DSSF Growth metric to our rigorous curriculum, the ability of our teachers to engage students in deep critical thinking, and our intensive academic support programming.

In 2017-18, we initially received a rating of "Meets Expectations" for 2017-18 from the Charter Schools Office on September 18, 2018. On October 12, 2018, we were notified that due to changes to the DSSF continuous improvement scale and methodology our same score would now result in a rating of "Approaching Expectations" within this metric. As noted above in Section 2.2a, while disappointed in the lower score we do support Department of Education's efforts to raise the bar for all schools in Delaware. Regardless of the rating category used to describe our performance, we are proud of the growth our students have shown. For 2017-18, Freire's reading scores on the Smarter Balanced ELA assessment showed a positive 26-point gain in scores, compared to the 15-point change statewide. This indicates that Freire's average growth was 1.73 times greater the statewide average. On the Math Smarter Balanced assessment, Freire's scores grew by 7 points compared to the positive 5-point change in Math scores statewide. This indicates that Freire's average growth in Math was 1.4 times greater than the statewide average. Though we exhibited some growth in the 2017-18 school year, it was not enough for us to match our performance from other years. We will focus intensively on strengthening student academic supports and aid teachers in aligning lessons to Common Core Standards to boost student growth. Freire's impressive growth overall indicates that we will be able to bring students to proficiency more quickly than other schools in Delaware.

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

Going forward, Freire will sustain its high growth ratings through a continued focus on academic achievement of students, especially those who arrive to Freire well below grade level in foundational subjects such as ELA and Math. We will also aim to outpace area schools, with a similar size and demographics, in terms of growth. To uphold these targets, we will need to continue to work towards improving growth and proficiency through our Graduation x2 focus. This program is based on instilling

a growth mindset in all students, enabling them to view their achievement as directly tied to their effort, and producing an overall attitude of perseverance when faced with challenging work. The programming derived from this mindset includes more professional development around alignment of lessons to assessments such as the Smarter Balanced, PSAT and SAT. Better alignment of our instruction to these assessments will lead to students having a strong understanding of and, therefore confidence with, the material, which increases the likelihood of reaching proficiency.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected Growth outcomes for all students.

Freire Wilmington will continue to measure progress with the assistance of Build the Future's Performance Management Team who works with the school to provide data analysis for school leaders, teachers, and the board. Please see our response in section 2.2c, "Academic Achievement," for methods of data collection and analysis to measure progress on growth outcomes.

2.4 On Track Graduation Data

**The new DSSF does not measure this metric in a similar fashion. This new DSSF data for School Quality and Student Success is included after College and Career Preparation Data in Section 2.5.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	**		5 Stars (47/50pts) Exceeds	
	School	State	School	State
Attendance	**	94.40 %	93.14 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate ²	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**		**	*Not calculated at the state level

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school's attendance rate was 1.61% less than the State average.

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

School Comments 2016-2017	Once Freire has been in operation long enough to graduate students, this metric will be based chiefly on graduation rates. At the present, however, it is based on average daily attendance. Attendance has improved greatly since the 2015-16 school year, from 88% average daily attendance to 93%, but the percentage is still lower than the state average. Freire was not scored in terms of On-Track in the 9th grade metric, because it has only been in operation for two years. However, by the start of the 2016-17 school year, 97.6% of students returning to Freire after a 9th grade year in 2015-16 began the year with 4 or more core credits (English, Math, Science, Social Studies, and a Foreign Language).
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	Looking forward, Freire will continue to improve upon attendance by strengthening the sense of community within the school and continue to develop interventions to address absenteeism. As we prepare to begin graduating students for the first time in the future, we are hopeful that our strong academic programming, interventions, and supports will lead to high graduation rates.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	<p>Progress within the On Track to Graduation metric will be tracked based on a monthly dashboard of relevant data, created collaboratively between Build the Future and Freire Wilmington. This dashboard is presented to Board members in order for appropriate interventions to be made in areas of weakness.</p> <p>Last year, attendance was a priority that arose in the school's needs assessment. Given the financial constraints of being in its first year of operation and serving only two of five planned grade levels, the school did not have the necessary staffing focus on attendance in 2015-16. Thus, Freire during the 2016-17 school year developed several interventions around absenteeism, resulting in a growth of 5% in average daily attendance from 88% in 2015-16 to 93% in 2016-17. This growth puts Freire closer to its long-term, internal goal of 95% average daily attendance. These interventions include an automated call system to alert parents of absence; working with attendance-focused counselors to identify and work with students with attendance issues; and finally, the positive incentivizing of homerooms with high attendance.</p>
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

The table above lists the school's available DSSF On Track to Graduation ratings. Respond to the following questions.

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

Freire Wilmington began in the 2015-16 year with only two grades, 8th and 9th, and has grown each year by a grade, finally adding 12th grade in 2018-19. Because we did not yet have any graduates, most of the metrics in this section did not apply. However, in the absence of graduation data, Freire was given a rating of "exceeds" in the On Track to Graduation metric in 2016-17 based upon high attendance. In 2016-17, Freire received no rating for the "On-Track in the 9th Grade" indicator. Nevertheless, Freire has performed successfully within this indicator even without being formally

rated by the state. At the start of the 2016-17 school year, 97.6% of students returning to Freire for the 10th grade after their 9th grade year in 2015-16 began the year with 4 or more core credits (English, Math, Science, Social Studies, and a Foreign Language). Furthermore, Freire saw another increase in the percentage of students earning 4 or more credits in core subjects in 2017-18. By the start of the 2017-18 school year, 98.8% of students returning to Freire after 9th grade began the year with 4 or more core credits.

Attendance in high school is a critical aspect to determining college success, and thus we have worked extensively and implemented various programs to improve our rates over the charter term. After introducing our automated attendance tracking and parent notification system, which alerts parents immediately if their student is marked late or has any unexcused absences, we noticed improvements in students' average daily attendance rates (from 88.5% ADA in 2015-16, to 92.6% ADA in 2016-17, to 93.4% in 2017-18). Taken together, all of our programming and interventions around college and career preparation position us to graduate a high percentage of college-bound students and continue to perform exceptionally in this area.

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

Please see our 2017-18 responses to section 2.5 "College and Career Readiness", question (b.) for Freire's expected outcomes for "On Track to Graduation" metric. This section does not apply in the new DSSF.

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

Please see our 2017-18 responses to section 2.5 "College and Career Readiness" question (c.) for Freire's method for tracking "On Track to Graduation" metric. This section does not apply in the new DSSF.

2.5 College & Career Preparation Data

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	**		2 Stars (33/100pts) Needs Improvement	
	School	State	School	State
Growth to Proficiency ELA	**	57.10 %	53.27 %	59.19 %
Growth to Proficiency Math	**	34.42 %	13.08 %	35.41 %
College & Career Preparation	**	46.41 %	n/a	49.64 %

SY 2017-2018:

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

Measures	Weight	Points	Points Earned
<i>School Quality/Student Success</i>	25%	37.5	34 Exceeds Expectations
Chronic Absenteeism (K-12)	2.5%	12.5	11
Proficiency Science (5, 8 and Biology)	5%	n/a	n/a
Proficiency Social Studies (4, 7 and HS)	5%	n/a	n/a
College and/or Career Preparedness (9-12)	7.5%	n/a	n/a
On Track in 9th Grade (grade 9)	5%	25	23

Measures	Weight	Points	Points Earned
Graduation Rate	20%	n/a	n/a
4-Year Cohort Graduation Rate	15%	n/a	n/a
5-Year Cohort Graduation Rate	3%	n/a	n/a
6-Year Cohort Graduation Rate	2%	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. The school was rated “Needs Improvement” for the college and career preparation metric area. Growth to proficiency in English Language Arts was 5.92% less than the State average. Growth to proficiency in math was 22.33% less than the State average.

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

School Comments 2016-2017	When Freire offers higher grade levels, this measurement will be based on a variety of measures that demonstrate college- ready proficiency. In the meantime, the measurement indicates whether students are on track to achieve proficiency within three years as determined by DDoE calculations. By these measures, there has been a year to year increase in growth to ELA proficiency, 53% of students meeting this metric in ELA as compared to the 2015-16 percentage of 46%. However, Freire is still behind in growth to proficiency in ELA with the state average at 59%. Freire has declined slightly in its growth to proficiency in Math from last year, from 14% in 2015-16 to 13% in 2016-17. Further, Freire remains behind the state average of 35%. As a college preparatory school, Freire pays the utmost attention to this rating and is determined to improve per Freire’s hallmark commitment to outstanding levels of growth. At the same time, it is important to consider that the state’s calculation is “based on an expected growth path that takes into account variations in the amount of growth demonstrated on average statewide for each grade level.” (DSSF Reference Guide 2016-17 rev. 7/24/17, pg. 16). Given Freire’s above-average growth levels, Freire expects that students will reach proficiency more rapidly than the state average.
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b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Freire Wilmington is focused on SAT, PSAT and ACT prep as we prepare to serve the 11th and 12th grade for the first time in the coming years. Looking forward,
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	continuous focus on aligning curriculum and supporting instruction that improves assessment literacy will aide in overall preparation for these examinations. We also plan on offering a variety of AP courses and dual enrollment programs in the future as we grow to higher grade levels. Given all of these things, we expect high percentages of our students to participate in these programs and expect to meet this metric.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track College and Career Preparedness outcomes.
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Note: School comments for SY 15/16 and SY 14/15 can be found at:
<https://www.doe.k12.de.us/Page/2654>

The table above lists the school’s available DSSF College and Career Preparation ratings. Respond to the following questions.

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

The new College and Career Preparation metric was added in 2017-18 and most of the measures do not yet apply to Freire. However, we will comment on our performance within the available data. Over the charter term, Freire has taken many steps to increase our alignment to the college preparatory ethos of the school. Freire has been growing by one grade level per year and will graduate its first cohort in 2018-19. As a school with a college preparatory ethos, Freire is continuously working to develop and implement programming that equips students with the skills and support that will enable them to graduate both high school and college. Our “Graduation x2” focus encapsulates this idea of high school and college success.

Within the old “Growth to Proficiency” metric, Freire remained relatively stable between year one and year two in both reading and math. Based on our previous growth trends, as described in section 2.3 “Growth Data”, we expect students to reach proficiency more rapidly than the state average.

Though we were not rated on the College and Career Preparedness indicator within this metric, we have continued to build our programming tied to this category over the charter term. We were able to expand our slate of college preparatory academic offerings through the addition of AP courses in the current 2018-19 school year and dual enrollment course options during the 2017-18 school year. Currently, we offer AP Calculus AB, AP Biology, and AP U.S. History, and we hope to expand this list in the future. Students are also able to participate in dual enrollment classes at Wilmington University. Students who participate in dual enrollment must enroll and pass the class to receive credit for their participation. These additions enable us to increase the opportunities for students to gain familiarity with college level curriculum above and beyond our standard college preparatory course offerings for

all students. Beyond that, our college counselors work individually with 11th and 12th grade students in navigating the college application process, preparing them for the social and academic transition out of high school, and coaching students on how to succeed throughout the entirety of college.

We also provide extracurricular SAT prep courses to all 11th grade students in the months preceding the April testing date. In 2017-18, these sessions saw a turnout of about 60% of the 11th grade class. In these sessions, students receive tutoring to optimize their scores, learn testing strategies, receive guidance on their essays, and learn more about the standardized test process. Within the classroom, students in grades 10 and 11 are exposed to PSAT and SAT preparation in English and Math classes, with a focus on reading comprehension and strategies for essay writing as well as mathematic problem-solving techniques. Additionally, all grades have exposure to a PSAT or SAT; 9th and 10th graders take the PSAT and 11th and 12th graders take the SAT. This allows us to accumulate more data about student performance as well as increase student familiarity and comfort with the assessments. These preparation techniques were effective for students since our scores were competitive with many other northern New Castle County high schools.

Students learn to enhance their writing skills through our 9th grade Writing for Change course. In this course, we build upon the fundamental writing skills students have acquired in their regular English I course, pushing students to a higher level of rigor and independence through the course's characteristic Writer's Workshop model. This model teaches students to write grade level compositions while instilling the mindset that writing effectively is critical to success in high school, college, and beyond. While we don't have college enrollment data to share yet, our SAT results thus far are promising: 52% of 11th graders scored proficient on the ELA section of the SAT, outperforming the state average by two percentage-points. In math, 19% students scored proficient, about 10 percentage-points behind the state, though this gap narrows considerably when looking at the low-income subgroup.

Students have access to a growing number of activities that extend college and career preparedness outside of the classroom through after school activities and school trips. In 2017-18, students toured area colleges and universities such as the University of Delaware and Swarthmore College.

We describe our past performance on the 9th grade on track to graduation metric as well as attendance above in Section 2.4.

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

Looking forward, we expect to outpace similar middle and high schools in the area in terms of College and Career Preparation. To ensure students are successful with our new AP and dual enrollment courses, we will monitor progress to identify areas that we can strengthen to best support students. Further, we will develop the necessary supports for students to do well in both of these course types. We expect our chronic absenteeism rates to continue on a downward trend. If fewer students are missing school, then there are more students in the classroom that are actively learning and engaged. Further, with the decline of absenteeism rates, there is a higher likelihood that they will get into and matriculate through college. Additionally, in regard to the 9th Grade on Track metric, we expect to maintain a percentage of students on-track in 9th grade through the supports (academic,

emotional/behavioral) available to our 8th and 9th grade students. These supports will ensure that credit accumulation is aligned to graduation requirements.

We hope to strengthen SAT essay writing by reinforcing writing skills learned in the 9th grade Writing for Change course within every English course throughout a student's high school career. Further, we will increase our support of SAT essay preparation by expanding our existing in and out of school SAT preparation efforts to include topics such as the workshopping of essays and instruction on writing a basic argument structure. We will also create more teacher and student supports to improve performance in Science and Social Studies. Within Social Studies Performance, we will continue to strengthen our social justice themed classes such as Power and Money in order to deliver the course content to students in the most engaging ways. As our first cohort of students graduates from Freire and matriculates into college, we will have more data to determine the full effectiveness of our Graduation x2 focus. Overall, Freire, as a college preparatory school, will exhibit continued growth in the College and Career Preparation metric and continue to meet or exceed the state average within indicators.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected College and Career Preparation outcomes.

To track the effectiveness and performance of our college and career readiness programming, Freire will utilize the data analysis services of Build the Future's Performance Management Team in conjunction with the college and career tracking mechanisms within the eSchool and EdInsight applications in IMS. Smarter Balanced, PSAT, SAT, and AP assessments as well as participation and performance within dual enrollment courses and college and career preparation classes in conjunction with other school climate indicators will be monitored to assess the overall effectiveness of college and career programming. Please see our response to section 2.2c, "Academic Achievement," for more detail on the Performance Management Team.

Section 2.6 * 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 \(AT\).](#)

Measures	Weight	Points	Points Earned
<i>Progress toward English Language Proficiency</i>	<i>10%</i>	<i>n/a</i>	<i>n/a</i>

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?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
With our focus on providing a college preparatory education, our mission-specific goal is for students to gain understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	Meets Standard:	May include: -Participation rates for college visits -Student participation rates for college-related events, speakers, workshops, courses, or other programming.	PDF Upload and entry into system by DOE	1a1
	90% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.			
	Approaching Standard:			
	75% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, and in-school workshops, courses, and programming.			
	Far Below Standard:			
	60% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.			

DOE Summary:

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

a) 2016-2017 mission specific goal(s).

School Comments 2016-2017	Freire Wilmington met the criteria for its mission specific goal. Further, at the heart of Freire’s ethos is college preparation, thus Freire has implemented several programs and initiatives that offer students and their families holistic support around preparing for college. Research indicates that access to opportunities and exposure to experiences are critical for college preparedness. The logic being that by exposing students to a variety of experiences outside of the classroom through field trips and extracurriculars, students will be able to expand upon what they learn in the classroom while exploring postsecondary education and potential career opportunities. As such, Freire has not only provided programming around
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college access but has gone beyond the metrics within the mission specific goal with its commitment to expanding student experience. Of the field trips planned in the 2016-17 year, some include not only college trips but also the 8th and 9th graders going to Shakespeare plays and 10th graders traveling to Washington D.C. to visit Smithsonian Museums.

In addition, Freire continues to expand and change its vibrant selection of extracurricular activities. 2016-17 marks the first year a parent college workshop was offered. At the event, an expert presented to parents about the role they play in their child's success in college, how to plan for and pay for college, and how to find the resources a family will need. Looking forward, preparation is underway to develop the programming for the high school to post-secondary transition, as Freire will be offering the 11th grade for the first time in 2017-18. This includes developing targets for SAT scores and graduation rates. Overall, this programming is expected to expand and become tailored to Freire's unique school community through the successful acquisition of the 21st Century Community Learning Centers grant Freire Wilmington was awarded for the 2017-18 school year.

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

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

Freire Wilmington met the criteria for its mission specific goal. We have provided strong programming for all students that supports our mission of college preparation and success. In 2017-18, we focused on implementing strategic programming that supports students not only in being accepted into college but also gives them the skills to remain in and graduate from college through our "Graduation x2" focus. Research indicates that exposure to experiences that introduce college and career life is critical to prepare students for college persistence. To prepare our students to start thinking more about college, we take students on several field trips throughout the year to visit colleges, universities, and the workspaces of different careers. Further, our afterschool programming, which is aided through funding from the federal 21st Century Grant, provides students with engaging college and career-oriented activities and clubs outside of the school day.

Freire is highly focused on preparing students for the effective transition to post-secondary education. We participate in a dual college enrollment program for upperclassmen students that have excelled academically and seek to earn college credits. AP classes are also offered to students who are searching for a faster paced and more challenging curriculum. We have provided a college seminar for students to learn about the college application process and college counselors to support students in every step. We have also offered career counseling so students can explore a variety of career options and identify and develop key skills for success in a field that interests them.

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

3.2 Organizational Performance

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

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	M	*	M	M	M	M	D	M	N/R	M	M	M	Meets Standard

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

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

Freire Charter School has earned overall ratings of “Meets” standard for since the school opened two years ago. The school nearly met all measures as assessed by the Organizational Performance Framework metrics excluding 4b (Attendance Rate) in SY 15/16 and 1c (students with disabilities) in SY 16/17.

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

School Comments 2016-2017	Freire Wilmington has met all standards in the overall rating and will describe its plan of action to improve the only indicator it is “approaching standard” in, 1c: Students with Disabilities, in the following section c).
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2016-2017	Although we meet all overall standards this year, we continuously review our organizational practices for effectiveness and make every effort to remain current on constantly changing statutes, regulations, and guidance.
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c) Indicator measure where school did not meet standard or is approaching standard

**School Comments
2016-2017**

1. EDUCATION PROGRAM

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

DOE Rating Information:

The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.

School Response to Rating:

Freire accepts into its learning community students from a wide range of backgrounds, needs and academic skill levels. Further, Freire ensures that programing and curriculum for students having difficulty with the mastery of subjects to proficient or advanced levels of academic achievement are timely, effective and monitored regularly; especially students with IEPs and 504 plans. The Freire approach has always been to meet students where they are when they arrive at the school, which requires personalizing each student's education program –setting goals, working with parents and students on identifying and planning their needs, and creating a framework of the right blend of services and programs to build academic growth and achievement.

While Freire always plans to meet the needs of identified students with special needs, the school has recognized that often times best practices for special education students can also be classified simply as good teaching. The Student Services (Special Education) staff at Freire helps to integrate supportive approaches and instructional ideas into the general education teacher's classroom instruction, providing students the kind of deliberate, explicit teaching they need. Through adapted texts, "push-in" special education and reading and math support, supplemental "pull-out" instruction in small groups, and after school subject-matter tutoring, coupled with frequent academic monitoring, Freire is able to educate students of all needs including students with no particular learning challenges, students at risk of academic failure (far below grade level skills), students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, and homeless students. A student's individual needs are used to adjust the curriculum and scope and sequence for that student through differentiated instruction involving grouping and assignments of different types of learning tasks in projects, additional courses, and/or above-level or below-level courses in a particular academic area. We always place students in the least restrictive environment that will enable them to succeed.

Freire is engaged in a corrective action plan to address special education records compliance for a number of individual students and aims to be fully compliant with its terms.

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
School Comments 2014-2015	Not Applicable

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

N/A- Freire Wilmington has met overall standards for organizational performance throughout its charter term.

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

Please see above, "School Comments 2016-17" for measure 1c: "is the school fulfilling legal responsibilities for students with disabilities (SWDs)?"

We have been compliant with a corrective action plan in collaboration with the Exceptional Children Resources workgroup.

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

In 2016-17 and 2017-18, Freire was rated as approaching the standard for fulfilling legal responsibilities for students with disabilities. These were based on annual IDEA determinations from FFY 2015 and 2016 respectively. In response, Freire has complied with a corrective action plan to rectify issues for 2015 that was due in November 2017 and will comply with any corrective action required for 2016.

In the 2015-16 school year, Freire did not meet the standard for attendance, with average daily attendance at 88.5%. This rate has grown substantially in the 2016-17 and 2017-18 school years, rising to 93.4% in 2017-18, an increase of almost 5% from 2015-16. We note that the 95% attendance metric is no longer part of the organizational performance framework; instead the focus is on reducing chronic absenteeism as measured by the new DSSF.

Performance Agreement

Organizational Performance Expectations

By September 2018, our expectation is to achieve the overall rating of "Meets", as measured by the Organizational Performance Framework." Each year, we will be on track to demonstrate performance aligned with this organizational performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

Freire Charter School has earned overall ratings of "Meets" standard for since the school opened two years ago.

School Comments 2016-2017

Freire ensures that it is meeting performance expectations for its educational program by submitting a school calendar that meets the minimum number of instructional hours, instituting state assessments, and teaching to Delaware content standards and program requirements. Other measures include complying with federal requirements under ESEA, IDEA, and ADA for at-risk, special education, and ELL students. Freire's Director of Student Services monitors all students with IEPs and 504 plans.

The Build the Future charter support team works closely with the Board of Directors to ensure compliance with all Governance and Reporting requirements. Freire has appropriately filed Articles of Incorporation, compliant bylaws, and numerous policies in place to this effect. The school observes state requirements regarding open meetings, the state code of conduct, conflicts of interest, membership composition, training, background checks, and annual evaluation of the school, including the school leaders and student performance.

Freire ensures the rights of students and employees through following board-approved handbooks and policies. These cover areas including admissions, student records security and access, due process, civil rights, student conduct, and staff credentialing.

Build the Future's experienced charter school operations team works closely with the Co-Head of School, Academic Supports to ensure a safe school environment. Freire holds appropriate permits, licenses, and inspections including a certificate of occupancy and fire inspections; maintains appropriate insurance coverage; and complies with requirements regarding student transportation, food service, dispensing of pharmaceuticals, nursing services, and emergency plans

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>

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

Over the charter term, Freire has consistently met its goal of achieving a “meets standard” rating within the Organizational Performance Framework. We have strong systems in place to ensure that we are meeting our legal obligations. The Board of Directors, administration staff, and Freire’s charter management organization (Build the Future) work together to ensure that Freire is compliant with all aspects of the Organizational Performance Framework. Freire ensures that it is meeting the performance expectation for its educational program by submitting a school calendar that meets the minimum instructional hours, instituting state assessments, and teaching to Delaware content standards and program requirements. Other measures include complying with federal requirements under ESEA, IDEA, and ADA for at-risk, special education, and ELL students. Freire’s Director of Student Services monitors all students with 504 plans and IEPs. Freire ensures the rights of students and employees through following board-approved handbooks and policies. These cover areas including admissions, student records security and access, due process, civil rights, student conduct, and staff credentialing.

Build the Future (BtF) works with legal counsel to support school leaders in monitoring compliance with state requirements including open meetings, the state code of conduct, training, conflicts of interest, membership composition, training, background checks, and annual evaluation. BtF’s experienced charter school operations team works closely with the Co-Head of School, Academic Supports to ensure a safe school environment. Freire holds appropriate permits, licenses, and inspections including a certificate of occupancy and fire inspections; maintains appropriate insurance coverage; and complies with requirements regarding student transportation, food service, dispensing of pharmaceuticals, nursing services, and emergency plans. Further, the BtF Operations team supports the Co-Head of School, Academics in maintaining professional certification and licensure compliance.

3.3 Educational Program

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

We do not plan to make any changes to the education program. Therefore no curricula are attached.

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

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies and Science) for each grade level the school serves (**Note: Curricula is only required if it has changed since it was last approved**). The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

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

Year	Education Program
	1b
	Students with Disabilities
2014-2015	N/R
2015-2016	M

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

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

Note: Each item below must be addressed separately.

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

Freire has responded to its ratings of “approaching standard” within the Students with Disabilities (1c) category of the Organizational Performance Framework. Since then, we have complied accordingly with the corrective action plan required. Please see section 3.2 “Organizational Performance” questions (b) and (c) regarding Freire’s compliance with the corrective action plan for Students with Disabilities.

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

We have not made any significant changes to this process since opening, and we also describe our process in Section 6.2 of this application. At Freire Wilmington, we work continually to ensure that all students, including those at-risk for academic failure, English Learners, students with IEPs or 504 plans, migrant and newly immigrating students, homeless students, or others, are promptly identified and appropriately supported. Supporting all students and meeting them where they are academically and socially is at the core of Freire’s mission. This begins with collecting data about our students and creating interventions as needed.

Many of our students enter Freire significantly below their grade level in Reading and Math and therefore have a need for substantially accelerated growth. We identify academically at-risk students at the beginning of the year through diagnostic testing of every new student (which is aligned to the Smarter Balanced) as well as interim assessments throughout the year for all students. We employ a collaborative data review process. Build the Future's Performance Management team gathers assessment results and shares them with Freire teachers and administrators. Teachers analyze student-level data and through that identify students who may require intervention. In response, teachers may then implement in-class support, or small group or one-on-one interventions during and/or after school based on the student's needs.

By identifying needs and strengths and targeting teaching in response to assessment results, we can provide grade level and subject area programming in regular classrooms, but tailor the materials and instructional approaches in those classrooms to individual student needs.

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

We have not implemented any changes or enhancements to the identification process of English Language learners. However, throughout the term of the charter we have administered home language surveys, ACCESS placement tests, and delivered EL instruction and support appropriately. We discuss our general process for identifying and serving any student with additional needs, regardless of the cause, above in Section 3.4b.

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

During the 2015-16 start-up year, our students with disabilities population was quite small, consisting of 15 students. In the 2016-17 school year, this population more than tripled to 52 students, and in 2017-18 increased by 50% to 78 students with disabilities. There was no change in the identification process, but increased numbers of identified and enrolled special education students indicate that we are serving students successfully. We discuss our general process for identifying and serving any student with additional needs, regardless of the cause, above in Section 3.4b.

Throughout the term of the charter, we have employed student services (special education) teachers and support staff to serve students with identified disabilities. These members of our team help integrate supportive approaches and instructional ideas into the general education teacher's classroom instruction, provide adaptive materials, and lead supplemental "pull-out" instruction in small groups. Student services staff may also provide individual tutoring and support additional monitoring or assessment as called for in a student's IEP.

3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2014-2015	*	N/R	N/R	N/R
2015-2016	*	M	M	M

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

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

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

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

The school's charter management organization, Build the Future, facilitates an annual survey that incorporates input from other school administration and staff, students, and the CEO of the charter management organization about the performance of the Co-Heads of School. In addition, the Co-Heads of School self-evaluate based on the same questions. The results of these surveys are aggregated then reviewed at Board meetings to analyze the results and determine future action steps.

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

The governing board is constantly seeking to improve its effectiveness and capacity. First and foremost, it evaluates its own performance on an annual basis, searching for ways to improve its ability to support and govern the school. The results of the 2017-18 survey indicate that the board found itself to be strong in financial management and the efficacy of their meetings. Financial management was named a strength because board members felt that they were actively involved in the planning and evaluation of the school's financial performance. However, within this survey the

board also noted that it could devote more attention to long range planning and recruitment of more diverse members. Going forward the board will analyze the survey responses to strengthen its successes and make improvements where needed.

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

Where identified to be necessary, new board members are sought out based on the knowledge and expertise needed. Potential board members are screened to identify each candidate's ability to provide strategic expertise, resources, and/or perspectives to ensure the board's full capacity. It is important to Freire that parents and students have a voice at the highest level. As such, two parents serve as voting members on the Board and student representatives speak at almost all board meetings. New board members spend time with the Co-Heads of School, Build the Future's CEO, and current board members, as appropriate, to understand the school's mission as well as expectations for Board membership. New members also take the online financial training course provided by DOE.

The Board undergoes governance training every three years as required by Delaware Law. Freire contracts with the Delaware Alliance for Nonprofit Advancement to facilitate these trainings, with support from the Delaware Charter Schools Network, James Taylor, Esq., and Michelle Lambert, CPA. At these comprehensive trainings, qualified professionals review legal obligations, public responsibilities, fiduciary duties, governance best practices, and more. Over the charter term, the mandated governance trainings were held in September of 2015 and May of 2018. The Board can call on Build the Future's knowledgeable professionals to advise on governance matters at any time. When necessary, the Board seeks specific legal and financial advice or ad hoc training from counsel or appropriately qualified outside consultants.

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

Freire Wilmington has a co-leadership structure, with one Co-Head of School, Academics and one Co-Head of School, Academic Supports. These roles respectively lead the academic and operational facets of the school. Prior to Freire Wilmington's first year in operation, both Co-Heads of School were trained at the original Philadelphia Freire Charter School to understand how to best replicate the Freire model. As such, Freire as a network was able to instill successful leadership skills in its new schools, Freire Wilmington in Delaware and TECH Freire in North Philadelphia.

As Freire Wilmington has grown, the Co-Heads of School identified the need for more school leadership in order to delegate responsibilities and have the school run more smoothly. As such, the Co-Heads of School have distributed leadership to several positions over the course of the charter term, including a Dean/Director of Culture and Discipline and Assistant Dean to manage student compliance with the Code of Conduct, the Director of Student Services to oversee special education, a Director of Academic Operations to assist the co-Head of School, Academic Supports in leading school operations, and a Director of Student Activities to oversee the 21st Century grant and afterschool activities.

Continuing to grow and train these school leaders builds the framework for our succession plan. It is the goal of Freire Wilmington to create a robust leadership pipeline that will enable staff to grow within their leadership roles and become more autonomous. This pipeline will operate by providing all staff interested in leadership positions with professional development opportunities to hone their craft as well as one-on-one meetings with the Heads of School to discuss progress and goal setting. Overall, we strive to provide all teachers at any level of experience with growth opportunities that empower them to be independent leaders.

Freire leaders also undergo professional learning through coaching and mentoring, both from within the Freire network and outside of it. Within Freire, leaders collaborate regularly across the schools and charter management organization. Freire leaders also participate in other training programs including the Lead for Delaware principal training program, workshops and conferences both in Delaware and outside of Delaware at institutions like Harvard's Graduate School for Education, as well as mentoring from other Delaware principals.

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

Overall, the Board of Directors supports the school by working to maintain the school's mission, vision and strategic goals, establish policies and plans consistent with the school's ethos, engage proactively with the Co-Heads of School in cultivating and maintaining good relations with school constituents as well as the broader community, accept accountability for the financial stability and financial future of the institution, and participate in fundraising. The Board discharges its power and responsibility by functioning primarily as a policy-making body and delegating day-to-day administration to the Co-Heads of School. The Board of Directors is linked to the daily actions, decisions, data, and results of the school through the connection between the Co-Heads of School, Freire's Charter Management Organization (Build the Future), and the President of the Freire Board.

To be able to best support the school and ensure that it has all necessary resources, it is important that the Board constantly build on their understanding of on-the-ground aspects of the school and its community. Parent membership and student participation on the Board are vital to decision-making and ensuring its primary focus is the mission and ethos of the school. Annual board visitation days are an opportunity for the board to interact with students and teachers during a normal school day. During these visitation days, board members can sit in on classes with students, observe the overall school culture and climate, and discuss the school's needs and strengths with a panel of students. Board cultivation breakfasts are held at the school and serve as an opportunity for board members, school administration, community partners, and businesses to network and discuss the school's advancement, goals, and needs.

The Board meets regularly to aid in the visioning, monitoring, and maintenance of policies to ensure compliance with the school's mission as well as federal, state, and local regulations. A part of this oversight includes the Board's responsibility to ensure that the school is on track to meet its targets as identified in the Delaware Organizational Framework. At its bimonthly meetings, the Board reviews a dashboard showing academic and climate data, detailed financial statements, and policies that require updates. The Co-Heads of School provide updates on performance and progress on goals.

f. **Appendix 3:** Current Organizational Chart

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

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

i. Please include:

Appendix 4 Board Governance Training Certificates and/or Documentation.

Board Financial and Governance Members and Training

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

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Trish	Blessing	1/19/2017	7/9/2018 [resigned]	Parent Representative	2/2/2017	5/29/2018
Mike	Cattermole	11/19/2015	6/30/2016 [resigned]	Parent Representative		9/22/2015
Mia	Davenport	9/10/2015	9/10/2021	Parent Representative	2/2/2017	5/29/2018
Robert	Goff	2/25/2016	2/25/2019		7/25/2017	5/29/2018
John	Kane	1/28/2016	1/28/2019	Treasurer	2/2/2017	5/29/2018
Margaret	Kelly	9/14/2017	9/14/2020	Vice President	11/14/2017	
Julia	Li	8/18/2015	9/14/2017 [resigned]	Teacher Representative	3/30/2017	9/22/2015
Penny	Marshall	11/16/2015	4/21/2017 [resigned]			
Nathan	Moser	9/14/2017	9/14/2020	Teacher Representative	12/1/2017	5/29/2018
John	Pierson	12/19/2013	2/16/2017 [resigned]	President		9/22/2015
Hal	Real	12/19/2013	6/5/2017 [resigned]			9/22/2015
Henry	Smith III	12/19/2013	5/29/2017 [resigned]			
Clint	Walker	12/8/2014	12/8/2020	President	7/25/2017	5/29/2018
Mark	Stellini	12/21/2017	12/21/2020		10/13/2008	5/29/2018
Christian	Willauer	11/10/2014	11/10/2020	Secretary	2/2/2017	5/29/2018

*Please list only the most recent training date.

DOE Summary:

Freire Charter School's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

School Comments 2016-2017

The three Board members without Board Governance Training dates joined the board after the training was offered in September of 2015. These three Members with outstanding attendance will attend a training no later than fall of 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>

Citizen Budget Oversight Committee Membership & Trainings

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

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Wyatt	Cadley	10/19/2017	10/19/2019	[resigned] Teacher Representative	10/19/2017
John	Kane	9/21/2016	9/21/2020	Board Liaison	2/2/2017
Kevin	Lair	11/17/2016	11/17/2018	Teacher Representative	2/2/2017
Nikkole	Lee	10/19/2017	10/19/2019		11/6/2017
Jodi	O'Ferrall	11/18/2015	6/30/2017	[resigned] Secretary	9/20/2011
Bill	Ray	11/18/2015	11/18/2019		2/2/2017
Tom	Wannop	1/18/2017	1/18/2019	Parent Representative	10/13/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Eric	Williams	9/21/2016	9/21/2020		2/2/2017

DOE Summary:

Freire Charter School's Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

School Comments 2016-2017

Currently, all CBOC members have completed the required finance training. DDoE's offering of an online training option has made the training more accessible and realistic to accomplish given the tight time constraints in the regulation.

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>

3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2014-2015	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	D	M	N/R	M	M	M

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

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

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

In Freire's 2015-16 ratings, the only metric that was not met in the "Student and Employee" category of the framework was the attendance goal (4b), which is no longer part of the organizational performance ratings. In our first year, corrective conversations with families regarding attendance were frequently attached to discussions with school staff about academics or behavior. Since this did not prove as effective as we hoped, we developed several interventions specifically focused on absenteeism in the 2016-17 school year. Over the summer of 2016, we worked extensively to sync the multiple systems involved in producing daily absence reports and sending automated phone calls and emails to parents/guardians. This communication is now sent each morning to keep parents notified if their student has missed school or arrived late to school. We are also devoted more person power to the issue in 2016-17, with an MSW student completing field placement hours at Freire specifically focused on absenteeism prevention.

In 2017-18 and 2018-19, we have continued automated calls as well as added new incentive programs. An initiative we used in 2016-17 (and which we plan to implement again in 2018-19) was for each homeroom teacher to receive a weekly report on their students' attendance rate. Any homeroom who hit a monthly attendance rate of 95% or higher received a monthly incentive and was recognized at school-wide assemblies. As a result of interventions like these, Freire met its goal of 92% average daily attendance in 2016-17, and most recently we met our goal of 93% attendance in

the 2017-18 school year. Our goal is to maintain our high attendance percentage for the remainder of the current school year and in the long-term aim for a steady increase in attendance from year to year up to 95%.

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

In general, most compliance matters within this metric are jointly handled by Build the Future's Operations team and the Co-Head of School, Academic Supports.

The Operations Team at BtF coordinates the updates of emergency plans and fire drill recording in ERIP. Additionally, BtF works with the Co-Head to appropriately handle facilities issues and, if appropriate, the RFP process. Further, BtF manages insurance and acts as the school's liaison when communicating with our insurance company. BtF also assists the Co-Head of School with school lunch, breakfast, and afterschool snack programs; the operations team at BtF manages the School Food Authority responsibilities for the school's food program. BtF also aids in keeping the school's student and employee handbooks compliant with the most recent legislative and regulatory decisions. BtF annually reviews the school's bullying, suicide prevention, teen dating and violence, child abuse identification, and other policies within these handbooks and makes updates if necessary. Taken together, Build the Future assists strategically with school operations so the Co-Head of School, Academic Supports can focus attention on leadership, school visioning, and school community over administrative tasks.

c. Include the following documents as appendices:

Appendix 5 Up-to-date Certificate of Occupancy

Appendix 6 Up-to-date Fire Inspection Certificate

Appendix 7 Up-to date Insurance Certificate(s)

Appendix 8 ERIP Reporting SY16/17 and SY17/18

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

2016-2017			2017-2018*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
93.8	15	16	75%	18	24

*** To be completed by the school**

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

DOE Summary:

Freire Charter School retained 93.8% of its teachers from the previous school year.

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

School Comments 2016-2017	<p>As Freire continues to grow, it is faced with the task of hiring many new staff members and at the same time ensuring that they are effective educators, indicating staff recruitment as a high need as the school continues to grow into its full capacity. As such, Freire has a rigorous application process for all staff members. Prospective instructional staff members submit a resume, cover letter, sample lesson plan aligned to Common Core Standards, and references. Staff members screen incoming applications to determine applicants' alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screenings with Freire staff to further determine whether an applicant will be a good addition to our team. Finally, a portion of applicants is invited to participate in an in-person interview with Freire staff members. Teaching applicants in most cases are required to conduct a demonstration lesson and meet with school leaders.</p> <p>In addition to recruiting from local colleges, universities, other networks, as well as local and national job websites, Freire partners with Teach for America to ensure that it is attracting staff of the highest quality and effectiveness. Freire is drawn to the TFA program for recruitment because the training teachers receive is hands on and practical (teachers are prepared from day one) and instills within teachers a belief in kids and high expectations for students and their own professional growth.</p> <p>Once high-quality teachers are on board, Freire employs a variety of strategies to retain them, including:</p> <ul style="list-style-type: none"> • Providing a safe, peaceful work environment
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- Engaging teachers in decision making
- Providing leadership opportunities for teachers
- Providing frequent feedback on instruction
- Providing high quality professional development and ongoing instructional coaching support

At Freire, having the highest-quality teaching staff is of the utmost importance. Freire ensures this not only by striving for all teachers to be certified, but by recruiting the best people, using instructional coaches, providing effective professional development, and building planning time into the school's schedule. Monitoring of teacher attrition is maintained by the analysis of the Build the Future Performance Management team as well as school analysis of teacher exit surveys at the end of each school year. Only one teacher has left in the previous year to pursue another opportunity. We believe the strategies have helped us to keep the high-quality staff that we recruit.

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
2016-2017**

Freire professional development supports teachers and leadership through its dual function of providing both pragmatic and effective programming to enhance teacher efficacy and thus student achievement as well as building a strong sense of community and collaboration within the school community. Freire ensures that all teachers are supported regardless of their experience level in order to provide the best instruction to the students. Before the new school year starts, all staff participate in one week of pre-service professional development, with new teachers participating in an additional week of new teacher professional development. Based on individual and group professional learning goals, 2016-17 topics included Freire Operating Values, Review of Freire Policies and Procedures, Stories of Our Students, School Culture, Technology Training, Effective Teaching, State Assessments, Special Education, Using Data to Drive Instruction, Common Core, School Safety, Vertical Planning Teams, the Meaning of College Prep, and more. Freire also introduced Doug Lemov's Teach Like a Champion 2.0 as a text and resource training in 62 topics that put students on the path to college, which is referenced throughout the year.

Once the school year is underway, the school calendar is structured so that full-day professional development sessions happen every 4-6 weeks. In addition to Lemov, based on individual and group professional learning goals, 2016-17 topics included delivering rigorous content, core instructional techniques, understanding assessment analysis, the role of diversity in the classroom, and positive behavior intervention and supports. Professional development days may include built in planning time with either a teacher's grade level or their content area—or both. Also emphasized is common planning time outside of dedicated professional

development days, with common preparation and collaboration time build into the school day for teachers.

To encourage their growth and development as educators, we are now encouraging our teachers to experience and learn from different teaching methods by visiting other high performing schools. In 2016-17, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington D.C., and within Delaware. Another way Freire encourages teacher professional development is through mentoring, with experienced teachers provided as mentors for first, second, and third-year teachers.

Finally, Freire also implements a teacher-coaching program, where experienced teachers provide differentiated support to other teachers. The instructional coaches provide one-on-one teacher coaching specific to instructing students with academic, social, and emotional barriers to learning. Instructional coaching focuses on classroom management, content, instruction, and assessment for learning

Freire leaders also undergo professional development and learning, both through development and mentorship from within Freire and without. Within Freire, leaders collaborate regularly with the other principals in the Freire network as well as continue development through the Build the Future Team. Freire leaders also participate in other training programs including participation in Lead for Delaware principal training program, attending workshops and conferences both in Delaware and beyond at institutions like Harvard's Graduate School for Education, as well as mentorship from other Delaware principals.

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

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

We feel that Freire has performed well on teacher retention. We describe our efforts to keep teacher below.

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

Over the past three years the school has been in operation, Freire Wilmington has given attention to retaining both new and veteran teachers. Maintaining high teacher retention is a focus of Freire Wilmington as the school reaches its full intended grade capacity.

Retaining teachers and minimizing attrition rates begins with hiring high quality and committed staff for the school; as such, Freire has a rigorous application process for all staff members. Prospective instructional staff members submit a resume, cover letter, sample lesson plan aligned to Common Core Standards, and references. Staff members screen incoming applications to determine applicants' alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screenings with Freire staff to further determine whether an applicant would be a good addition to our team. Finally, a select group of applicants are invited to participate in an in-person interview with Freire leaders and staff members. Teaching applicants in most cases are required to conduct a demonstration lesson. Furthermore, to ensure student voices are recognized in decisions and that new staff are aligned to Freire values, a student component is included in the interview process for new teachers.

Freire recruits teachers and staff from local colleges, universities, and job websites. Freire partners with Teach for America to ensure that it is attracting staff of the highest quality and effectiveness. Freire is drawn to the TFA program for recruitment because the training teachers receive is hands on and practical and instills within teachers a belief in kids and high expectations for students and their own professional growth. Freire also has a staff referral program that encourages staff to refer those they believe embody Freire values and can consistently support the school's goal of academic excellence.

Once high-quality teachers are on board, Freire employs a variety of strategies to retain them, including:

- Providing a safe, peaceful work environment
- Engaging teachers in decision making
- Providing leadership opportunities for teachers
- Providing frequent feedback on instruction
- Providing high quality professional development and ongoing instructional coaching support
- Providing veteran teachers with a considerable amount of autonomy while planning lessons

Freire's professional development programming is centered on teacher empowerment and autonomy.

We work with our teachers to build collective staff ownership of the school's curriculum and culture by keeping teachers involved in planning and execution of professional development. Furthermore, we give teachers a considerable amount of independence in lesson planning. This enables our diverse staff to produce exciting and engaging lessons while remaining aligned to Common Core Standards. In addition, experienced teachers have the opportunity to take on roles as instructional mentors and coaches. Staff and faculty voice is also crucial to our academic and cultural programming. Teachers influence the culture of the school through committees that brainstorm and plan school field trips, assemblies, and other experiences for students.

At Freire, having the highest-quality teaching staff is of the utmost importance. We strive to achieve this by recruiting the best people, using instructional coaches, providing effective professional development, and building planning time into the school's schedule. Teacher exit survey results and teacher attrition data are collected and analyzed by the BtF Performance Management team. Over the course of the charter term, we have retained most of our highly effective teachers.

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

Over the charter term, we have built a professional development program that is designed for teachers to improve content knowledge in core academic subjects; learn effective instructional strategies, methods, and skills; understand student academic achievement standards; and finally empower teachers to be independent within their profession. Over the past three years, professional development activities have become increasingly tied to deeper analysis of student data and closer alignment of instruction to core standards.

Freire's professional development program begins with an induction program for new staff, followed by a week of pre-service sessions for all teachers and staff. Based on individual and group professional learning goals, our 2017-18 pre-service professional development topics included Freire Operating Values, Review of Freire Policies and Procedures, Stories of Our Students, School Culture, Technology Training, Effective Teaching, State Assessments, Special Education, Using Data to Drive Instruction, the School Schedule, Common Core, School Safety, Vertical Planning Teams, the Meaning of College Prep, and more. In 2016-17, we began utilizing Doug Lemov's *Teach Like a Champion 2.0* as a text and resource training in 62 topics that put students on the path to college, which we continue to draw on throughout the year.

Once the school year is underway, the school calendar is structured so that full-day professional development sessions happen every 4-6 weeks. In addition to Lemov, based on individual and group professional learning goals, our 2018-17 topics included delivering rigorous content, core instructional techniques, understanding assessment analysis, the role of diversity in the classroom, and positive behavior intervention and supports. Professional development days may include built in planning time with either a teacher's grade level or their content area—or both.

In our teacher coaching program, where both our Co-Head of School, Academics, a contracted instructional coach, and for the first time this year, in-house teacher mentors (in both the regular and special education departments) provide differentiated support to our teachers. The coaching program supports teachers in navigating our unique instructional program that offers teachers a considerable

amount of autonomy to allow for creativity within lesson planning. Our instructional coach provides one-on-one teacher coaching specific to teaching students with academic, social, and emotional barriers to learning. Instructional coaching focuses on classroom management, content, instruction, lesson design and enactment, and assessment for learning. At Freire, our coaching program is designed to share classroom management expertise, dig deep into content and instruction, assess for student learning, and use assessment to guide coaching and instruction.

The Co-Head of School, Academics' role is dedicated to ensuring that there is a skilled and effective teacher in every classroom. In partnership with teachers and other administrators, the Co-Head of School, Academics can craft and implement professional learning opportunities that revolve around the instructional core and keep everyone focused on learning. The coach, using a variety of formats, can seed and cultivate teacher learning in schools. The Co-Head of School, Academics can help teachers plan and design lessons or units, observe and debrief lessons and provide actionable feedback, cultivate collaboration, develop the capacity of teachers to coach peers, and plan and set coherent, aligned, and mutually agreed upon goals for teacher development based on data specifically related to student learning. We also encourage our teachers to experience and learn from different teaching methods by visiting other high performing schools in order to encourage their growth and development as educators.

We have also recognized the need for more professional development that supports teachers in understanding the diversity of the school and the importance of social justice as a common thread in all subjects in the Freire curriculum. To help teachers cultivate strong relationships with their students, who come from varying backgrounds, based on trust and mutual respect, Freire offers professional development sessions around cultural sensitivity and the alignment of social justice themes to different subjects. Going forward, Freire will continue to develop and expand professional development topics of this nature.

Our professional development program has been developed so that we not only support the professional growth of our staff, but also support students in their journey through Freire's rigorous academic program as well as through college. We designed the program to encourage teachers to develop lessons through a social justice lens and utilize data analysis to improve their instructional practices, with the main goal being that students will gain the understanding that their achievement is directly impacted by their effort.

3.8 Closure Requirements

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

The school's bylaws require the Board to adopt a formal plan of dissolution prior to distribution of assets should that scenario become necessary.

If the school faces closure or dissolution, Freire will:

- Establish an open line of communication between parents/guardians and the school as well as all staff;
- Maintain an accurate record of enrollment, including the school's final student enrollment.
- Accurately account for the school's financial status;
- Appoint a board member to assume oversight of the school's dissolution process;
- Ensure each student continues his or her education and has complete student records transferred to their new school;
- Satisfy payroll and all creditors;
- Properly return funds acquired through federal, state, and local grants;
- Appropriately distribute all other funds; and
- Conduct a final financial audit.

To prepare for a possible closure or dissolution of the school, Freire will set aside adequate funds to:

- Ensure all employees are paid according to their contractual agreements with the school;
- Pay any staff who would be required for close-out activities;
- Pay any vendors such as auditors, movers, liquidators, etc. that would be needed for the closure.

All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for the employees of the school then to the remaining creditors of the school. The Founding Board of Freire Charter School understands that a charter school such as ours authorized to operate in Delaware must, by December 31 of any fiscal year, maintain an available balance or salary reserve, sufficient to pay the minimum cost necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of the fiscal year as reasonably projected by the charter school (14 Del. Code 515 (k)). We also understand that these costs may include but are not limited to non-payroll expenses, both fixed and non-fixed, incurred through the final month of the school year. We further understand that our failure to maintain sufficient available

funds by December 31st of our third year of operation will be deemed a material violation of our charter, a requirement we have met thus far. The board will review the fund balances and financial projections on a monthly basis to ensure the fiscal health of the school and the maintenance of the reserve fund. In the event that Freire Wilmington is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, the Freire Wilmington board will work with DDOE concerning the steps necessary (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition (14 Del. Code 515 (i) and (j)).

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	
2014-2015	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	M	M	M	N/R	M	N/R	M	M	Meets Standard
2016-2017	M	M	M	M	N/R	M	N/R	M	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	M	M	Meets Standard

DOE Summary:

Freire Charter School has maintained overall ratings of meets standard since the school opened in SY 15/16. The school has met all measures as assessed by the Financial Performance Framework metrics.

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

School Comments 2016-2017	Financially, Freire remains healthy with a 'meets standard' rating for all possible metrics within this category. While the state defined metrics for total margin and cash flow measure performance over a three-year period, Freire, for the second year in a row, met both standards as computed over the fiscal year ended in June 30, 2017. The standards were to have a positive total margin and a positive cash flow. Freire's total margin was 5%, a decrease from last year's margin of 10%, however, still over the requirement in both years. The School ended the fiscal year with an unrestricted cash surplus of \$472k, an increase of \$249k from the previous 2016 fiscal year. The financial Performance Framework Ratios require that Freire either: (1) exceed 60 days cash on hand or (2) exceed 30 days cash on hand and show an increase in days cash on hand from the prior year. Therefore,
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	Freire will continue to budget sufficient reserves to meet this ratio in future years.
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b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2016-2017	No changes required as financial outcomes have been strong. The school monitors financial health proactively.
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
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School Comments 2014-2015	Not Applicable
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a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

N/A- Freire Wilmington has historically 'met standard' in financial performance since the first year of operation.

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

We have not made any substantive changes to our financial practices over the charter term. The Board of Freire Charter School Wilmington understands its responsibility for oversight of the school's finances. The Board establishes the internal controls framework for the school to ensure compliance with all legislation, rules and regulations, safeguarding of assets, and systems to provide accurate, timely and transparent financial reporting. The board reviews financial controls periodically to assess effectiveness and amend, if necessary, to ensure strong fiscal accountability. Build the Future's Controller provides a finance dashboard and comprehensive financial statements to the full Board at every regular meeting.

Freire uses the services of Michelle J Lambert CPA & Associates, LLC for support with accounting, payroll, and benefits functions in State of Delaware systems including FSF and PHRST and advising on state-specific financial requirements. The accounting team at Build the Future keeps all accounting records in Quickbooks in addition to the logging of this information in FSF and PHRST and handles much of the daily administration of human resources and financial management functions. The Controller at Build the Future is responsible for preparing internal and external monthly and ad hoc financial reports, overseeing the school's banking and financial management, monitoring compliance with all financial covenants in all debt agreements, coordinating the annual independent audit, and working with the Co-Heads of School to develop budget proposals for the Board.

Freire contracts with an independent certified public accounting firm to audit school's finances each year. The audited annual financial statements are remitted to Delaware Department of Education and Delaware Division of Accounting by the required submission date. The monthly financial statements and annual audit are posted to Freire's website for public view. Freire maintains an active Citizens Budget Oversight Committee (CBOC) in accordance with 14 Del. Code § 1508 and its implementing

regulations. At quarterly CBOC meetings, the Controller from Build the Future participates to present and answer questions on the school's finances. The Board Treasurer sits on the committee and acts as a liaison to Freire's Board of Directors.

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

We did not meet the 95% enrollment standard in 2017-18. This was due to our decision to maintain a small first graduating class (the 11th grade class in that year). It was important to have a strong cohort of students, familiar with our school from the beginning, who could maintain a strong culture and set positive trends for our future classes of graduates. Because this decision was specific to our first graduating class, it will not impact enrollment in subsequent years.

Also, as noted in Section 1.4, we have decided that a lower total enrollment goal is more appropriate for our facility at this time. We are therefore submitting a modification request along with this application to reduce our enrollment from 560 to 500. Because we did not settle on the need for the shift in enrollment numbers until after the modification application deadline, we will not meet the enrollment target for 2018-19. We fully intend to meet our target going forward once our approved enrollment is aligned with what is best for our school.

Because Freire is just finishing its planned, gradual initial growth phase, lowering the enrollment target will not result in any budget reduction or adverse financial outcome. We have developed experience operating on a budget based on lower enrollment as a built in part of our intentional initial growth. Further, we have performed exceptionally on financial ratings over the entirety of the charter term.

Performance Agreement

Financial Performance Expectations

By September 2018, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

Freire Charter School has maintained overall ratings of meets standard since the school opened in SY 15/16. The school has met all measures as assessed by the Financial Performance Framework metrics.

School Comments 2016-2017	No changes required as financial outcomes have been strong. The school monitors financial health proactively.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

DOE Summary:

Freire Charter school has not had any audit findings to date.

School Comments 2016-2017	Not Applicable
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School Comments 2015-2016	Not Applicable
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School Comments 2014-2015	Not Applicable
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d. Discuss the school's financial performance based on its approved Performance Agreement.

We have strong procedures in place to ensure Financial Health which have led to the school meeting standard as set forth in its performance agreement.

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

This does not apply as we have had no audit findings.

f. As appendices, please provide the following documents:

Appendix 9 Summary of Findings from Independent Audits (if applicable)

Appendix 10 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

Appendix 11 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

Appendix 12 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Appendix 13 Five-year revenue estimates, budget projections sheets and budget narrative. If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.

V. INNOVATION

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

School Comments 2016-2017	<p>Freire Wilmington has put significant effort into positively enabling students to achieve high standards through a variety of initiatives. Many of these initiatives stem from the fostering of a supportive school climate, creating a safe space for students, families and staff alike. Freire Wilmington takes a proactive approach in building a Freire Family, which means that the culture of the school is one where everyone is valued and where the school community is built upon mutual respect, openness and honesty. Student and staff voice is paramount to the operation of the school, as Freire believes that the success of the community, as a whole and individually, is contingent upon making sure everyone is included.</p> <p>There are many ways the Freire builds this culture within the community. New students are introduced through a two-day summer clinic, before the start of the school year. The clinic serves as an intensive orientation to the unique school culture and expectations. Students learn conflict resolution skills, the anti-bullying program, and peer mediation. Throughout the year, students have access to various behavioral supports through the Dean of Students and through peer mediation. Mediations are held by trained student peers and staff and can be requested by the student themselves, a staff member or a dean as a requirement of a behavioral resolution. Mediations are completely confidential, keeping with the theme of honesty and respect. Academically, Freire has implemented the use of Afterschool Academic Centers where students can drop-in for help from teachers as well as their peers on topics and subjects that they have difficulty with.</p> <p>Freire has also undertaken a number of diversity initiatives to help students and staff bridge differences. At the midway point of the 2016-17 school year, as students returned from rigorous midterms, a "Dragon Day" was held. This was a celebration focused on building the school family and creating a sense of belonging and personal development. Teachers offered workshops and activities like chess lessons and escape the room that students signed up for based on interest. The day also included a diversity session where participants discussed their own identities, got to know others, and ultimately built a greater mutual understanding of issues around diversity and sense of oneness. The 2016-17 year also featured all-school field trips to go ice skating and to enjoy Hershey Park as a way to build camaraderie and connectedness.</p> <p>Further, Freire held conversation circles on race for the school community in 2016-17, including family-focused events to ensure the maximum of opportunities to integrate community voice into school outcomes. Facilitators led a discussion on a topic such as black lives matter vs. blue lives matter vs. all lives matter. Conversation was then directed toward brainstorming about how to best keep students safe coming to and from school each day so that the Freire community could ensure student safety and success despite nationwide tensions.</p>
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	Many of the innovation practices mentioned above have improved culture, impacted a decrease in attrition rates, and also impacted a complementary increase in attendance. Attrition rates dropped 18% from 2015-16 to 2016-17. Further, attendance has increased from 88% in 2015-16 to 93% in 2016-17. Anecdotally, student interviews have also described an increased sense of safety and family culture. Freire will continue to strive for excellence in these climate indicators and others year after year in the effort to foster a supportive and safe school community.
School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
School Comments 2014-2015	Not Applicable

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

In our efforts to continually build a sense of community at Freire, we have focused on developing strong relationships. Improving school culture and climate through rigorous academic and behavioral expectations has been imperative to establishing a safe and supportive environment for our students. We have implemented several restorative measures to mitigate climate and discipline issues that have proven successful in creating a strong school community. Student and staff input and feedback are invaluable to further improving innovative practices in school culture and learning.

Each school year begins with our two-day summer clinic for new students, which serves as an orientation to our unique school culture and expectations. As many of our new students are 8th and 9th graders, this clinic helps students feel more comfortable and confident navigating the increased responsibilities of high school and, in the future, college. Students are introduced to the school's non-violent atmosphere and the various supports available to them to resolve their problems in a peaceful manner. In addition to conflict resolution skills, students learn about the peer mediation program, in which students can serve as trained mediators who work along with staff members to help their peers find peaceful resolutions to their problems.

Freire also offers therapy services to students and their families when needed. As a result of our partnership with Christiana Care and university graduate school social work programs, we are able to provide weekly therapy with counseling interns and professional therapists at no cost to students or their families. Partner institutions have included West Chester University, the University of Pennsylvania, Messiah College, and Cappella University. This service allows staff or parents to make referrals or for students to refer themselves. For the 2018-19 school year, we have hired an Emotional Supports Coordinator to collect more intensive data on student use of therapy and oversee our counseling interns.

The goal of our academic and behavioral supports programs is to reduce the amount of time students spend missing valuable learning time by providing the support students need to do well in the classroom. The rate of out of school suspensions per student has steadily decreased by an average of

0.19 since our first year of operation (0.8 in 2015-16, 0.59 in 2016-17, and 0.42 in 2017-18). Similarly, chronic absenteeism as measured internally has also declined since year one: it dropped from 37.4% in 2015-16, to 22.5% in 2016-17, and then to 18.9% in 2017-18. Our average daily attendance rate has increased over the charter term, from 88.5% in year one, to 92.6% in year two, to 93.4% in year three. We attribute the improvements in these climate measures to taking a more restorative stance when it comes to disciplinary actions to ensure that students are spending as much time as possible actively learning.

We host a number of events during the school year to help students and staff bridge differences and build relationships. After completing midterms, students participate in our annual “Dragon Day,” a day focused on creating a sense of community where students can participate in friendly competition and explore various hobbies and interests, such as chess, yoga, or dance. A portion of the day is dedicated to a diversity session, during which participants discuss their own identities and experiences to ultimately build a greater mutual understanding of issues around diversity. In March 2018, we held a Black Panther Day for students to discuss current issues surrounding race and culture after viewing the film, which served as an opportunity for teachers to hear directly from students and gain new perspectives. An emphasis on social justice is present throughout the curriculum, particularly in courses such as Peace and Social Change (senior project/capstone course), our 9th grade Writing for Change course, and our 10th grade civics class titled Power and Money. This continuity of diversity in school activities and curriculum represents the overall mission and vision of the school.

Another key feature of Freire Wilmington is the diversity of after-school programs available to students. In addition to athletic programs, funding from 21st Century Community Learning Centers and partnerships with local organizations have allowed us to provide a variety of enrichment programs where students can explore new things and learn more about themselves. For example, over 100 students participated in the Blackout Experience. This was a service learning project focused on learning about different world cultures that culminated in a student showcase event for families and local community members. We also hosted a talent show and cultural immersion project, both planned and coordinated by students. These activities have greatly impacted attendance and student engagement and have provided our students with valuable opportunities for leadership and growth.

We are continuously working to innovate our teaching and learning environment by including teachers in the creation of professional development activities, continuing to develop the teacher mentoring and coaching program, and supporting teachers and staff in pursuing new and challenging leadership opportunities. We strive to feature teacher autonomy and empowerment in professional development; with the guidance of the Co-Heads of School, teachers create and design aspects of leadership training, professional development sessions and activities, and other learning opportunities for staff and faculty. Further, staff and faculty have helped to develop our teacher mentoring and coaching program, where experienced teachers work one on one with teachers on lesson planning, observe classes, meet with teachers to debrief lessons, offer new strategies, and develop action plans. This high level of involvement has led to a supportive environment in which teachers feel encouraged to take risks in and outside of the classroom.

Staff greatly impact the climate and culture of our school by learning to build empathy and understanding for our students. In August, we provide pre-service professional development, which focuses on social emotional learning, cultural sensitivity training, developing relationships with students and parents, and the psychological safety of students. These topics are built on and used as themes to drive sessions throughout the school year. Teacher-led professional development allows

teachers the opportunity to utilize their unique strengths and skills to support each other in becoming stronger teachers and leaders. Freire's administrative team is very receptive to both internal and external leadership opportunities for staff and teachers who are interested in furthering their careers in the education field.

Student voice is paramount to the school; over the years, we have incorporated student feedback in various program areas to improve school culture and climate. In 2017-18, we switched lunch vendors in response to student dissatisfaction with the food. Additionally, in 2018-19, students proposed and earned "free lunch" privileges for seniors, during which 12th grade students are allowed to briefly leave campus for the lunch period. We have made adjustments to our field trip and afterschool programming after collecting student feedback and input. Students work closely with our team of college counselors to discuss their academic progress and address and resolve any issues they may be having in or out of the classroom. The low student to counselor ratio ensures that seniors receive the individualized support they need to prepare for the transition from high school to college, including scheduling the SAT, completing college applications, and applying for financial aid. These counselors create a safe space for students to ask questions and to create a framework for their future plans.

VI. Five-Year Planning

6.1 Projected Enrollment

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

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

Projected Enrollment						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8	110	104	100	100	100	100
Grade 9	149	132	120	120	120	120
Grade 10	94	122	110	110	110	110
Grade 11	58	80	90	90	90	90
Grade 12	0	49	80	80	80	80
Total	411	479**	500	500	500	500

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

**School note: Freire's September 30 unit count enrollment is 479, but a final grade level breakdown on that number is not yet available, so the individual grade counts presented do not add up to the total.

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

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

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

Each year, the Co-Heads of School set goals for the school under the advisement of Build the Future's CEO and performance management team. These goals, along with success measures, targets, and implementation strategies, are presented to the board for discussion at the start of each school year. At each regular board meeting, the Co-Heads give a status update on performance, using a consistent dashboard supplemented by additional information with a specific focus that changes at each meeting. Internally, the Co-Heads meet monthly with Build the Future staff in data meetings, where the group looks in depth at a variety of performance data to evaluate the success of school programming and make corrective plans if needed. At the end of each academic year, the school leaders report to the Board on the school's performance as a whole, including performance against the metrics set forth at the start of the year. The Board also receives a copy of the annual DSSF results and the school's Annual Report to DOE each fall.

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

Our primary goal is to continue exceeding the performance of schools in our area in terms of growth and to generally show an upward trend in proficiency through 2024. Regarding the DSSF, it is somewhat challenging to set specific goals given that we do not have a complete set of experiences planning for success and being measured under the new metrics. Further, we have so far had only one 11th grade class, giving us limited experience to make year-over-year projections on SAT performance.

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

As a whole, we want to fulfill our mission. We want our students to succeed with a rigorous academic program, graduate from Freire, be accepted to college, and persist in college. We continue to prioritize our mission-specific goal of getting all students to participate in college readiness and exposure activities and programming.

To set our students up for success, we need to maintain a strong school culture. To that end, we aspire to continue to improve upon our initiatives to improve attendance and reduce out of school

suspensions while at the same time increasing student engagement. We will continue to build and reinforce our afterschool programming and other out of school experiences and opportunities for students, ensuring that student and staff voices are heard and utilized throughout the planning process.

We will continue to promote academic and cultural programming, such as SAT preparation and college counseling, to strengthen our Graduation x2 focus and ensure that the highest possible number of our students are accepted into college and equipped with the skills to graduate. We will continue to track student progress and use data to strategically improve student outcomes. Finally, it is important for us to support the work of our teachers in bolstering student performance standards by providing leadership opportunities and diversified professional development.

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

Freire utilizes supplemental Smarter Balanced resources from the state as interim assessments for the 8th grade. Specifically, we use the Smarter Balanced Interim Comprehensive Assessment (ICA) as a midterm for 8th grade ELA and Math. Further, we use the Smarter Balanced Interim Assessment Blocks throughout the year to assess 8th grade progress in ELA and Math; these assessments are typically given in the 1st and 3rd quarters of the school year.

PSAT and SAT practice tests are incorporated throughout 9th through 12th grade, with preparation for this assessment included within English and Math classes closer to testing times. 9th graders take the PSAT annually in the spring. Though this is not a testing requirement for freshmen classes, we believe that exposing students to PSAT and SAT materials as frequently as possible will lead to increased student comfort with the structure and setting of the test as well as increase proficiency. Further, we can measure growth within PSAT by testing both 9th and 10th graders. Across all grades and subjects, teacher-created interim assessments, midterms, and quizzes are utilized to measure academic performance and progress throughout the year.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
-

Freire Wilmington collaborates with the Performance Management Team from its charter management organization, Build the Future, to aid the alignment of the instructional program to the unique academic needs of students. The performance management team supports the learning of struggling students through the analysis of data. Specifically, the team assigns a data analyst to work with Freire Wilmington. Each month the data analyst prepares a data packet that is reviewed by the Co-Heads of School, the CEO of the Freire network, and the performance team. The packet includes a dashboard of key performance metrics, including attendance, suspensions, and pass rates for courses. In addition, the packet includes data that is most timely and actionable that

month. For example, at the midyear mark it would include the Smarter Balanced Midterm exams for Reading and Math. At other points of the year, the packet might include a detailed look at survey data or the rubric results of teacher observations. The Co-Heads use the data to identify students to take part in academic interventions, to monitor students' progress, or to evaluate programs. The meetings provide an opportunity not only to analyze the data but to discuss potential actions to take and to anticipate challenges that may lie ahead. Further, teachers are empowered to review data themselves in order to identify students for intervention and to adjust instruction and re-teach for all students when needed. The Co-Heads of School report out to the Board at all regular bimonthly meetings using a consistent data dashboard.

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

If Freire does not meet student academic achievement goals at any level, the Co-Heads of School will collaborate among themselves, with other administrators, and Build the Future to reach a solution best for the school. Before reaching a solution for the issue, the issue must first be identified. We identify areas where improvement may be needed primarily through the intensive student data analysis performed by Build the Future's Performance Management Team. The data interpreted by the Performance Management Team is then disseminated to the Co-Heads of School, teachers, and/or the Board where an appropriate long- or short-term remedy is devised to strengthen the program.

At the student and school level, an intervention process can be created in the case that we need to implement a specific plan for correction at any level(s) where attention is needed. Freire's intervention process in summary consists of the identification of at-risk students or student groups through teacher analysis of student assessment and performance data gathered by the Performance Management Team. With this information, we then identify trends within the data and root causes of student achievement outcomes. We then design specific interventions to address the root causes in any area where improvement is needed. Interventions may include coordinating small group or one-on-one interventions prescribed for during and/or after school based on the student's needs, professional development, increased team collaborations, or other applicable interventions. If it is one student or a smaller student group that needs more support, we will assign the appropriate personnel to work with the student(s) in and out of class to monitor progress and determine if and when another evaluation is necessary. If the corrective action necessary is on a larger scale than a student or a classroom, the Co-Heads of School will work to find a solution and enlist help as necessary.

By identifying needs and strengths and targeting teaching in response to assessment results, we can provide grade level and subject area programming in regular classrooms, but tailor the materials and instructional approaches in those classrooms to individual student needs.

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

To collect the data that is used in the collaborative analysis performed by Build the Future and Freire Wilmington, Freire utilizes the applications found in the Department's IMS. We use eSchool and IEP+ to collect data on student demographics, attendance, school climate, student grades, student participation in career and college preparation activities, and subsequent student achievement in these programs. Further, we provide professional development sessions designed to train relevant staff on how to access, use, and best take action based on the data. We use DEEDs to collect and track data on staff certification and licensure. Build the Future's accounting team and Michelle J Lambert CPA & Associates, LLC collaboratively use to FSF and PHRST systems to manage accounting, payroll, and benefits data. Freire takes advantage of the ERIP system to record fire and lockdown drills and tabletop exercises. DENARS is used to collect financial and participation data for the school's breakfast, lunch, and after school snack program. Further, this application ensures our compliance and membership in the National School Lunch and Breakfast programs. EGrants is used for accountability to federal grant obligations.

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

The Board of Directors, Freire Wilmington Administration, and Freire's charter management organization Build the Future work together to ensure that Freire is compliant with the Delaware Organizational Performance framework. Build the Future's experienced charter school operations team works closely with the Co-Head of School, Academic Supports to ensure a safe school environment and that the school is legally and operationally compliant in all respects. BtF also coordinates governance-related professional development for the Board in coordination with legal counsel to ensure compliance with all governance and reporting requirements.

The board is compliant with right-to-know laws as it publicizes meeting information on the school website and the entry to the building. Freire's weekly electronic newsletter to parents provides notification of upcoming board meetings as well. Board meetings are open to the public and any parents or community members in attendance are welcome to speak. Time is set aside at the start of each meeting for public comment. Any such comments are recorded in the meeting minutes. Community members wishing to make a specific complaint to the Board can provide notice to one of the Heads of School who can relay their concern to the Board and set aside time on a meeting agenda when appropriate. Parents who are interested in serving on the Board are identified by the Co-Heads of School and other administrators and suggested to the Board of Directors, who elect these parent members in accordance with the bylaws.

Freire's Conflict of Interest Policy is in place to eliminate the potential for self-dealing, ensure that the school's funds are carefully managed so that they are not used to enrich any individual involved in the management or leadership of the school, and to ensure that decisions on behalf of the school are made in its best interest and in compliance with applicable local, state, and federal laws.

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

We have no definite plans for large scale improvements to the facility in the next five years.

VII. Compliance certification statement

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

9/20/2018

Date of Signature

Freire Charter School Wilmington

Name of the Charter School

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



Signature of the Chairperson of the Board of Directors

Print/Type Name:	Clint Walker
Title (if designated):	Chair of Board of Directors

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	Freire Charter School Wilmington
Location:	201 W. 14 th St., Wilmington, DE 19801

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



Signature: Chairperson of Board of Directors (or designated signatory authority)

9/20/2018

Date

Print/Type Name:	Clint Walker
Title (if designated):	
Date of approval by board of directors:	9/20/2018

IX. PERFORMANCE Agreement Template

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

DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School Freire Charter School Wilmington

This Performance Agreement (“Agreement” is entered into this _____ day of _____, 2018 by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and Freire Charter School Wilmington, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

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

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

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

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

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

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

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the

DSBE, may place the school's charter on formal review pursuant to 14 Del. C. §515 (b).

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

Freire Charter School Wilmington opened in downtown Wilmington in the fall of 2015 and now offers grades 8-12. Freire serves a diverse population of 500 students from across New Castle County, many of whom are from low-income and minority families.

Supporting all students who enroll, regardless of background, is at the very core of all Freire's actions. The imperative that we meet the needs of historically underserved populations goes without saying at Freire. Our average student arrives to us several years behind in reading and math proficiency. We aspire to help our students demonstrate proficiency, graduate from high school, and graduate from college.

Mission Statement

The mission of Freire Charter School Wilmington is to provide a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

Vision Statement

The vision of Freire Charter School Wilmington is "the power to build your future," so that all of us inside Freire, as students, teachers, administrators, parents, Board, community members, and alumni, join together to build our lives with power and integrity while at the same time improving our communities. Education is our most powerful tool.

Academic Performance Expectations

Freire Charter School Wilmington's DSSF ratings are:

Indicators	Weight	Points	Points Earned
Academic Achievement	20%	100	35
Academic Progress	25%	125	68
School Quality/Student Success	25%	37.5	34
Graduation Rate	20%	n/a	n/a
Progress toward English Language Proficiency	10%	n/a	n/a
Total Points Earned	100%	262.5	137
Overall Percentage/Rating			52%

By September 2023, our expectation is to achieve “Meets” or “Exceeds” ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):

Measure	Definition of Rating	Data Source	Data Collection Process
With our focus on providing a college preparatory education, our mission-specific goal is for students to gain understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	<p>Meets Standard: 90% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.</p> <p>Approaching Standard: 75% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, and in-school workshops, courses, and programming.</p> <p>Far Below Standard: 60% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.</p>	<p>May include:</p> <ul style="list-style-type: none"> -Participation rates for college visits -Student participation rates for college-related events, speakers, workshops, courses, or other programming. 	PDF Upload and entry into system for by DOE.

Financial Performance Expectations

Freire Charter School Wilmington's overall financial rating is "Meets Standard." By September 2023, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Expectations

Freire Charter School Wilmington's overall organizational rating is "Meets Standard." By September 2023, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

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

FREIRE CHARTER SCHOOL WILMINGTON

DELAWARE DEPARTMENT OF EDUCATION

BY: _____
Clinton Walker, President

BY: _____
Secretary of Education

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

References:

¹Based on September 30th Unit Count

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