

MOT CHARTER SCHOOL

ANNUAL REPORT

2018-2019



**1156 Levels Road,
Middletown, DE 19709**

**1275 Cedar Lane Road,
Middletown, DE 19709**

Phone: (302) 376-5125 (K-8 Academy)

(302) 366-2000 (High School)

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.)

BASIC INFORMATION	
Name of School	MOT Charter School
Year School Opened	2002
Enrollment 2018-2019 ¹	1314
Approved Enrollment	1402
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinnimink School District
Website Address	http://www.motcharter.com/
Name of School Leader	Ned Southworth
School Leader Email and Phone Number	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
Name of Board President	Jennifer Taylor
Mission Statement: MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (Note: The remaining sections of the table will be completed by the Charter School Office. Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2018-2019 ¹
Total Enrollment	1314
# of Students on Waiting List	1293
Gender	
% Male	48.48%
% Female	51.52%
Ethnicity/Race	
% African American	23.59%
% American Indian	
% Asian	11.72%
% Hispanic/Latino	7.46%
% White	53.88%
% Multiracial	3.12%
Special Populations	
%Special Education ²	5.78%
% English Language Learners	1.98%
% Low-Income	5.33% by our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome
Sep 2013	Minor - add modular unit	Approved
Nov 2013	Minor - change enrollment phase-in of approved grade expansion	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	75	75
Grade 1	75	75
Grade 2	75	76
Grade 3	75	75
Grade 4	75	78
Grade 5	75	79
Grade 6	78	78
Grade 7	78	78
Grade 8	78	78
Grade 9	188	174
Grade 10	185	177
Grade 11	183	150
Grade 12	162	121
Total	1402	1314

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

School Comments: MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and were very close to our projected enrollment in the 9th and 10th grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	MOT Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	69	92.00%
Grade 2	75	100.00%
Grade 3	73	93.59%
Grade 4	77	98.72%
Grade 5	78	100.00%
Grade 6	76	97.44%
Grade 7	76	97.44%
Grade 8	75	96.15%
Grade 9	32	40.51%
Grade 10	155	82.89%
Grade 11	136	87.74%
Grade 12	119	88.81%
Total/Avg	1045	89.09%

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

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

School Comments:

Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or

charter schools. In the years since our high school opened, we have worked diligently to retain an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our *Academy of the Arts* or *Academy of Science and Technology*, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce 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. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	71.00	71% Exceeds Expectations
Academic Progress	125.00	82.00	66% Exceeds Expectations
School Quality/Student Success	75.00	75.00	100% Exceeds Expectations
Graduation Rate	75.00	73.00	97% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	35.00	70% Exceeds Expectations
Overall	425.00	336.00	79% Exceeds Expectations

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

School Comments:

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student growth is a core concept for MOT Charter School, even with this improvement we continue to address the need of students to grow and look forward to even greater reading and math growth in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math.

In 2018-19, 74% of MOT Charter High School students were proficient on the 11th grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.

Performance Agreement

Academic Performance Expectations

MOT Charter School's overall academic rating is meets. In the next renewal period, our expectation is to maintain 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.

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

School Comments

For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	77.52%	50.00	39.00
Proficiency - Math	63.06%	50.00	32.00

Respond to the following questions.

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

School Comments

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.

When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.

The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.

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

School Comments

MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	69.91%	50.00	35.00
Growth - Math	60.85%	50.00	30.00
Growth of Highest Quartile - ELA	67.21%	6.25	4.00
Growth of Highest Quartile - Math	62.79%	6.25	4.00
Growth of Lowest Quartile - ELA	79.44%	6.25	5.00
Growth of Lowest Quartile - Math	66.55%	6.25	4.00

Respond to the following questions.

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

School Comments

Growth in ELA at MOT remains strong. MOT's continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT only receive the lowest rating of 'Well Below Standard' at a rate 21% lower than the state average and receive the highest level of 'Exceeds Standard' on the state assessment at a rate 16% higher than the Delaware average.

In math, the percentage of students in MOT's highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT's lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial

growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.

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

School Comments

MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware's lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep	103.95%	37.50	38.00
On Track in 9th Grade	98.70%	25.00	25.00
On-Track Attendance	96.25%	12.50	12.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments:

Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

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

School Comments:

After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments:

MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.

2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	97.32%	75.00	73.00
ESEA Adjusted 5-Year Graduation Rate		n/a	n/a
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

Respond to the following questions.

a) Based on your Graduation Rate ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments:

DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.

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

School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

2.6 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	69.70%	50.00	35.00

Respond to the following questions.

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

School Comments:

2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21st century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure high academic standards with a focus on 21st century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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
	Meets Standard: Average score of 60 or greater in all three assessment categories	Internal Surveys	Anonymous surveys conducted electronically.	1a1
	Approaching Standard: Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.			
	Far Below Standard: Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.			

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

School Comments

MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – *high academic standards with a focus on 21st century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.*

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](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

MOT Charter School

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	
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

School Comments:

MOT Charter School received a "meets standard" rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of "meets standard" in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

Strong Site-Based Leadership

MOT Charter's Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.

A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

Shared Accountability

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

Hiring Process Aligned with Our Mission

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
 - Telephone Interview
 - Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
 - Writing Sample Review
 - Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.
 - Head of School Interview
-

- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

Written Policies and Procedures

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.

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

School Comments:

See above

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

N/A

Performance Agreement

Organizational Performance Expectations

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

MOT Charter School's overall organizational rating is meets standard. In the next renewal period, our expectation is to maintain the overall rating of meets standard 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.

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

School Comments:

For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart 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.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Board Governance Training (Board on Track Training) (PDMS Sessions 1, 2, 3)	Financial Training Date
Mir Sadiq	Ali Khan	Board Member	<u>Aug 2015, Nov 2018</u>	11/25/19
Richard	Carroll Jr.	Board Member	9/25/19, 9/25/19, 9/24/19	11/29/19
Linda	Jennings	Board Member	8/29/19, 9/5/19, 9/5/19	7/1/11
Travis	Piser	Teacher Representative	11/25/19, 11/25/19, 11/25/19	11/26/19
Lou	Savino V.	Vice Chair	<u>Aug 2015, Nov 2018</u>	11/27/19
Steve	Stallone	Board Member	<u>Aug 2015, Nov 2018</u>	11/26/11
Sam	Sullivan	Secretary	10/21/19, 10/21/19, 10/21/19	11/25/19
Jennifer	Taylor	Chair	11/25/19, 11/25/19, 11/25/19	11/25/19
Dave	Watlington	Treasurer	<u>Aug 2015, Nov 2018</u>	11/21/13
Edward	Southworth	Head of School (ex officio)	8/29/19, 9/5/19, 9/5/19	9/25/19

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

All members of the MOT Charter School Board of Directors received governance training conducted by the *Board on Track* corporation in August of 2015, and participated in *Board on Track's* "Board Performance Assessment Master Class" in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three sessions – *Board Governance Standards*, *School Leader Evaluation*, and *Academic Oversight*) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736 6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Meryl	Hewett	MOT Business Manager	11/21/2013
Linda	Jennings	Board Member	7/1/2011
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	3/30/2017
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/2013

School Comments:

All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new *Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members* offered by the DDOE through PDMS during the 2019-2020 academic year.

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95	69	73

Review the table above with the school's teacher retention trends and answer the following questions.

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

School Comments:

We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

- b) Describe how the school's professional development plans support teachers and leadership.

School Comments:

MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

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	
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard

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

School Comments:

MOT Charter School received a "meets standard" overall rating for 2018-2019. Additionally, we have received an overall rating of "meets standard" in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

Budget Process

- Our annual budgets are based on conservative revenue projections.
- We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.
- We look at a three year history to more accurately project expenses.
- In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.
- Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.

Transparency

-
- The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.
 - The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.
 - Board and CBOC members are trained in how to review the financial reports and ask probing questions.

Internal Controls and Fiduciary Oversight

- We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.
- The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school's performance against the framework's benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.
- Board level Finance & Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.

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

School Comments:

See above

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

N/A

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2018-2019
94%

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

School Response To Rating:

2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

Performance Agreement

Financial Performance Expectations

MOT Charter School's overall financial rating is meets standard. In the next renewal period, our expectation is to maintain 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.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

School Comments:

N/A

V. INNOVATION

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

School Comments:

Supportive and Friendly Environment

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

Involved Parents

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

Rigorous, Student-Centered Instruction

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding.

Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.

Responsive Curriculum

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

Early Intervention

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the *Academy of the Arts* and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using *Schoology* as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the *Schoology* platform to portions of our K8 Academy, and have also expanded our 1-to-1 technology program to include grade 6, 7, and 8. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms.


Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	MOT Charter School
Location:	1156 Levels Road Middletown, DE 19709

I hereby certify that the information submitted in this annual 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.


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

12-02-2019
Date

Print/Type Name:	Jennifer Taylor
Title (if designated):	Chair, MOT Charter School Board of Directors
Date of approval by board of directors:	Annual Report will be reviewed and approved by full board at next scheduled meeting, January 15, 2020

VIII. APPENDICES

3.1 Mission Specific Goal(s) Data

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain **high academic standards with a focus on 21st century skills**, utilize **diverse and student-centered teaching strategies**, and develop **high levels of student and parent engagement**. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the 5Essentials survey. To measure **high academic standards with a focus on 21st century skills**, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure **diverse and student-centered teaching strategies**, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure **high levels of student and parent engagement**, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to **meet the standard** of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be **approaching the standard**. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered **far below the standard**.

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
	Meets Standard: Average score of 60 or greater in all three assessment categories Approaching Standard: Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories. Far Below Standard: Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.	State of DE School Climate Survey / Internal Surveys	Anonymous surveys conducted electronically.	1a1

MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year:

We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher and student survey. For each of the three areas under study, **high academic standards with a focus on 21st century skills (6 total subcategories)**, **diverse and student-centered teaching strategies (7 total subcategories)**, and **high levels of student and parent engagement (4 total subcategories)**, we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated

“agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. For the 2018-2019 academic year, MOT Charter School **Meets Standard** for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21st century skills** (87.87%), **diverse and student-centered teaching strategies** (86.13%), and **high levels of student and parent engagement** (86.82%), scores exceeded the 60% threshold.

A detailed breakdown of survey results is below, providing scores for each subcategory and an overall category average. The headings for the subcategories are tied directly back to the original 5Essentials survey. Attached please also find an excel file of the complete responses for each question used in the analysis.

Mission-specific goal setting

- I. High Academic Standards with a focus on 21st Century Skills – **87.87%** (average of all 6 subcategories)
 - a. Ambitious Instruction
 - i. English instruction – teacher survey question 6, sub-question 1: **84.21%**
 - ii. Math instruction – student survey: **95.40%**
 - iii. Academic press – student survey: **91.20%**
 - iv. Quality of student discussion – teacher survey question 6, sub-question 3: **84.21%**
 - b. Classroom rigor – student survey: **99.00%**
 - c. Inquiry-based science instruction – student survey: **73.20%**
- II. Diverse & Student-centered Teaching Strategies – **86.13%** (average of all 7 subcategories)
 - a. Collaborative teachers
 - i. Collaborative practices – teacher survey question 10, sub-question 1: **89.47%**
 - ii. Collective responsibility - teacher survey question 3, sub-question 6: **94.74%**
 - iii. Quality professional development - teacher survey question 1, sub-question 3: **78.95%**
 - iv. School commitment - teacher survey question 3, sub-question 4: **68.42%**
 - v. Teacher-teacher trust - teacher survey question 5, sub-question 1: **89.47%**
 - b. Innovation - teacher survey question 8, sub-question 1: **100.00%**
 - c. Reflective dialog - teacher survey question 9, sub-question 4: **81.85%**
- III. High Levels of Student & Parent Engagement – **86.82%** (average of all 4 subcategories)
 - a. Involved families
 - i. Teacher-parent trust - teacher survey question 12, sub-question 3: **97.13%**
 - ii. Parent involvement in school - teacher survey question 12, sub-question 1: **89.48%**
 - iii. Parent influence on decision making in schools - teacher survey question 14, sub-question 5: **78.38%**
 - b. Academic engagement - student survey question 6, sub-question 3: **82.30%**

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

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

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.