

**DELAWARE CHARTER SCHOOL
RENEWAL APPLICATION**
September 30, 2020



MOT CHARTER SCHOOL

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

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

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

(302) 366-2000 (High School)

www.motcharter.com

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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.
 - ☐ Complete the last column “SY 2020-2021”
- ☐ 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)
 - ☐ Complete the last column “Current Waitlist 2020-2021 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. Describe the school’s performance against its remote learning plan and address areas i-viii:
 - ☐ 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- ☐ 2.2 Review the Academic Achievement/Proficiency Data
 - ☐ 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 Academic Progress (Growth) Data
 - ☐ 2.3.a Discuss the school’s current performance based on Academic Progress 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 School Quality/Student Success Data

- ☐ 2.4.a Discuss the school's current performance based on School Quality/Student Success data
- ☐ 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 Progress toward English language proficiency (ELP) Data
 - ☐ 2.5.a Discuss the school's current performance based on English language proficiency 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, Science, Visual / Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.

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 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
- ☐ 3.5.j **Appendix 5 Board member and school leader succession plans.**
- ☐ 3.5.k **Appendix 6** Current board bylaws.

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 7** Up-to-date Certificate of Occupancy
 - ☐ **Appendix 8** Up-to-date Fire Inspection Certificate
 - ☐ **Appendix 9** Up-to-date Insurance Certificate(s)
 - ☐ **Appendix 10** ERIP Reporting SY18/19 and SY19/20

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.
 - ☐ Complete the last column "2019-2020"
- ☐ 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.
- ☐ 3.7.d **Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

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 11** Summary of Findings from Independent Audits
 - ☐ **Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report
 - ☐ **Appendix 13** Approved preliminary Fiscal Year 2021 Budget
 - ☐ **Appendix 14** Fiscal Year 2020 Audited Financial Statements
 - ☐ **Appendix 15** A list of all settlements (if applicable)

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...
- ☐ 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.
- ☐ 6.2.8 Complete the Hourly Attendance Survey

- ☐ 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	MOT Charter School
Year School Opened	2002
Current Enrollment	1389
Approved Enrollment	1420
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink 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
Board President Email	jennifer.taylor@mot.k12.de.us
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 Enrollment and Demographics: Please review the following table and complete the last column (SY 2019-20)

	2016-2017 ¹	2017-2018 ¹	2018-2019 ¹	2019-2020 ¹	2020-2021 ¹ *
Total Enrollment	1159	1288	1314	1375	1389
Gender					
% Male	49.70%	48.91%	48.48%	49.53%	50.10%
% Female	50.30%	51.09%	51.52%	50.47%	49.90%
Ethnicity/Race					
% African American	23.21%	22.83%	23.59%	24.44%	25.70%
% American Indian				0.22%	.22%
% Asian	10.09%	11.57%	11.72%	12.65%	13.03%
% Hispanic/Latino	6.13%	7.07%	7.46%	7.49%	6.98%
% White	57.38%	55.67%	53.88%	51.71%	49.24%
% Multiracial	2.93%	2.56%	3.12%	3.35%	4.68%
Special Populations					
%Special Education ³	6.04%	5.51%	5.78%	6.18%	7.92%
% English Language Learners	1.55%	1.24%	1.98%	2.04%	1.58%
% Low-Income	5.44%	6.37% (13%)	5.33% (11.11%)	5.53% (12%)	14.19%

* To be completed by the school

School Comments 2018-2019	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).
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School Comments 2017-2018	By our records we had 13% low income students during the 2017-2018 year (based on the number of students receiving free and reduced cost meals).
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

By our records we have 14.19% low income students during the 2020-2021 year and 12% low income students during the 2019-2020 year (based on the number of students receiving free and reduced cost meals).

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

Date	Modification Requested	Outcome
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School Comments 2018-2019	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 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

1.4 Enrollment Trends: Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2019-20").

School Enrollment Trends									
Cells highlighted in gray were grade levels not serviced by this school.									
	2016-2017		2017-2018		2018-2019		2019-2020		
	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 2020-2021 *
K	75	75	75	75	75	75	75	75	269
Grade 1	75	78	75	75	75	75	75	78	126
Grade 2	75	78	75	78	75	76	75	75	99
Grade 3	75	78	75	78	75	75	75	76	106
Grade 4	75	78	75	78	75	78	75	75	113
Grade 5	75	79	75	78	75	79	75	78	92
Grade 6	78	78	78	78	78	78	78	77	219
Grade 7	78	79	78	78	78	78	78	78	118
Grade 8	78	78	78	79	78	78	78	76	85
Grade 9	188	182	188	187	188	174	188	188	174
Grade 10	166	159	185	155	185	177	185	173	48
Grade 11	148	117	164	134	183	150	183	179	23
Grade 12			145	115	162	121	180	147	N/A
Total	1186	1159	1366	1288	1402	1314	1420	1375	1,472

*** To be completed by the school**

DOE Summary:
MOT Charter School has demonstrated consistent enrollment over the course of its current charter term.

School Comments 2018-2019	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
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	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.
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School Comments 2017-2018	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 met our projected enrollment in the 9th grade during the 2017-2018 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.
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School Comments 2016-2017	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, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment of 188 students in the 9th grade during the 2017-2018 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.
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

MOT Charter School has consistently maintained full enrollment at the K8 Academy, and continues to grow our enrollment at the high school level. Our number of graduating seniors has risen each year – our first graduating class (the Class of 2018) had 111 members, the Class of 2019 had 119 members, the Class of 2020 had 148 members and there are currently 172 members of the Class of 2021. Unfortunately, the COVID-19 pandemic caused some significant disruptions to our spring and summer enrollment cycle, and we saw our number of enrolled students in 11th grade dip below expectations. We fully anticipate being able to reverse this trend in future years.

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								
	2016-2017		2017-2018		2018-2019		2019-2020	
	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	902	89.04%	1049	90.51%	1045	89.09%	1103	92.46%

DOE Summary:

MOT Charter School has demonstrated a reenrollment rate of 89% or above over the course of its current charter term.

**School Comments
2018-2019**

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.

**School Comments
2017-2018**

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 retained 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,

	<p>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.</p>
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<p>School Comments 2016-2017</p>	<p>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 three years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016 and 11th grade in 2016-2017) 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 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.</p>
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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.

MOT Charter School consistently sees high reenrollment numbers across all grades. Our main challenge continues to be students exiting our K8 Academy and choosing to return to their traditional “feeder” schools for high school. We conduct exit interviews with all students and families who choose to leave after 8th grade, and the reasons remain consistent year to year. 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 offered at our high school, or to pursue an academic course load more in line 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

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

HISTORICAL DATA (SY 16/17)

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (110/150pts) Meets Standard
Growth	3 Stars (106/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	4 Stars (76/100pts) Meets Standard

School Comments 2016-2017	MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 15 charter schools with students in grades 3-8, MOT is ranked second, third or fourth in reading and math performance at all grade levels as measured by the state's SBAC assessment. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in
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these grades in the future.

Because our high school is just in its infancy, it has not generated SAT growth score information yet, but early indicators are that the high school will earn similarly strong results. School wide attendance at MOT continues to be very strong - above 96.5% K-12 for the entire 2016-17 school year. In 2016-17, MOT Charter originated its first 11th grade class. The juniors, along with their peers in ninth and tenth grade, continue to blaze new territory for MOT, successfully completing many dual enrollment and AP classes.

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

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.

School Comments 2016-2017	For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of “Meets Standard.” While we are proud of this rating, we work towards receiving a rating of “exceeds standard” in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (110/150pts) Meets Standard	
	School	State
ELA	81.40 %	56.63%
Math	68.73%	45.13%
Science	63.08%	47.45%
Social Studies	n/a	n/a

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

School Comments 2016-2017	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) assessment as an internal measure to see how students are progressing in comparison to a national benchmark. Only 4% of MOT reading scores and 5% of MOT math scores fall in the bottom quarter of scores nationally, while 59% of MOT reading scores and 52% of MOT math scores are in the top quarter of scores nationally. The difference is most pronounced when looking at the top decile of student scores nationally - 29% of MOT reading scores and 26% of MOT math scores fall in this category. While science performance is still well above state averages, it is an area where we are not yet achieving to meet our own expectations. This area is particularly important to MOT because of our focus on science and technology, especially on our high school campus.
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-11 system will show growth. 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 midyear MAP testing to inform instruction and to revise our goals for students.</p> <p>One area we would like to improve upon is science. Currently our proficiency rate exceeds the state by 16%, but this does not match our proficiency levels reading and math. While we have changed much of our instruction in science classes to the new Next Generation Science Standards, additional change needs to take place. These changes are not yet captured by the state's DCAS assessment but will be captured by the assessment that replaces it in 2018-19. It is our belief that this assessment will show that successful implementation of NGSS has taken place. Our expected outcome for science is that our performance matches that of math and reading, and then all three of the content areas show similar growth going forward.</p>
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c) Progress measures to track expected Academic Achievement outcomes

School Comments 2016-2017	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, DCAS, SAT) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar 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 create new learning for students. As our high school continues to grow and develop, we will also look at Dual Enrollment and Advanced Placement success rates to determine whether our students are ready and prepared for education after MOT.</p> <p>If the data shows any areas where students are not growing appropriately, we will take corrective action to address the problem. Possible actions include revising curriculum, extra help for struggling students, and professional development.</p>
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Note: School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (106/200pts) Approaching	
	School	State
ELA	66.83 %	50.00 %
Math	39.50 %	50.00 %

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

School Comments 2016-2017	<p>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 test.</p> <p>Students' 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 receive the highest level of 'exceeds' on the state assessment, at a rate 20% higher than the state in grades 3-8. In particular, we have determined that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, many of them are not meeting the growth target predicted by the state. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our highest achieving students, will show significant growth.</p>
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	As a result of our growth data in math, we have made a change and are implementing a new math curriculum in grades 4-5 in 2017-18, with a next step of analyzing our middle school curriculum for 2018-19. This new grade 4-5 curricula was selected based on our own examination of materials and comprehensive reviews by EdReports. It is better aligned to the Common Core math standards than our previous curriculum and provides resources that better match the level of rigor we are targeting in our classrooms.
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b) Expected outcomes for Growth for all students

School Comments 2016-2017	MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 school year and increase growth going into the 2017-18 school year. In particular, we expect that the percentage of our students hitting their goal target in math on the SBAC will improve by 10%. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), 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.
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c) Progress measures to track Growth for all students

School Comments 2016-2017	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 readjust throughout the school year. This is true both for students in programs that require formal progress monitoring (students in RTI, students in special education, etc) 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.
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2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.57 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ⁵	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	

** The school did not service students in the grade levels assessed by this metric.

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

School Comments 2016-2017	MOT Charter School will graduate our first class of high school seniors in June 2018. As such, we have no current graduation data upon which to comment. MOT Charter School's entire On Track to Graduate rating is based on student attendance. Our yearlong attendance rate of 96.57% for 2016-17 remains higher than the state average. This high attendance rate is a result of strong connections with our families and the creation of a school environment where students feel safe, welcome and successful. MOT Charter School fully expects this trend to continue in the 2017-18 school year.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we have found that members of our
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	<p>9th grade who have attended MOT Charter School during middle and elementary school are very well prepared 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 than others. We have instituted a mixed-grade advisory program 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, while providing parents with a single point of initial contact should they have any academic or social concerns. 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.</p>
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c) Progress measures to monitor On Track to Graduation outcomes

<p>School Comments 2016-2017</p>	<p>Attendance rates are monitored at MOT on a daily basis. School Policy supports early intervention with families that are struggling with attendance. We make personal contact with these families to discuss barriers to attendance and seek ways to eliminate those barriers. Although we do not have graduation rate numbers yet, counselors and administrators at the high school closely monitor student performance and meet with each student individually to monitor their progress. As our high school continues to grow we will review the on track to graduate number each year, and make adjustments to our program as needed, providing students the support they require to ensure success.</p>
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2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
	School	State
Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

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

School Comments 2016-2017	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated
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by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools**: *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
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Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

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

School Comments 2016-2017	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.
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c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	MOT Charter School will use the metrics from the Delaware School Success Framework (DSSF) to measure our growth. SAT, AP, Dual Enrollment, CTE and Growth to Proficiency are all measures that align with our school's mission.
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SY 2017-18 & SY 2018-19

2.1 Delaware School Success Framework

Overall Academic Ratings

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

	2017-2018			2018-2019			2019-2020		
Indicator	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	72.00	72% Exceeds Expectations	100.00	71.00	71% Exceeds Expectations	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
Academic Progress	125.00	76.00	61% Meets Expectations	125.00	82.00	66% Exceeds Expectations			
School Quality/Student Success	75.00	74.00	99% Exceeds Expectations	75.00	75.00	100% Exceeds Expectations			
Graduation Rate	n/a	n/a	Not Applicable	75.00	73.00	97% Exceeds Expectations			
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	50.00	35.00	70% Exceeds Expectations			
Overall	300.00	222.00	74% Meets Expectations	425.00	336.00	79% Exceeds Expectations			

DOE Summary:

MOT Charter School has met or exceeded all academic metrics. The school consistently exceeds the state averages in academic performance.

School Comments 2018-2019

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

	<p>continue to address the need of students to grow and look forward to even greater reading and math growth in the future.</p> <p>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.</p> <p>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.</p>
School Comments 2017-2018	<p>MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 17 charter schools with students in grades 3-8, MOT is ranked third in reading performance and third in math performance as measured by the state's Smarter Balanced Assessment Consortium (SBAC) assessment. SBAC proficiency in reading was 21.3% above the state average in Language Arts and 26.6% above the state average in Math. Math proficiency at MOT in 6th grade was the second highest among all schools in the state of Delaware. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.</p> <p>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. 86.3% of MOT Charter High School students were identified as proficient on the reading portion of the SAT, a strong increase of 8.5% over the year before. Reading proficiency for African American students was 80.9%, third highest in the state among all Delaware high schools. Our High School's proficiency level in reading is 36.5% above the Delaware state average. In math, MOT Charter High School's proficiency was sixth in the state at 48%. MOT's math proficiency level is 19.5% above the state average. Writing proficiency as measured by the SAT was 55.6%, sixth highest among high schools in Delaware. This was a significant increase of 17.6% over the year before.</p>

- a. Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas:

- i. **Content mastery – competency-based grading, rubrics, Schoology standards based grading...**
- ii. **Addressing learning gaps (e.g. serving students with disabilities) -**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)- survey for tech/Internet needs, gave out devices, purchased more devices, etc. able to provide tech to ALL who asked; created IT support mechanism for families**
- iv. **Student engagement- direct contact with parents when students don't engage, add student-centered stuff...**
- v. **Student wellness (e.g. challenges at home);**
- vi. **Assessment and measures of success;**
- vii. **Grade level differences;**
- viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

MOT Charter School continues to demonstrate a high level of academic achievement. We pride ourselves on an environment that is responsive to students and their needs. Our teachers are personally invested in the development of curriculum that incorporates best practices and content standards. By engaging in reflective practice, we are consistently adjusting curriculum and instruction to ensure student success.

Over the course of the prior charter term we have invested in many steps to achieve our goals. Recent endeavors include:

- Competency based grading in Kindergarten through Fourth grade.
- Introducing *Habits of Successful Scholars* to provide feedback to students on skills that lead to success.
- Expansion of special educational staff in order to better meet the varying needs of our students.
- Implementation of a differentiated setting for our neediest Special Education students.
- Data analysis structures to support a data driven instructional model.
- Investment in access to high-level professional development for our teachers.
- A focus on the impact that school culture and climate has on student success.
 - Restorative Practices Training
 - Diversity, Equity, and Inclusion work groups
 - Opportunities for family engagement

Recent Accomplishments:

MOT Charter School received the highest rating of Exceeds on the DSSF Framework for SY18/19. Over the last three years, 100% of our seniors have been accepted into college. This includes our special education, 504, RTI and English Language Learners for those years.

Current Challenges:

One goal we always maintain is to apply a growth mindset to our own school-wide performance. While we are very proud of our accomplishments, our growth mindset also serves to drive us to continue learning, evolving, and seeking out the best for our students, teachers, and families. The progress made over the last charter cycle has not yet brought us to our ultimate goals.

Remote Learning:

On March 16, 2020, MOT Charter shifted to a remote instructional model to finish out SY19/20. Prior to the state-mandated shutdown, we were able to survey our families and provide the necessary technology to ensure all students were able to access all content and material. Any students who needed it in grades K to 12 were provided a device to ensure that they are able to engage in our academic program. Not a single instructional day was lost during our transition to remote learning. Our IT team shifted its focus to best meet the needs of the teachers and students in a remote learning plan. This included implementing a tech coach role and creating an IT support email for families to utilize in the event of technological challenges or needs.

During remote learning, we implemented both synchronous and asynchronous modes of instruction. We had approximately 95% students fully engage in the learning model that we developed. Teams of teachers were tasked with the role of learning support coach for those 5% of students that were still struggling to engage. Our special education population was supported by our special education staff with one-on-one Zoom sessions and check-ins, as needed. We were also able to provide related services via Zoom. ELL, RTI, and Speech services continued through the end of the school year.

At the conclusion of the school year, we surveyed families/stakeholders to gather feedback on our remote learning plans. The lessons that were learned during the spring were used to guide our planning for the 2020/2021 school year. During that summer, we established four committees (Health and Wellness, At-Risk Students, Logistics, and Teaching and Learning) to assist with the creation of our COVID reopening plans. Committees were composed of teachers, parents, and members of the leadership team.

Our Teaching and Learning team quickly recognized that although there were many successes during remote learning, there were some learning gaps that did occur as well. In order to identify what those gaps were, at the end of the school year, teachers were surveyed to determine what areas of their curriculum were not covered to its normal depth. This information was used to plan for the integration of material into the current grade level curriculum. In addition, our remote learning schedule was specifically designed to allow for small-group and one-on-one instruction. In order to meet students' particular developmental needs, grade specific schedules were developed for each grade band.

When remote learning began, one of our concerns was keeping the strong engagement of our students. We determined that we needed to keep an authentic learning experience that still matched the MOT philosophy. Our teaching and learning expectations for SY 20/21 consist of synchronous instructional blocks for all grade levels. This was to provide learning experiences that closely match our student centered model of instruction. Increasing the synchronous instructional time was also an element that we believed would assist with student engagement and teacher feedback. During this time, we are able to engage students in both discussion and collaborative learning. With the inclusion of Zoom into our plan, we are able to use break out room features to help achieve the classroom structures we require. Finally, we recognized the importance of offering Related Arts experiences in the K 8 Academy in order to keep students engaged. This became a regular component of our remote academic day.

Another component of student success that we recognized needed additional attention during SY 20/21 was students' social and emotional development and wellness. We designated a 15 minute

block of time each instructional day for this purpose. This is on top of the opportunities within the classroom that we capitalize on to support our students' Social and Emotional development.

MOT has spent time reviewing our assessment plans by content area/courses, grade level and district mandated assessments. In our lower grades, we currently use a competency based assessment model that translates well in a remote model of instruction. Grades 4 to 12 utilize standards based rubrics, both teacher created and those embedded in Schoology. Teams of teachers, along with administration, developed an assessment plan that balances the high need for curriculum/content progress, determined student readiness, and included opportunities to provide student feedback. Especially given the current strain on instructional time, we are very aware of adjustments that are needed to gather the data we need while not over-testing students.

Performance Agreement

Academic Performance Expectations

MOT Charter School's overall academic rating is Exceeds. 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.

DOE Summary:

MOT Charter School has consistently met and exceeded state academic performance standards. The school has exceeded the state average in all four metrics the last three years.

School Comments 2018-2019	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.
School Comments 2017-2018	For the 2017-2018 academic year, MOT Charter School received an overall academic performance rating of 'meets expectations.' While we are proud of this rating, we work towards receiving a rating of 'exceeds expectations' in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and targeted professional development.

b. Discuss the school's academic performance based on its approved Performance Agreement (see above). Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

Over the past three years MOT Charter School has met or exceeded academic performance framework expectations and has consistently exceeded state averages. Even with this success, however, we recognize that there is always room for improvement and we work hard to ensure that we do not become complacent. We regularly monitor the success of all segments of our student population, and respond by tailoring our instructional practice and professional development to address identified needs.

2.2 Academic Achievement

	2017-2018			2018-2019			2019-2020
Metric	Value	Points	Points Earned	Value	Points	Points Earned	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - ELA	77.62%	50.00	39.00	77.52%	50.00	39.00	
Proficiency - Math	65.17%	50.00	33.00	63.06%	50.00	32.00	

DOE Summary:

In SY 18/19, MOT Charter School earned an “Exceeds Expectations” rating for Academic Achievement. ELA proficiency was at 77.52%, a slight decrease of .10% since SY 17/18 and 24.82% higher than the State average (52.7%). Math proficiency was at 63.06% a slight decrease of 2.11% since SY 17/18, but 20.96% above State average (42.1%).

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

School Comments 2018-2019	<p>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.</p> <p>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.</p> <p>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.</p> <p>The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.</p>
School Comments 2017-2018	<p>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,</p>

	<p>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 2017-18, only 4% of MOT reading scores and 5% of MOT math scores fell in the bottom quarter of scores nationally, while 55% of MOT reading scores and 51% of MOT math scores were in the top quarter of scores nationally. The difference is most pronounced when looking at the top 10% of student scores nationally. Over a quarter of MOT Charter High School students fell in this top category in both reading and in math. The state of Delaware did not measure Science and Social Studies performance in the 2017-18 school year.</p>
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b) Expected outcomes for Academic Achievement

<p>School Comments 2018-2019</p>	<p>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.</p>
<p>School Comments 2017-2018</p>	<p>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 midyear MAP testing to inform instruction and to revise our goals for students.</p>

c) Progress measures to track expected Academic Achievement outcomes

<p>School Comments 2018-2019</p>	<p>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.</p> <p>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.</p>
<p>School Comments 2017-2018</p>	<p>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</p>

assessments allow us to compare our students' growth to similar 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 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.

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

a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

During the 2016-17, 2017-18 and 2018-19 school years, MOT Charter School consistently showed strong performance in the Academic Achievement rating. During the most recent year for which data is available, Mustangs exceeded the average state proficiency in math by 21% and exceeded the average state proficiency in reading by 25%. Although not part of the Academic Achievement rating, our performance on the nationally normed NWEA Measures of Academic Performance (MAP) shows similar results. 42% of MOT's reading scores and 37% of MOT's math scores fell in the top quintile nationally, while only 3% of reading scores and 4% of math scores fell in the bottom quintile nationally.

Although MOT attributes the academic success of its students to many actions taken by our instructional staff, one key root cause is our growth mindset. This growth mindset is a key precept from our guiding principles, known as our Essential 10. This growth mindset challenges us to meet every student where they are academically. Whether they start the year as a struggling learner, an average learner, or a high achieving learner, the goal remains the same - differentiate and take them as far academically possible. In this way, curriculum and instruction are continually adapted to meet the needs of the students instead of students having to meet the needs of the curriculum.

A second, and related, root cause is the freedom given to teachers to adapt their teaching methods and curricula to meet the specific needs of the students that year. When a teacher meets a student, a group of students, or even a whole grade level of students with a particular need, the expectation is not that the teacher will continue on with their pacing chart as normal. Instead, the expectation is that the teacher will stop, consult with the instructional leaders in the building, make a plan, implement that plan, and track the results. While at times, this can make it difficult to pin down our curriculum in a particular area, the overall results show that this is consistently to the students' benefit.

A final root cause is our partnership with parents, another key precept of our Essential 10. Communication with parents must be proactive and be two way. Parents should not only feel that their involvement is welcome but that it is a necessary, in fact required, part of being a Mustang. While we have plenty of programs that reach out to parents and attempt to involve them, the true test comes when a parent does have a concern. We pride ourselves on being open and receptive to feedback and then making sure that we make the decision that is best for children

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

While MOT earned an Exceeds rating for Academic Achievement in 2018-2019, we were at the lower end of the acceptable range for that rating. Our goal for the future is to continue to focus in this area so as to strengthen our position within this metric. Because math performance slightly lags reading performance, we will begin by focusing in this area, particularly at the HS level. Two data sources in

particular will drive our analysis of math performance, K-12 NWEA growth and 11th grade SAT proficiency. NWEA testing provides proficiency data, overall growth data, growth data compared to similar schools, and benchmarking data for the SBAC. PSAT and SAT data provide insight into whether we have done enough to prepare our students to be college and career ready upon graduation. Using both data sets, MOT will diagnose our current strengths and weaknesses in math. Our strengths will be used to build further learning upon, and our teachers and leadership teams will analyze our weaknesses to determine how they can be corrected. By taking these steps, we feel that MOT can quickly solidify our Exceeds rating in the Academic Achievement area.

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.

A variety of data sources, NWEA, SBAC and College Board Testing, among others, will be used to measure our progress. A first step will be to bring our math proficiency up to match our reading proficiency. From there, our next goal will be to have both math and reading proficiency cross the 80% proficient threshold. The steps for this process are the same as described in 2.2a and 2.2b - a consistent growth mindset that forces us to analyze our current strengths and weaknesses to meet our shared, system wide obsession with getting better.

2.3 Academic Progress

	2017-2018			2018-2019			2019-2020
Metric	Value	Points	Points Earned	Value	Points	Points Earned	
Growth - ELA	63.83%	50.00	32.00	69.91%	50.00	35.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Growth - Math	58.49%	50.00	29.00	60.85%	50.00	30.00	
Growth of Highest Quartile - ELA	65.34%	6.25	4.00	67.21%	6.25	4.00	
Growth of Highest Quartile - Math	61.34%	6.25	4.00	62.79%	6.25	4.00	
Growth of Lowest Quartile - ELA	63.00%	6.25	4.00	79.44%	6.25	5.00	
Growth of Lowest Quartile - Math	52.87%	6.25	3.00	66.55%	6.25	4.00	

DOE Summary:

In the past two years, MOT Charter School has met or exceeded expectations for Academic Progress. MOT Charter School has outperformed state averages. For English Language Arts in SY 18/19 69.91% of MOT Charter School students met growth targets in English Language Arts, which was 8.99% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance improved from 63.83% to 69.91%, respectively.

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

School Comments 2018-2019	<p>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.</p> <p>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</p>
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	<p>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.</p> <p>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.</p>
School Comments 2017-2018	<p>Growth in ELA at MOT remains strong. Our 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.</p> <p>Students' 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 receive the highest level of 'exceeds' on the state assessment at a rate 21% higher than the Delaware average in grades 3-8. For the coming school year, we are focused on the fact that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, too many are not meeting the growth target predicted by the state. In addition, the growth of those MOT math students who fall in the State of Delaware's lowest quartile is lower than other math students at MOT. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>

b) Expected outcomes for Academic Progress for all students

School Comments 2018-2019	<p>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</p>
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	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.
School Comments 2017-2018	MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 and 2017-18 school years and increase growth going into next year. Last year, we already built upon our strong foundation and increased the percentage of students proficient on the SAT in reading, 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 (new curricula, data analysis, targeted professional development), 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) Progress measures to track Academic Progress for all students

School Comments 2018-2019	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.
School Comments 2017-2018	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 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.

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.) Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

MOT Charter's results for the Academic Progress indicator have increased over the past charter renewal cycle. One root cause we identified for this had to do with the observation that our lowest quartile students were not showing the growth they needed to be on track for proficiency. To meet this need we developed a B setting for students that would benefit from a smaller instructional environment focused on their specific needs. In addition, at the high school level, we implemented our first program for students on track for the Diploma of Alternate Achievement so that we could better meet the needs of those struggling learners as well. Finally, during the past two years, our math team completed a curriculum review process that resulted in the adoption of a new program in elementary and middle school grades. It seems likely that all of these factors impacted the increased performance of our lowest quartile students.

A second root cause for our success in Academic Progress was increasing the math instructional time in grades 6 through 8. Through a rebuild of the entire middle school schedule, we were able to virtually double the instructional time that middle school students had in math. This was particularly beneficial to our most struggling students who require additional time to develop the understandings needed to be successful with the Common Core math standards.

Lastly, one of our guiding principles is that students at all levels can show growth. As we focused on our lowest quartile students, it would have been easy to forget about our students in the highest quartile. By using the SBAC and NWEA data, we identified who these students were and what their specific needs were. These students received differentiated materials that matched their current learning path in math and language arts, even if those learning targets were significantly above grade level.

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

MOT expects to maintain an Exceeds rating in the area of academic progress. We will continue to closely examine our academic data and make decisions grounded in that data. In addition to NWEA, SBAC and classroom assessment data, we will also take into account the qualitative data that we gather. Teachers, along with the leadership team, will engage in data reviews to determine trends and areas of need. As a team, we will develop instructional, curricular, and professional development plans to address the needs of our students.

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

MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level.

2.4 School Quality/ Student Success

	2017-2018			2018-2019			2019-2020
Metric	Value	Points	Points Earned	Value	Points	Points Earned	
Career and College Prep	104.41%	37.50	38.00	103.95%	37.50	38.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
On-Track Attendance – SY18/19				96.25%	12.50	12.00	
Chronic Absenteeism (K-12) – SY 17/18	95.29%	12.50	12.00				
On Track in 9th Grade(grade 9)	97.49%	25.00	24.00	98.70%	25.00	25.00	
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a	n/a	n/a	n/a	
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a	n/a	n/a	n/a	

DOE Summary:
MOT Charter School has exceeded the Value for attendance for SY 2018-19 at 96.25% and on-track to graduation for SY 2017-18 at 97.49%. MOT Charter School continues to excel in College and Career Preparedness for SY 2017-18 at 104.41% and for SY 2018/19 College Career Prep at 103.9%

a) School's School Quality/ Student Success ratings over the course of charter term

School Comments 2018-2019	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.
School Comments 2017-2018	Every family wants their child to graduate high school ready and prepared to further their education and have the skills to 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 99% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

b) Expected outcomes for School Quality/ Student Success

School Comments 2018-2019	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.
School Comments 2017-2018	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we also found that members of our 9th grade who have attended MOT Charter K-8 building during middle and elementary school are very well prepared 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. Data from 2017-18 shows strong progress as a result, with 97.5% of ninth graders successfully progressing to tenth grade, an increase of 6.5%.

c) Progress measures to track School Quality/ Student Success

School Comments 2018-2019	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.
School Comments 2017-2018	MOT Charter School earned 99% of the 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.

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

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

Over the last two years, MOT Charter School has achieved at the highest rates possible in the School Quality and Student Success metric. This matches closely with one of our related internal metrics, the percentage of seniors accepted into college, which has remained at 100% over the last three years.

We believe that the root cause of our success in the Career and College Prep measure is our participation in Dual Enrollment. Virtually all freshmen are scheduled into a dual enrollment curriculum during ninth grade at MOT. Once they have this experience, and the vast majority end up being successful, they are not intimidated by dual enrollment courses during the next three years. This helps students that previously might not have considered dual enrollment as an option. This is an essential step in being prepared for the rigor of college. MOT also supports the participation in dual enrollment by a wide variety of students by covering the cost of dual enrollment for those who qualify for assistance based on their income.

A key root cause for the On Track Attendance metric is working hard to make school a place that students are welcome and where they want to be. While quick communication about absences and a strong attendance policy still are essential, in the end what really gets students to school is the students themselves. If they are invested in their education, feel welcomed by the building, have teachers that both support them and hold them accountable, they find a way to get to us every day. Last year, our On Track Attendance was the highest it has ever been at 96%.

The On Track in Ninth Grade measure is a rating of whether freshmen are passing the credits they need to move onto tenth grade. This has been identified by research as a key indicator of overall high school success. The freshmen teachers at MOT's high school are quite aware of the importance of getting students off to a good start. Our students come from approximately 40 different middle school experiences, so we are unable to rely on any particular set of behaviors that students learned in eighth grade. This means that we must explicitly teach in ninth grade those behaviors that our freshmen will need to be successful. These behaviors are taught not only in the context of students completing their work but also in the context of a mixed grade level advisory period that students have each day.

- b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?**

MOT will look to maintain its School Quality/Student Success level of earning virtually 100% of the possible points. Continuing the root causes mentioned in 2.4a will allow us to make additional progress in these areas. In both the On Track in Ninth Grade and On Track Attendance measures, we are close to achieving our goals of 100%. Our attendance is slightly lower at the high school campus than it is at the K8 campus, so that is an area we will target for the coming school years. It seems likely that in order to target these last few students who are not On Track for Attendance, it will take individual plans specific to the needs of particular students. This is where we plan to begin.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

MOT will continue to use the measures currently in place. Attendance is closely tracked and reported to the School Board on a monthly basis. In 2018-19, we streamlined our procedures for attendance intervention and truancy to allow administrators and counselors to get an early jump on those that are showing signs of poor attendance. Freshmen grades form the basis of the On Track in Ninth Grade measure and these are also closely tracked by our guidance office, advisors, administrators and teachers. Early intervention and communication also form the basis of our success in this area.

2.5 Graduation Rate

	2017-2018			2018-2019			2019-2020		
Metric	Value	Points	Points Earned	Value	Points	Points Earned	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	n/a	n/a	n/a	97.32%	75.00	73.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			

DOE Summary:

MOT Charter School had its first graduating class in June of 2018. Thus, SY 2018-19 was the first year that the school was eligible to earn a rating for this indicator. The school earned an “Exceeds Expectations” rating for Graduation Rate.

a) Graduation Rate ratings over the course of the charter term

School Comments 2018-2019	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.
School Comments 2017-2018	Because MOT Charter School is just beginning to have graduates, the State of Delaware does not yet report a graduation rate for MOT.

b) Expected outcomes for Graduation Rate

School Comments 2018-2019	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.
School Comments 2017-2018	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.

c) Progress measures to determine to track Graduation Rate outcomes

School Comments 2018-2019	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.
School Comments 2017-2018	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.

The table above lists the school's available Graduation Rate ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

- a. Based on the school's Graduation Rate 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.)**

Unfortunately, we only have one year's worth of graduation data to analyze in order to highlight trends, root causes, and opportunities for growth. Looking at that data, along with an anecdotal review of our overall climate and culture, and a review of some of the School Quality/Student Success metrics discussed previously, we are able to highlight a number of programs and practices that lead to our strong overall graduation rate. Our dual enrollment program (discussed in previous section 2.4.a), which provides early and frequent exposure to college-level coursework, our 9th grade onboarding and mixed-grade advisory program (also discussed in previous section 2.4.a), which helps ensure that all of our students are provided the supports and tools required to begin their high school career successfully, and our college-bound culture, which exposes all students to the opportunities available to them at the post-secondary level, each help to ensure that our students remain connected with their teachers and classmates, the curriculum, and the school. By doing so, students receive positive reinforcement and remained engaged with their education throughout their high school careers, ultimately leading to a student body that keeps graduation from high school and college matriculation as a primary goal.

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

Moving forward, we expect to maintain a similar graduation rate for all students. By maintaining our focus on the programs and practices mentioned above (dual enrollment program, 9th grade onboarding and mixed-grade advisory, and college-bound culture) we will continue to maintain high expectations, with a goal of high school graduation and college matriculation for all students. We will also continue to perform regular internal analysis of all of our practices to ensure that we continue to meet the changing needs of today's students and families.

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

We will continue to monitor our a number of the School Quality/Student Success metrics that we feel are lead indicators of graduation rate, specifically career and college prep, on-track attendance, and on-track in 9th grade. We also regularly examine our student retentions from year to year to ensure that all students have the supports and structure needed for 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 \(AT\).](#)

	2017-2018			2018-2019			2019-2020
Metric	Value	Points	Points Earned	Value	Points	Points Earned	
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

DOE Summary:

Progress Toward English Proficiency was not applicable in SY 17/18 because the group size was not 15 or greater. In SY 2018-19, the school had a sufficient number of students and earned an “Exceeds Expectations” rating for English Language Proficiency.

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

School Comments 2018-2019	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.
School Comments 2017-2018	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

b) Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2018-2019	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.
School Comments 2017-2018	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

c) Progress measures to track English language proficiency (ELP) outcomes

School Comments 2018-2019	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.
School Comments 2017-2018	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

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

MOT has a short history of Progress Toward English Language Proficiency data. In 2017-18, no data was reported because we were below the minimum sample size. In 2018-19, we did have data reported and at that time, 69.7% of our English Learners hit their growth target. This was above the Exceeds target for that year. In 2019-20, no data could be reported due to the COVID-19 pandemic. MOT did actually complete its EL testing before schools went remote for the year, and although we do not have Progress Toward Proficiency data, we do know how many students were able to test out of the program overall. On average, students spend from 4-5 years receiving EL services before they are able to demonstrate proficiency. Typically, some students never do gain proficiency before they graduate in twelfth grade. During 2019-20, we do know that 36% of our EL students were able to demonstrate proficiency and test out of the program. That, coupled with the students who would have met their growth target, even if they did not yet reach proficiency, makes it appear that we would likely have continued our positive results in 2019-20.

b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Going forward, MOT's expected outcome is to continue to meet the Exceeds rating for Progress Towards English Language Proficiency, even as that target for success continues to rise over the years. A particular challenge for EL programs across the nation is helping high school level students achieve proficiency. Typically, the students who still receive EL services in high school are the most difficult to move forward. This has been a pattern at MOT as well, where we have been more successful in moving our elementary students to proficiency than our high school students. When it is considered that about 75% of our ninth graders come from middle schools outside of MOT, it is particularly challenging to help our high school students achieve success because we only have four years to do so. Still, our next step is to analyze the results of our high school EL students and make changes to our current program. Our focus is twofold - to revise our HS program to better meet the needs of students and to help our classroom teachers better understand how they can incorporate EL techniques and learning into their everyday teaching.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

MOT will continue to use the data generated by the WIDA assessment to both identify EL students and to track their progress. As part of the monitoring progress for EL students, their reading and math results, attendance and discipline are tracked at every interim by their EL instructor to determine if their EL supports are helping them achieve success. When this progress monitoring demonstrates a problem, interventions will be implemented, similar to what takes place in the RTI process.

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 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 7 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?

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	Meets Standard: Average score of 60 or greater in all three assessment categories.	5Essentials Survey	PDF Upload and entry into system by DOE.	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.			

DOE Summary:

a) mission specific goal(s).

School Comments 2018-2019	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 – <i>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.</i>
School Comments 2017-2018	MOT Charter met our mission specific goal for the 2017-2018 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21st century skills, diverse and</i>

	<i>student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
School Comments 2016-2017	MOT Charter met our mission specific goal for the 2016-2017 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>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.</i>

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).

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, student, and parent surveys. 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 2019-2020 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 (88.39%), diverse and student-centered teaching strategies (85.18%), and high levels of student and parent engagement (82.30%), scores exceeded the 60% threshold.

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).

Appendix 1 attached

3.2 Organizational Performance

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

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	
	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	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards over the course of its charter term.

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

School Comments 2018-2019	<p>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.</p> <p>Strong Site-Based Leadership</p> <p>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</p>
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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.

School Comments 2017-2018

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. Three 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.

- K-12 Director of Student Services (9 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (14 years; previously a K8 Academy Dean and Principal)
- High School Administrator (4 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (14 years; previously a lead mentor)
- Business Manager (15 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.

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- 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 two other teaching candidates. At the

	<p>conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.</p> <ul style="list-style-type: none"> • 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. <p>Exit Interviews</p> <p>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.</p> <p>Satisfaction Surveys</p> <p>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.</p> <p>Written Policies and Procedures</p> <p>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.</p>
School Comments 2016-2017	<p>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.</p> <p>Strong Site-Based Leadership</p> <p>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. Three 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.</p> <p>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.</p> <ul style="list-style-type: none"> • K-12 Director of Student Services (8 years; previously a K8 Academy Principal; three children attend MOT) • High School Administrator (13 years; previously a K8 Academy Dean and

Principal)

- K8 Academy Principal (13 years; previously a lead mentor)

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.
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Satisfaction Surveys

	<p>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.</p> <p>Written Policies and Procedures</p> <p>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.</p>
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b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2018-2019	See Above
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School Comments 2017-2018	See above
School Comments 2016-2017	See above

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

School Comments 2017-2018	N/A
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School Comments 2016-2017	N/A
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School Comments 2016-2017	N/A
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a. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

N/A

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

MOT maintains a strong and dynamic organizational structure. In recent years we have added a number of school-wide positions in order to better coordinate our efforts across both campuses. One of these, our Director of Students Services, is tasked with overseeing transportation, emergency services, training and compliance, testing, mentoring, RTI, and ELL services, ensuring that our practices on both campuses are consistent and equitably applied. We have also added a Director of Special Education, who is able to focus solely on the needs of our special education students and teachers on both campuses and to ensure that we are consistently following all state and federal guidelines. As we have grown we have also committed additional administrative resources to both the high school and K8 Academy in order to ensure that we are able to maintain our personal connection with students and families. These changes to our organizational structure and practice allow our teachers to keep their focus on their classrooms and their students, and also allow our building-level leaders to focus on school climate and culture as well as teachers and their instructional practice and professional development needs.

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

N/A

Performance Agreement

Organizational Performance Expectations

MOT Charter School's overall organizational rating is meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

School Comments 2018-2019	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.
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School Comments 2017-2018	For the 2017-2018 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.
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Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

MOT has consistently earned an overall organizational performance rating of “meets standard” and we expect that trend to continue into 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 at the building, school and board level.

3.3 Educational Program

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

N/A

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

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.

- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:
 - 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
 - 2) Can you describe how you ensure accessibility for all students in science?
 - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

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

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

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

Note: Each item below must be addressed separately.

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

Transfer ESR process/Transition goals – State Spec Ed Audit 2017-18 SY

As a result of MOT Charter School's state special education audit during the 2017-2018 school year, we were asked to provide our policy for reviewing transfer ESRs. MOT updated its review process for in-state transfer of student ESRs. In adopting in-state ESRs, MOT agreed to adopt it as is or update testing in areas of need as necessary. As far as adopting out-of-state ESRs, MOT reviews the incoming student report using the information provided and any additional evaluation information found by our school psychologist to create a new Delaware ESR.

Another area in review during the same state audit was how to create and monitor transition IEP goals. It was noted that transition goals in IEPs for students in grades 7-12 or students age 14 and above need to build over time in order for them to be progress monitored appropriately. MOT revised how goals were created and written based on the transition needs to help students show growth in these areas.

Retention – Summer 2018

As a result of a state complaint in the summer of 2018, MOT Charter School entered into mediation regarding a student who had just been found eligible for special education services. The same student was also scheduled to be retained for the upcoming school year. After mediation, MOT agreed to advance the student since the student had just recently become eligible for special education services that school year. In moving forward, MOT Charter School intentionally considers

whether retention is appropriate or not after a student identifies as eligible for special education services and supports in the same school year.

High Need K Student – Fall 2019

In the fall of 2019, MOT Charter had to restructure Kindergarten special education supports and services to meet the needs of an incoming Complex student. After numerous IEP meetings, consultation with state services and legal inquiry, the IEP team determined it was essential the school create a C setting/Resource Room for full-day instruction. Up to that point this setting had not been needed in the school based upon student needs, but this setting is still being utilized to meet the identified student's continued need.

HS procedures when keeping discipline records for students with disabilities – Fall 2019

In the fall of 2019, a high school student was subject to an out-of-school suspension due to a violation of the school code of conduct. During the administrative review of the incident the parent made the school aware of a suspected disability (prior to this notification MOT was unaware of any suspected disability). Given this new information, MOT brought the student back from their suspension. When the student returned to the classroom MOT unintentionally mis-coded the absences. Rather than all days missed being recorded as suspension, the few days during which suspected disability was being researched and discussed with the parent and student's former schools were noted as excused absences. MOT Charter staff was given training on how to keep accurate disciplinary records for students with suspected and identified disabilities. Training was conducted to ensure the school administrative team and appropriate staff were aware of how to keep proper record of the number of days a student with a suspected or documented disability is out without services. These records are important because all days without services are to be counted towards the number of days that have passed before a manifestation meeting must be held. Evidence of the training was submitted to the DOE Director of Exceptional Children Resources and records/procedures were updated at MOT.

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.

MOT Charter School views the Response to Intervention process (RTI) as a key step in supporting the academic growth and development of our at risk students. During the RTI process we systematically work to understand the needs of our struggling learners, develop interventions to meet their needs, and then assess the success of those interventions, modifying and changing them as needed. The program described below has been well established at MOT and has remained relatively constant. One recent change that did take place was the scheduling of high school students into specific advisory classes at the end of the day based on their RTI needs. Scheduling RTI services for

high school students is a difficult challenge and incorporating it into the advisory time has helped us meet the needs of our struggling students.

Screening and Tier 1

At the beginning of each school year at MOT, students in grades K-12 are screened in both reading and math to determine the current level of proficiency of each student. For more than fifteen years, MOT has used the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This continued use of a screening tool means that instructional staff are familiar with its use, the instructional recommendations it makes, and how those recommendations can inform the RTI process. The MAP screening tool is nationally normed and thus is able to measure each student's current proficiency through a national percentile rank. In addition, since it is coded for the Common Core standards, it provides useful guidance for subsequent instruction for all students, struggling and otherwise. All students at MOT are screened using the MAP assessment in the fall and spring. Students in grades K-6 and at risk students in grades 7-12 are also screened a third time in the winter.

Student performance on the MAP reading and math assessments, combined with other knowledge and information about the student, determines a student's tier status. Tier 1 status applies to all students and represents the core classroom instruction that all students receive. For math and reading, this means the instruction that all students receive to achieve the Common Core standards adopted by Delaware.

Tier 2

If a student scores at the 25% or below in either reading or math on the MAP screening, the student is considered for Tier 2 status. In order to make this determination, more data is collected about the student's current level of performance. Among other areas, additional data comes from current and historical grades, current and historical math and reading assessments, the student's past successes and struggles at MOT, teacher observations, and parent feedback. To make the determination of whether a student needs Tier 2 services, a school based team meets to consider the student's data. At a minimum, this team is always composed of the student's reading and math teachers, other grade level teachers, and a building administrator. Additional content experts and support providers (EL instructors, counselors, student advisors, content leads) also attend as needed.

Once a determination is made that a student needs Tier 2 supports in order to be successful, this same team seeks to define the academic concern and identify its root cause. Once a potential root cause is identified, the team develops a plan for intervention, including the amount of instructional time needed for intervention, what research supported interventions and materials are best suited to this particular learning need, and how progress will be monitored. At MOT, students must receive instruction based on the intervention plan at least 90 minutes a week over and above the Tier 1 instruction, though teachers are free to go beyond the 90 minutes if it can be scheduled. If based on screening, a student needs Tier 2 services in both reading and math, that student must receive a minimum of 120 minutes of instruction a week over and above the Tier 1 instruction. MOT places an emphasis on student interventions that are specific to the student, flexible, creative, research supported, and most importantly, interventions that work. While the student is receiving Tier 2 services, their progress is monitored every two weeks using a variety of assessments.

If after six weeks the student shows insufficient progress or no progress, an Instructional Support Team (IST) meets to review the lack of progress. The IST team examines a variety of factors. These factors might include what level of progress has been made, whether the intervention was implemented according to its design, whether the amount of intervention time is sufficient, whether the intervention was progressing too quickly or too slowly for the student, or whether the root cause needs to be reassessed. A second six week round of Tier 2 intervention, incorporating any new revisions, is then implemented.

Tier 3

If even after twelve weeks of Tier 2 instruction the student still does not show progress towards grade level benchmarks, then the student is designated to receive Tier 3 supports. Like Tier 2 interventions, Tier 3 interventions must be research supported and implemented with fidelity, but Tier 3 interventions have an additional level of intensity. At MOT, Tier 3 interventions occur on a daily basis and must total 150 minutes a week, though they can be more if it can be scheduled. If a student qualifies for Tier 3 services in both reading and math, the student must receive at least 180 minutes of Tier 3 instruction over and above Tier 1 instruction, per week. In addition, progress monitoring for students in Tier 3 now moves to a weekly basis. Tier 3 is a sustained and intensive intervention to help students get on track to meet reading and math benchmarks.

After six weeks of Tier 3 intervention, the IST team follows a similar cycle as to when the student was in Tier 2. If needed, the Tier 3 intervention is modified again and the student's progress is rechecked after an additional six weeks of Tier 3 intervention. If after the second of these Tier 3 cycles has occurred the student is still not making progress, the student is recommended for further evaluation. This evaluation may recommend special education services for the child, though it does not automatically do so. If evaluation does indicate that a student should receive special education services, those services do not replace but instead work with the Tier 3 interventions already in place. The student will receive both RTI and SPED services.

Overall Characteristics

RTI tiers are meant to be flexible, with students moving between Tier 1, Tier 2 and Tier 3 as needed. In addition to being applied to Reading and Math instruction, MOT has applied the RTI cycle (identifying a root cause, developing an intervention plan, implementing that plan with fidelity, evaluating the student's progress) to other academic areas, to EL services, and to interventions around student behavior. RTI is a core part of what MOT uses to help students be academically successful.

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.

MOT Charter School recognizes that English Learner (EL) Students are an important and growing part of our student body. Over the past years, MOT has gone from virtually no EL students to our present level of 25-30 EL students. We also recognize that identifying EL students is important because often these students need additional supports in order to be academically successful in school. This increase in our population over the last few years has caused MOT to solidify its program and to integrate it into both the K8 and HS campuses.

As a result, our current process is to begin by giving the Home Language Survey to all new students. This can occur at any grade but typically occurs in either kindergarten or ninth grade at MOT because these tend to be the grades where students enter into our system. If a family indicates on questions one, two or three of the Home Language Survey that a language other than English is spoken at home, MOT initiates its screening process.

First, a records review helps to determine whether the student is an active EL student, a former EL student, or a student that has never received EL services. Unless data indicates otherwise, all students who have never received services before are screened using the MODEL Screener (kindergarten) or the WIDA Screener. Depending on the situation, current or former EL students may also require the screener. The Home Language Survey and any screener given are filed in the student's cumulative file.

Data from the screener for identified students is then entered into the State EL Database to determine whether a student requires services. If services are required, the EL teacher for each campus will immediately set up the schedule for services and begin working with the student. The screening score of students who don't qualify are still entered into the EL Database as well.

If a student is determined to be eligible, families are notified in writing within 25 days of identification. The identification letter provides information to families about what services are being supplied, the frequency of the service, how the service will be delivered, and the staff delivering the service. The letter also provides contacts for questions as well as an acknowledgement that even though MOT does not recommend it, parents can decline services if they choose. Finally, the letter explains that all students must participate in winter ACCESS testing, even if they did choose to decline services. Notices of continued services are mailed to students at the beginning of each school year and a copy of those letters are filed in the students' cumulative folder.

During the year, all EL students are progress monitored three times a year on their grades, attendance, academic testing, and discipline. This information is examined by the EL teacher and administrator and entered into the EL Database. If the EL teacher's observations and other data indicate that a student is not progressing, the EL Team will alter the services being delivered and monitor the results of those changes.

If students receive an ACCESS score of 4.7 or higher from their end of year testing, they have graduated out of EL services. Families are informed in writing that their child no longer requires services and a copy of that letter is filed in the student's cumulative folder. Students who have scored

out of EL services are still progress monitored for three school years by the EL teacher to ensure that they are continuing to be successful in school. If a student was observed to be struggling without EL support, a student intervention team would meet about the student to determine next steps and additional supports for the student.

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.

MOT Charter School implements the use of an Instructional Support Team (IST) to analyze data collected through the RTI process and classroom interventions (academic and/or behavioral). This is so the IST team can analyze data and discuss interventions implemented in the classroom used with students over an 8-week period of time. After 8 weeks of time, the team then determines if what was implemented allowed students reviewed through IST to make progress. If not, while the student continues to receive interventions, the team recommends to the parent that the student receive continued tiered interventions or a psycho-educational assessment to determine eligibility for special education supports and services.

When the IST team reviews a student case, there may also be a need to hold a 504 eligibility meeting. Many times when this happens, the student may simply just need accommodations due to a medical condition impacting them in the classroom.

Overall through RTI reviews, IST team, counseling and psycho-educational resources provided at MOT Charter School, if a student has a need that significantly impacts them in the academic setting we have the resources to provide what they need through various avenues of support.

Sample IST meeting minutes and corresponding data available upon request.

3.5 Governance and Reporting Requirements

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
2018-2019	M	M	M
2019-2020	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 MOT Charter Board of Directors evaluates the Head of School annually (typically in May/June). That evaluation consists of feedback on at least ten specific topics from Board Members and Administrative Staff. From that feedback, specific goals are created and shared with the HOS, which then constitute the direction of the HOS' efforts in the coming year.

In addition, every few years the MOT Charter Board of Directors conducts a 360* review, and solicits feedback from a large swath of the MOT Charter School community.

Once feedback has been collected (we currently use Survey Monkey Premium) in at least ten areas of HOS responsibility, the Executive Committee meets to review the information and discuss the goals and compensation adjustments (if any) for the HOS in the upcoming year.

The Board Chair and Vice Chair meet in person with the HOS after the Executive Committee has determined goals and compensation following the review process. All survey results and comments are shared as well as a formal letter including goals and salary information.

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.

MOT Charter School utilizes the *Board On Track* platform to maintain records, meeting agendas and minutes, and board goals and directives. The MOT Charter School meets at least six times a year to discuss progress and goals. There are several permanent board committees tasked with the minutiae of Board oversight, including Governance, Finance and Facilities.

The MOT Charter School Board strives to stay above the day-to-day operations of the school, and we focus instead on policy initiatives, facilities improvement, and fiducial concerns.

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

All MOT Charter Board Members are required to complete any state-mandated trainings (especially those concerning finance). In addition, board member are encouraged to bring their own passions and community affinities to the MOT Board of Directors.

New members are voted on the Board with a majority vote. In August 2020, we added a new Community member. In November 2020, we plan to add one parent Board member to the Board. At the September 2020, MOT Charter School's Board of Directors had 10 members toward a by-law maximum of 12 members.

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

MOT Charter School is fortunate in that we have been able to grow, and in so doing elevate, some of our "in house" talent in administrative areas. Currently, MOT Charter has a HOS which oversees both of our campuses. There are three additional administrative team members with responsibilities K-12. In addition, we have two administrators who serve the K8 Academy and four administrators who serve the High School, providing a depth of talent should MOT Charter need to reconfigure our school leadership.

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

MOT Charter School's Board of Directors attempts to remain well away from the daily operations of the school. Our sole employee is the Head of School. All hiring, employment, and other matters are done by the administrative team.

The current majority of MOT Charter's Board Members are also parents, which leads to members often being in both buildings and most events. Board members are expected to attend senior graduation and the 8th grade promotion ceremony. Oftentimes board members can be found on the sidelines of athletic competitions and academic competitions, and in the audience of performances and concerts. Board members also make an effort to attend Open House evenings in order to talk to prospective and current parents.

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

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

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

i. **Please include:**

Appendix 4 Board Governance Training Certificates and/or Documentation.

Appendix 5 Board member and school leader succession plans.

Appendix 6 Current board bylaws

Board Financial and Governance Members and Training

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

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training (Board on Track Training) (PDMS Sessions 1,2,3) Date*
Mir Sadiq	Ali Khan	Jan 2018	Nov 2020	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Richard	Carroll Jr.	Nov 2018	Nov 2021	Board Member	12/2/19	9/25/19, 9/24/19, 9/24/19
Linda	Jennings	Nov 2018	Nov 2021	Board Member	7/1/11	8/29/19, 9/5/19, 9/5/19
Lilian	Latan	July 2020	July 2023	Board Member	9/27/20	In process
Travis	Piser	Nov 2019	Nov 2020	Teacher Representative	11/27/19	12/5/19, 12/5/19, 12/5/19
Lou	Savino V.	Jan 2018	Nov 2020	Vice Chair	12/16/19	12/5/19, 12/5/19, 12/5/19
Steve	Stallone	Jan 2018	Jan 2021	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Sam	Sullivan	Jan 2018	Nov 2020	Secretary	11/27/19	10/21/19, 10/21/19, 10/21/19

Jennifer	Taylor	Nov 2018	Nov 2021	Chair	11/27/19	12/5/19, 12/5/19, 12/5/19
Dave	Watlington	Jan 2018	Nov 2020	Treasurer	11/21/13	9/29/20, 9/29/20, 9/29/20
Edward	Southworth	N/A	N/A	Head of School (ex officio)	9/25/19	8/29/19, 9/5/19, 9/5/19

*Please list only the most recent training date.

DOE Summary:

MOT Charter School has established standards for ensuring its board members are properly trained.

School Comments 2018-2019	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.
School Comments 2017-2018	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
School Comments 2016-2017	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

Citizen Budget Oversight Committee Membership & Trainings

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

First Name	Last Name	Role/Title	Financial Training Date
Meryl	Hewett	MOT Business Manager	6/4/2020
Linda	Jennings	Board Member	7/1/11
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	12/13/2019
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/13

DOE Summary:

MOT Charter School has established a system for ensuring CBOC members are properly trained.

School Comments 2018-2019	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.
School Comments 2017-2018	All members of the MOT Charter School Board of Directors received governance training conducted by the <i>Board on Track</i> corporation in 2015, and participated in <i>Board on Track's</i> "Board Performance Assessment Master Class" in November of 2018. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
School Comments 2016-2017	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.6 Students, Employees and School Environment

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	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.

N/A

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

MOT Charter School regularly meets all metrics concerning students, employees and the school environment as outlined within the Organizational Framework. MOT has a well-established and well-developed administrative and organizational structure that ensures all appropriate regulations and best practices regarding student rights, teacher hiring and certification and overall institutional health and safety are followed. We have in place a system of checks and balances, in the form of a segregation of duties and a layered approval process, that dictates that no one staff member has complete responsibility in any one area.

c. Include the following documents as appendices:

Appendix 7 Up-to-date Certificate of Occupancy

Appendix 8 Up-to-date Fire Inspection Certificate

Appendix 9 Up-to date Insurance Certificate(s)
Appendix 10 ERIP Reporting SY18/19 and SY19/20

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

2017-2018			2018-2019			2019-2020*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
96	69	72	95	69	73	91	73	80

*** 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 18/19 and 90 teachers remained employed in SY 19/20, the school's teacher retention rate would be 90%.

DOE Summary:

MOT Charter School has maintained a 92.3% or higher teacher retention rate.

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

School Comments 2018-2019	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.
School Comments 2017-2018	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 work hard each year to ensure that we offer as competitive a compensation package as possible.
School Comments 2016-2017	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 work hard each year to ensure that we offer as competitive a compensation package as possible.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

School Comments 2018-2019	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.
School Comments 2017-2018	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, diversity and inclusion, and innovation committees.
School Comments 2016-2017	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 to 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, diversity and inclusion, and our newly formed innovation committee.

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.

In recent years we have consistently seen a teacher retention rate of approximately 95% and we hope to continue that trend in the future. While this past year we dipped slightly from our average, the reasons indicated during exit interviews were similar to those offered in most other years. Of the seven teachers who left, five went to work for their local school district, one left teaching to have a child, and one retired at the end of a long career spent primarily at MOT.

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

MOT recognizes that a stable and experienced teaching faculty is integral to the success and longevity of the school. We work hard to ensure that all faculty and staff members have the support and direction they need to feel fulfilled in the classroom and to provide the best possible student experience. Each year we conduct formal exit interviews 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 tend to reflect 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.

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

MOT Charter School is an organization that promotes the ideal that we are all learners. We invest in the development of academic pedagogy, instructional practice, and content development. As a K-12 organization, we work to meet our institutional needs and the individual needs of our staff and student body.

Our professional development plan is structured in a way that supports authentic learning. We understand clearly that PD is not a one size fits all model. Many of our educators are members of professional organizations that provide them access to high quality PD. Some examples include the:

Association for Supervision and Curriculum Development
Drama Teachers Academy; National Music Educators Association
American Choral Directors Association
International Society for Technology in Education
International Technology and Engineering Educators
National Science Teaching Association

Statewide organizations include the:

Delaware Science Coalition
Delaware Math Coalition
Delaware Council of Teachers of Mathematics
Delaware Literacy Coalition
Delaware Social Studies Coalition

Some recent organizational professional development we have provided to our staff have focused on: Social and Emotional Learning, Diversity/Equity and Inclusion, Student Centered practices, and Restorative practices. These opportunities have supported our district wide goals and needs.

Building teacher leaders is another important component of our professional development planning. We have had staff members present at various conferences and coalition meetings. Our Instructional Leadership team is made up of content leads representing all disciplines. This team provides PD to staff, as well as engages in leadership workshops to enhance their own leadership skills.

d. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

MOT Charter uses Delaware's statewide educator evaluation system, DPAS II. We focus heavily on educator growth and student improvement. We utilize the Component V student measure as one way, among many, to gauge teacher effectiveness. It is a commitment of our leadership team to be a presence in classrooms through informal walkthroughs beyond compliance of required observations. We strongly value the collaborative conversations that follow an opportunity to observe a teacher. It is here where we put our emphasis within the DPAS system.

Our leadership team participates in the training and credentialing process required to participate in DPAS. During the winter of 2019, MOT administrators teamed up with DEDOE and a member from the Danielson staff. This provided an opportunity for us to calibrate our observations, develop a deeper understanding of the rubrics, and the evaluation process. Also, a member of our leadership team worked closely with DEDOE and other stakeholders in the development of the new DPASS evaluation system.

3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
 - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
 - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).
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In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DDOE to coordinate parent notifications, transfer of records, and disposition of school assets in order to ensure a smooth and orderly transition that minimizes the impact on students and families.

The cash and cash equivalents shown on the June 30, 2020 audited financial statements totaled \$7,081,458, which is \$1,732,030 more than the reserves required for salary, accounts payable, board reserve, and USDA building reserve.

Salary Accrual: \$1,370,763 for FY21

USDA Building Reserve: \$722,273.60 for FY21

Board Reserve: \$3,200,924 for FY21

Accounts payable at June 30, 2020 was \$55,467

The Board of Directors, along with the Business Manager and Business Office support staff will be responsible for handling the school's final closeout activities after closure or dissolution.

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M (1 YR) AS (3 YR)	M	AS (1 YR) M (3 YR)	M	M	Meets Standard (expected results, based upon current audit)

DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

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

School Comments 2018-2019	<p>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.</p> <p>Budget Process</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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. <p>Transparency</p> <ul style="list-style-type: none"> • 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. <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> • 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.
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School Comments 2017-2018	<p>MOT Charter School received a "meets standard" overall rating for 2017-2018. 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.</p> <p>Budget Process</p> <ul style="list-style-type: none"> • 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. <p>Transparency</p> <ul style="list-style-type: none"> • 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-
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	<p>card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</p> <ul style="list-style-type: none"> • Board and CBOC members are trained in how to review the financial reports and ask probing questions. <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> • 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.
School Comments 2016-2017	<p>MOT Charter School received a "meets standard" in all but one section of the Financial Performance Framework, resulting in a "meets standard" overall rating for 2016-2017. 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.</p> <p>Budget Process</p> <ul style="list-style-type: none"> • 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. <p>Transparency</p> <ul style="list-style-type: none"> • 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. <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> • 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.
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b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2018-2019	See above
School Comments 2017-2018	See above
School Comments 2016-2017	See above

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

**School Comments
2018-2019**

1. NEAR TERM INDICATORS

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.

**School Comments
2017-2018**

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018

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:

2017-2018 was our first year enrolling students in grades K-12, and as such we continue to feel the effects of the challenge of building a high school from the ground up. We have met our target enrollment for 9th grade, and have every reason to expect to continue to do so in the future. We have taken significant steps this year to ensure that students who choose to attend the high school have the support and structures in place to succeed and thrive. By focusing on reenrollment trends at the high school level, we will be able to ensure continued growth and foresee no problems filling our high school in the next few years.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2017-2018

1 YR: -2.95%

3 YR: 1.93%

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

MOT's 2017-2018 1 YR Total Margin is negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. By using these funds to pre-pay this loan we save future interest payments and free up operating funds over the next three years. If we add the above non-operational amount back into our net income for the year, the adjusted total margin becomes .46% (\$65,450/\$14,376,812), making both our 1 YR and 3 YR Total Margins positive, which would result in a rating of *Meets Standard*.

Measure 2d. Debt Service Coverage Ratio:

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2017-2018

0.72

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:

MOT's 2017-2018 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$489,558.01 in principal paid to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. We made the decision to use prior years' surplus funds to pre-pay this loan in order to save future interest payments and free up operating funds over the next three years. If we remove this non-operational expense, our net income for the year would be \$65,450 $(-\$424,108 + \$478,558.01)$ and the actual principal and interest amount for the 2017-2018 Principal and Interest calculation would be \$1,113,254 $(\$1,602,812 - \$489,558.01)$, which would make the accurate Debt Service Coverage Ratio 1.47, which *Meets Standard*.

**School Comments
2016-2017**

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2016-2017

0.11

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:

MOT's 2016-2017 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$15,971,963 in principal paid to convert the financing for our high school campus from a construction loan to a permanent loan. This one-time principal payment is offset by the one-time receipt of the proceeds of the permanent financing. The actual principal amount that should have been used in the 2016-2017 Principal and Interest calculation is \$598,513, (principal and interest payments for the year minus the amount of principal paid to convert from construction to permanent financing). This would make the accurate Debt Service Coverage Ratio 2.93, which *Meets Standard*.

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

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

While MOT's financial practices and financial outcomes have been consistently sound, we are always looking for ways to improve. Recently we have focused on cross-training and segregation of duties within the business office and human resource functions to help ensure that we have an adequate system of checks and balances.

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

Based upon our internal analysis of our financial audit, there are two measures for which MOT will receive a rating of "Approaching Standard" – (2a, total margin; and 2c, cash flow). In both cases these measures track 2 different data points (1 YR and 3 YR trends) and MOT receives a "meets" rating for 1 data point and an "approaching" rating for the other. For measure 2a, MOT's 1 YR total margin was positive, while our 3 YR total margin was negative. For measure 2c, MOT's 1 YR cash flow was negative, while our 3 YR cash flow was positive.

Explanation for measure 2a - 3 YR Total Margin:

MOT's 3 YR total margin for 2019-2020 is expected to be -0.02%, which is considered "approaching standard." This 3 YR result is due solely to our 1 YR total margin result in 2017-2018. That year our 1 YR total margin was negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our WSFS Furniture, Fixtures, Equipment loan for our new high school campus. If we add the above, non-recurring and non-operational, expense amount back into our net income for that year, the adjusted total margin becomes .46% which would result in a rating of Meets Standard. The 1 YR total margin in every other year has resulted in a rating of Meets Standard.

Explanation for measure 2c – 1 YR Cash Flow:

MOT Charter School spent \$540,035 in capital improvement project funds to improve and expand the athletic fields at our high school campus and to modify the 2nd grade classrooms at our K8 Academy campus. The Board of Directors approved using prior year reserve funds to complete these non-operational capital improvements, resulting in a 1 YR cash flow of <\$81,163>.

Performance Agreement

Financial Performance Expectations

MOT Charter School's overall financial rating is meets. 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.

DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

School Comments 2018-2019

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.

School Comments 2017-2018

For the 2017-2018 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.

School Comments 2016-2017

For the 2016-2017 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.

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:
Not Applicable.

School Comments 2018-2019	N/A
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School Comments 2017-2018	N/A
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School Comments 2016-2017	N/A
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d. Discuss the school's financial performance based on its approved Performance Agreement.

MOT Charter School consistently receives 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.

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

N/A

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)

Appendix 12 Final Fiscal Year 2020 Revenue & Expenditure Budget Report in the prescribed Department format

Appendix 13 Approved preliminary Fiscal Year 2021 Budget in the prescribed Department format

Appendix 14 Fiscal Year 2020 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Appendix 15 A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

V. INNOVATION

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

School Comments 2018-2019	<p>Supportive and Friendly Environment</p> <p>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.</p> <p>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.</p> <p>Involved Parents</p> <p>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.</p> <p>Rigorous, Student-Centered Instruction</p> <p>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</p>
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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

	<p>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.</p> <p>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.</p>
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School Comments 2017-2018	<p>Supportive and Friendly Environment</p> <p>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.</p> <p>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.</p> <p>Involved Parents</p> <p>Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours, 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. Parent volunteers regularly provide support in our library.</p> <p>Rigorous, Student-Centered Instruction</p> <p>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</p>
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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.

	<p>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.</p> <p>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.</p> <p>1-to-1 technology program</p> <p>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 begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.</p> <p>Commitment to Enrichment Programs at K8</p> <p>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.</p>
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	strategic results driven thinking using all aspects of math, science, engineering, technology.
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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 addition to the school practices described above, in recent years we have focused our efforts in a few specific areas that we feel will help our students be well-prepared to thrive in an ever-changing world.

Restorative Reflective Advisories: It is important for us to be mindful of adolescent development and sensitive to the needs of our students. With that in mind, our team of educators work with students to improve behavioral outcomes. By having Restorative Reflective Advisories (RRAs), our hope is that students will reflect on some of the minor issues that can have large impacts on learning and the school environment. Our collective goal is to ensure that our environment remains positive and productive, and by holding students to high expectations and adding more staff and students into the conversation, we believe that is possible. The RRA has been utilized for minor behavioral incidents that have impacts on learning (*being out of dress code, cell phone use during the day, headphone use, late to class, etc.*). During this advisory period, students work with teachers and peers, as they apply problem solving skills in their quest to improve upon their behavior, think about how their actions impact themselves and others, as well as devise methods to make better decisions moving forward. This collective method enables students to feel supported and empowered to improve behavior, but also to make good decisions, as they model positive behaviors for others within our school community.

Embedded Dual Enrollment: At MOT Charter High School, the experience and delivery of Dual Enrollment opportunities are very different from other high schools. Students at MOT begin experiencing Dual Enrollment as early as freshman year. Additionally, Dual Enrollment opportunities are embedded directly into our current classes. Through our partnership with Wilmington University and Wesley College, our team of educators have worked with professors and academic deans from both schools to provide rigorous, college-level instruction. Course content is aligned to both state standards, as well as the curriculum formulated by each university. As a result, college courses are taught on our campus, during the school day, by our certified instructors- enabling our MOT Charter High School students to gain college credits that are transferable to institutions throughout the country.

K8 Academy Mindfulness Initiatives: In response to the changing world our students experience, it became evident several years ago that as a school we wanted to address student stress and provide ways to manage that stress. We began this process by collecting data through student-led goal setting meetings at the beginning of the school year. We identified a pattern of students communicating the stress they were feeling and the impact it had on their overall view of school and their own success. As student stress levels became a more evident factor in their learning and

interactions with others, we investigated potential approaches to help students recognize the feelings they were having and how to regulate those feelings in positive ways that encouraged self-help and advocacy with a growth mindset. We determined that whole building mindfulness practices, classroom meeting circles, and targeted intervention using mindfulness strategies as replacement behaviors was an opportunity to help our students and staff work through times of stress and frustration. As a school, we have continued to seek resources and sustain a schedule of teacher training and support, we invited guest speakers who practice mindfulness in their classrooms to encourage and instruct in the use of these strategies, and we continued to include mindfulness moments as part of the larger emphasis for social and emotional learning as a whole building. We have moved to a point of scheduled time each day to practice and instruct mindfulness strategies and help students recognize their own needs and thoughts in order to better understand their emotions, work through frustration and handle conflict. We have appointed a mindfulness coach and provided her with training to help our teachers and encourage classroom practices embedding mindfulness into daily instruction and lead mindfulness activities. We have communicated with our parents our ongoing efforts in these areas and have received some excellent feedback - parents have reached out applauding our efforts and shared how their children discuss the strategies we have taught them and actively put them into practice at home.

Technology: The K8 Academy constantly strives to identify ways to engage learners with technology. We have recently added coding and robotics as a regular part of our related arts program across grades K-8. We have introduced Wonders Workshops with Dot and Dash robotics for our K-5 students. Further, our 6th grade students who have completed the program serve as learning coaches for our kindergarten through second grade students. We have also added Lego Mindstorm robotics and software in to our program. This has allowed our older students to advance to the next level of programming and introduced them to the more sophisticated programming needs that come with the addition of motors, light sensors, and other features. In our 7th and 8th grades, we continue with VEX robotics and more advanced instruction in coding.

Additionally, we have focused on the ways that technology can help learners investigate and communicate. We have introduced green screen technology into the classroom, first modeling how this tool can be used by students and then allowing them the opportunity to use green screen production in their own classroom projects and presentations. In addition to green screen technology, we have invited teachers and students to develop augmented and virtual reality experiences. Teachers have taken students on field trips through our AR/VR software and students are able to use this resource to enhance their own learning. The AR/VR cart has been used in many classes and across all content areas. Students are engaged and inspired by what they see and experience.

Community and Relationship Building Focus: When we consider what is important to learning and promoting the most effective learning environment, we recognize that building strong relationships is at the core. We place great value on our school culture and by extension our school community. In order to promote these ideals, we have developed three specific approaches that are meant to promote positive relationships within and outside of our classrooms. We utilize three specific approaches to build culture and positive relationships within our school - our staff and parent Climate and Culture Committee, our student Climate and Culture Committee, and our Mentor Program.

Our schoolwide Climate and Culture Committee (C3) is made up of teachers, school leaders, and parents, and addresses some of the issues we see as important to maintaining a positive school culture. The focus of this committee is anti-bullying messaging and training, respectful and responsive communication, kindness and empathy and self-esteem building. We do this by engaging in school-wide monthly activities and summer culture projects. We celebrate our students, teachers, and staff with these activities.

Our Student C3 (Climate and Culture Committee) is made up of students from grades 3 through 8. Each year this group develops an event to celebrate our school community and message our strong belief in our pillars of kindness, respect, responsibility, and belief in oneself. They spend several months preparing and then lead the school in the event that they have designed and developed. They have held pep-rallies and a C3 Fair Day in recent years, and have really embraced the responsibility of helping to shape our school culture.

Finally, in the past two years we have implemented a student/teacher mentor program. At the K8 Academy, each staff member takes a group of about 10 students as their mentees and has an opportunity to meet with them to create connections, develop social skills, ensure that all students feel supported and included, and give each student an adult in the building with whom they feel comfortable sharing in times of need. As we have developed each of these programs aimed at building a positive and inclusive climate and culture, we have witnessed students feeling more engaged and included, seen them broaden their circles of friends, and recognize their ability to be a part of the big picture of what the MOT experience is and can be for everyone.

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						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	75	75	75	75	75	75
Grade 1	75	75	75	75	75	75
Grade 2	78	75	75	75	75	75
Grade 3	75	78	75	75	75	75
Grade 4	76	75	78	75	75	75
Grade 5	75	76	75	78	75	75
Grade 6	77	75	76	75	78	75
Grade 7	75	77	75	76	75	78
Grade 8	78	75	77	75	76	75
Grade 9	188	188	188	188	188	188
Grade 10	181	188	188	188	188	188
Grade 11	164	176	183	183	183	183
Grade 12	172	159	171	178	178	178
Total	1,389	1,392	1,411	1,416	1,416	1,415

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

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

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

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

MOT will continue to use those data sources that have a long history of implementation in our system. These include NWEA, SBAC, WIDA, DIBELS and other sources of nationally normed data. These data sources provide us a way to track the progress of individual students, groups of students, and the overall academic progress of the school as a whole. Typically, MOT evaluates in two areas - overall proficiency and student growth. All of the data sources above provide information that can assist with both of these functions. We expect that not only will our current level of success continue, but that we will be able to show even greater success in the future.

- 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.
-

Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

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

As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

- 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).

MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level. NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.

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.

MOT will continue to collect data throughout the school year. NWEA data is collected three times throughout the school year. Data is analyzed by the leadership team, classroom teachers, content leads, and support staff on an ongoing basis. Our current process is to analyze student data, recognize successes, identify areas where growth lags, and build a flexible plan to meet the needs of individual students and groups of students. Summary data is reported to the School Board as it becomes available and individual student data is shared with families throughout the year.

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.

As a growth-focused organization, a lack of growth in academic achievement would be our trigger for corrective action. Building-level administrative and instructional leaders would be tasked with designing and implementing any required corrective action.

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.

MOT Charter School will continue to monitor academic, organizational, and financial performance and management data, as reported through a variety of state systems. We have two standing board-level committees (Academic Excellence and Finance & Operations) that conduct regular internal review of important student, operational and financial markers, the results of which are reported regularly at board meetings. We also continue to regularly review and respond to all state data systems, including our yearly financial audits, Financial Framework report, Organizational Framework reports and Delaware School Success Framework analysis. As areas of interest or concern are

highlighted by any of these systems, we discuss these concerns at the board committee level and also as a K12 school leadership team, ensuring that appropriate attention and resources are directed to the area of concern and corrective action is planned as needed.

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.

MOT's K12 leadership team meets each week to discuss school operations and topics of interest. The team's standing agenda items include topics addressed by the Organizational Framework, such as curriculum and instruction for all students, but specifically relating to students with disabilities and English learners; student admissions and enrollment, discipline, records, and privacy; staff hiring, certification, and evaluation; and all facility, transportation, health and safety issues. Building principals take the primary lead in all areas relative to curriculum and instruction, while our Business Manager and K12 Director of Student Services share primary responsibility for all other regulatory and compliance issues. Members of the K12 leadership team regularly participate in board meetings, sharing out data and evidence with the full board. The Head of School, Business Manager and Board of Directors share oversight of all governance and reporting requirements.

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.

K8 Facility Improvements:

Over the past several years the school leadership team, including the building principal, curriculum director, and teacher-leaders from across the building have researched and investigated changes in the ways that students learn and how the educational environment impacts student success. Looking at successful regional, national, and international models, and how facility and environmental changes in those cases impacted teaching and learning, this group began exploring physical changes to our own building that would better meet the needs of today's learners by promoting student engagement, creative thinking and collaboration, critical thinking, and more effective teacher collaboration. More open and flexible spaces allow students to be more relaxed and comfortable during the academic day, and also provide an opportunity to share ideas more easily and quickly with their peers and teachers.

Our first action step was the transformation of one of our 6th grade classrooms. We began by seeking a highly motivated teacher who could identify the ways in which the classroom changes could provide opportunity for more student-centered learning, how spaces would allow for collaboration and how flexibility within the space would enhance learning. A proposal from that teacher included a number of unique and creative ideas, including flexible seating and learning spaces, and we partnered with a design company to help make her vision a reality.

Following the success of that initial change, we decided to expand our thinking to consider an entire grade level. The design team met and discussed ways to turn three, separate classroom space into one common learning space, while still maintaining some aspects of the traditional classroom

environment. Ultimately the team decided to update the space in such a way as to allow teachers to move across classrooms more easily and work with different subsets of students according to their interests or needs. Interior walls separating the three classrooms were partially torn down and replaced with glass-paneled doors between rooms, allowing for the rooms to be opened to create larger spaces and closed when small group or independent work was more appropriate. We also changed floors, added more flexible and comfortable furniture, and upgraded lighting and color to reinvent the second grade into a Collaborative Learning Studio. Students can group, regroup, and get to know all teachers as part of their expanded learning circle. Each classroom has specific spaces that allow for small group interaction, large group discussion, and student-led opportunity for presentation and communication of their learning. Students talk about how they love the space, how they feel good about the learning and it feels special to be there. This work was completed prior to the 2019-2020 academic year and was paid for using a board-approved withdrawal of reserve funds.

Prior to the COVID-19 pandemic, we were planning on continuing with similar modifications in other grade levels, and possibly using our experiences with these modifications and facility improvements to envision a completely redesigned middle school wing. This new , which would serve as a bridge between our K-5 instructional model and our high school model and allow for a more seamless transition for students across grades K through 12. While the uncertainly surround COVID-19 has caused us to temporarily put our plans on hold, we are hopeful that once life returns to normal we will be able to get back to the drawing board.

7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

MOT Charter School's Board of Directors continually reviews information and feedback in order to better serve our school. We survey parents, students, and faculty/staff. We judge ourselves on the following matrixes:

- Is our school financial solvent and stable?
- Have we considered all aspects of revenue/expenditure relations?
- Are our students meeting academic benchmarks?
- How do our students compare with students in cohort schools?
- Is our school a leading source of innovation and efficiency?
- Are our students and families happy with the environment and education that we provide?
- Are our staff members professionally fulfilled and is turnover minimal?

These fundamental questions are reviewed and considered at every meeting. We receive and review updates from our Head of School and Business Office in order to evaluate – from the budgeting process to the middle of the fiscal year to its end. MOT Charter also embarks on initiatives that fall outside of a “yearly” cycle, including innovative learning environment spaces for Second Grade at the K8 Academy, significant expansion of athletic facilities at the High School, enhancements of the Performance spaces at the High School, and other large-scale projects. Unfortunately, MOT Charter was forced to shelve a cutting-edge physical and scheduling configuration initiative in our Middle School (Grades 6-8) due to the COVID-19 pandemic.

8. Complete the Hourly Attendance Survey below.

Hourly Attendance Survey 2021 - 2022 School Year

Number of school attendance days	180
Number of full days	178
Number of half days	2
Number of instructional hours in a day	6.5
Number of hours in a full day	7
Number of hours in a half day	4

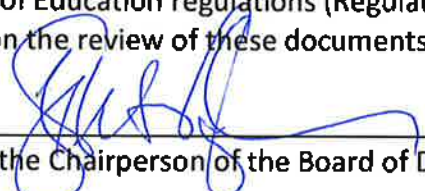
VII. Compliance certification statement

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.

09-28-2020
Date of Signature

MOT Charter School
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:	Jennifer Taylor
Title (if designated):	Chair, MOT Charter School Board of Directors

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

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

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)

09-28-2020
Date

Print/Type Name:	Jennifer Taylor
Title (if designated):	Chair, MOT Charter School Board of Directors
Date of approval by board of directors:	Renewal application has been reviewed by Board of Directors and will be formally approved at the next regularly-scheduled meeting, October 21, 2020.

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

MOT Charter School

This Performance Agreement (“Agreement” is entered into this _____ day of _____, 20__ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and MOT Charter School, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

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

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

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

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

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

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

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

MOT Charter School opened in 2002 as a public charter school. MOT’s curriculum is designed to emphasize problem solving, and our goal is to prepare students to be creative, intuitive, and analytical thinkers. MOT Charter is committed to meeting the needs of each and every student–

regardless of where they are on the learning continuum. The configuration of the school is designed to offer a public school experience in a small school setting. MOT parents are welcomed into a partnership with the staff and administration, which enables them to become an active, integral part of their child's academic, and MOT Charter School's, success. The school's founders are committed to choice in public education and strongly believed in building-level leadership.

MOT Charter School currently serves approximately 1,400 students in grades K-12 on two campuses in Middletown. The K8 Academy campus, located at 1156 Levels Road, opened in 2002 and was expanded in 2012. The High School campus, located at 1275 Cedar Lane Road, houses MOT's Academy of the Arts, and Academy of Science & Technology. In addition to their core academic subjects, MOT high school students are able to pursue a major of their choice within their academy. Arts majors can choose among Dance, Digital Arts, Instrumental Performance, Theater, Visual Arts and Vocal Performance, while STEM majors have their choice of Biotechnology, Computer Science or Engineering.

Mission Statement & Philosophy

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.

At MOT Charter School:

- A strong school community enables every child to reach his or her academic potential.
- Character development and personal responsibility form the basis for learning.
- Students are empowered and expected to be accountable for their own learning.
- Parents are invited and expected to be actively engaged in their children's education.

Vision Statement

The vision of MOT Charter School is to continue to provide an exemplary and fulfilling educational experience for all students, and to remain one the of the leading public charter schools in Delaware.

Academic Performance Expectations

MOT Charter School's DSSF ratings are:

Metric Area/Metrics	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 Percentage/Ratings	425.00	336.00	79% Exceeds Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.
Mission Specific Goal(s):

Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level. NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.

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Financial Performance Expectations

MOT Charter School’s overall financial rating is TBD (“Meets” is expected based upon preliminary review). By September 2024, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Expectations

MOT Charter School’s overall organizational rating is Meets. By September 2024, our expectation is to achieve the overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

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

[NAME OF SCHOOL]

DELAWARE DEPARTMENT OF EDUCATION

BY: _____

BY: _____

President

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.