



Delaware Department of
Education
2020-2021 Renewal Report
Providence Creek Academy
April 30, 2020

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Charter School Renewal Report

Requirements Under the Law

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

C. § 514A (c) states that,

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

I. OVERVIEW

1.1 Basic Information

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

BASIC INFORMATION	
Name of School	Providence Creek Academy
Year School Opened	2002
Enrollment 2019-2020 ²	703
Approved Enrollment	669 (SY 2018-19)
School Address	273 West Duck Creek Rd , P.O. Box 265, Clayton, DE 19938
District(s) of Residence	Smyrna School District
Website Address	http://www.providencecreekacademy.org/
Name of School Leader	Denise Stouffer
School Leader Email and Phone Number	denise.stouffer@pca.k12.de.us (302) 653-6276
Name of Board President	Melissa Rhoads
Board President Email	m.rhoads@tighecottrell.com
Mission Statement: The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.	

1.2 School Demographic Data:

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

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2016-2017 ²	2017-2018 ²	2018-2019 ²	2019-2020 ²
Total Enrollment	700	690	690	703
Gender				
% Male	50.00%	48.41%	47.68%	46.51%
% Female	50.00%	51.59%	52.32%	53.49%
Ethnicity/Race				
% African American	27.14%	26.52%	24.64%	23.61%
% American Indian	0.86%	0.43%	0.43%	0.71%
% Asian	2.43%	2.32%	2.17%	1.71%
% Hispanic/Latino	5.29%	4.93%	4.20%	4.98%
% White	60.86%	60.87%	61.88%	62.3%
% Multiracial	3.43%	4.78%	6.38%	6.69%
Special Populations				
%Special Education ³	4.71%	5.22%	6.23%	7.68%
% English Language Learners	0.57%	0.87%	1.74%	1.71%
% Low-Income	21.86%	20.58%	16.38%	16.50%

School Comments 2018-2019	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years. Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged . Although PCA has always provided a Title I school wide program, this percentage indicates a 10% increase over prior years . This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
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<p>School Comments 2017-2018</p>	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years.</p> <p>Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged . Although PCA has always provided a Title I school wide program, this percentage indicates a 10% increase over prior years . This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
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<p>School Comments 2016-2017</p>	<p>This data element was added in the SY 16/17. The school was not required to provide a response to this information</p>
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1.3 Approved Minor and Major Modifications:

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

Date	Modification Requested	Outcome
1/25/19	Providence Creek Academy is seeking to modify our approved calendar hours from 1342.5 to 1267.5 hours beginning SY19/20.	Approved
9/3/19	Providence Creek Academy is seeking to amend components of its educator evaluation process.	Approved
12/11/19	Providence Creek Academy is seeking to its increase enrollment by a total of 6% (40 students) for the 2020/2021 school year.	Approved

School Comments 2018-2019	The school was not required to provide a response to this information
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School Comments 2017-2018	PCA does not have any minor modifications at this time.
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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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1.4 Enrollment Trends

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

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	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
K	72	81	72	80	72	79	72	80
Grade 1	72	80	72	80	72	79	72	81
Grade 2	75	78	75	79	75	76	75	77
Grade 3	75	80	75	78	75	78	75	79
Grade 4	75	78	75	77	75	78	75	79
Grade 5	75	79	75	75	75	81	75	80
Grade 6	75	76	75	79	75	79	75	79
Grade 7	75	74	75	70	75	76	75	76
Grade 8	75	74	75	72	75	64	75	72
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	669	700	669	690	669	690	669	703

DOE Summary:

Providence Creek Academy has had consistently strong enrollment over the course of its current charter term. The school’s enrollment variance (actual enrollment/authorized enrollment) has ranged from 103% (SY 18/19) to 105% (SY 19/20) over the course of its charter term.

School Comments 2018-2019 Providence Creek Academy is proud of our strong relationships with our families and community. These relationships have resulted in exceeding our enrollment every year.

School Comments 2017-2018 According to the most recent Delaware School Profiles report, Providence Creek Academy Charter School is the 11th largest out of the 49 Kent County schools and the 7th largest school serving students in grades K-8.

**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

1.5 Reenrollment Trends

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

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	548	86.71%	555	88.66%	543	87.86%	570	91.05%

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

DOE Summary:
Providence Creek Academy’s reenrollment rate has increased over the course of its current charter term from 86.71% to 91.05%. In SY 19/20, PCA showed its greatest rate of reenrollment over the course of the charter at 91.05%.

School Comments 2018-2019	PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible. Conversations with parents not re-enrolling their children indicate that “moving” is a reason for the attrition rate along with the fact that parents want their children to make friends in their feeder pattern schools prior to entering high school.
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School Comments 2017-2018	Analysis of student withdrawal forms collected by PCA for SY 17/18 indicate that the most common reason parents provided for withdrawing from PCA was “moving”. The second most common response showed 18% of forms indicated family logistics relating to transportation impacted parent choice. PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible.
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School Comments 2016-2017	Providence Creek Academy distributes “intent to re-enroll” forms in January of each school year. Office staff collects data in order to ascertain the number of students not returning and the reason. This data is shared with Administration for analysis. The largest percent of non-returning students is due to family relocation. Some families choose to withdraw at the grade 5/6 transition in order for their children to participate in athletics in their home district. There are others who
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leave because Providence Creek Academy is not the school for that child or their family.

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 (93/150pts) Meets Standard
Growth	3 Stars (82/200pts) Approaching
On Track to Graduation	5 Stars (47/50pts) Exceeds
College and Career Preparation	3 Stars (51/100pts) Approaching

School Comments 2016-2017	<p>Providence Creek Academy has shown improvement in academic performance over the last several years. Recent implementation of the CCSS, and implementation of new curricular resources has assisted in raised scores for our students. During the 2016-2017 school year Eureka Math was implemented. Staff was provided with ongoing professional learning opportunities to ensure the implementation of this resource with fidelity.</p> <p>A major challenge in academic performance is with a percentage of our SWD. While educators follow student IEPs and progress is being made on individual goals, this progress is not being transferred to the Smarter Balance Assessment. For this reason we continue to “Need Assistance” on our Annual Determination in Indicator 3C: Proficiency Rate – Math and ELA. We are working with the Exceptional Children’s Team to improve student performance in this subgroup.</p> <p>We have continued to implement the Eureka Math curriculum. Our teachers, students and parents have made the adjustment to a different way of doing math. We have seen positive changes in our classrooms and on local</p>
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assessments.

Performance Agreement

Academic Performance Expectations

Providence Creek Academy 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

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

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 (93/150pts) Meets Standard	
	School	State
ELA	67.13 %	56.63%
Math	55.22%	45.13%
Science	67.23%	47.45%
Social Studies	n/a	n/a

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

School Comments 2016-2017	Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation.
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b) Expected outcomes for Academic Achievement

School Comments 2016-2017	PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.
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c) Progress measures to track expected Academic Achievement outcomes

School Comments
2016-2017

PCA will use Scholastic Reading Inventory, DiBels, and Eureka End of Module assessments to measure progress throughout the school year. SBAC results will be used annually.

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 (82/200pts) Approaching	
	School	State
ELA	37.83 %	50.00 %
Math	44.33 %	50.00 %

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

School Comments 2016-2017	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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b) Expected outcomes for Growth for all students

School Comments 2016-2017	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.
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c) Progress measures to track Growth for all students

School Comments 2016-2017	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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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 (47/50pts) Exceeds	
	School	State
Attendance	94.92 %	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	Providence Creek Academy has an attendance policy that mirrors the State of Delaware policy. Student attendance is paramount to student success. In cases where students are truant, we follow through with reporting and filing truancy with the Court System. PCA also has a policy to address students who are absent more than 18 days a year allowing for student retention if academic growth is not met.
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b) Expected outcomes for On Track to Graduation

School Comments 2016-2017	PCA will continue with our current process.
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c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2016-2017	Attendance reviews will be completed at each trimester.
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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	3 Stars (51/100pts) Approaching	
	School	State
Growth to Proficiency ELA	68.17 %	59.19 %
Growth to Proficiency Math	33.52 %	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	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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b) Expected outcomes for College and Career Preparation

School Comments 2016-2017	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with
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guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.

c) Progress measures to track College and Career Preparation outcomes

School Comments 2016-2017	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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SY 17/18 - SY18/19

2.1 Delaware School Success Framework

Overall Academic Ratings

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

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	89.00	59% Meets Expectations	150.00	91.00	61% Meets Expectations
Academic Progress	200.00	116.00	58% Approaching Expectations	200.00	144.00	72% Meets Expectations
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	250.00	63% Meets Expectations	400.00	282.00	71% Meets Expectations

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

DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Providence Creek Academy (PCA) earned “Meets Standard” or “Exceeds Standard” ratings for 2 out of 4 DSSF indicators. PCA earned an “Exceeds Expectations” rating for On-Track to Graduation, “Meets Expectations rating for Academic Achievement and Proficiency and “Approaches Expectations” ratings for Academic Growth, and College and Career Preparation.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. PCA demonstrated a positive trend from SY 17/18 to SY 18/19 earning “Meets Expectations” overall ratings each year. At the indicator level, PCA’s performance met or exceeded standard in each area, including an improvement from “Approaching Expectations” to “Meets Expectations” in Academic Growth. Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

**School Comments
2018-2019**

Providence Creek Academy combines rigorous academic programming with arts and athletics. Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math three years ago. Eureka Math and Scholastic Reading are in their third year of implementation. ELA and math professional development focused on the use of math manipulatives and guided reading. The implementation of school wide professional development on the use of math manipulatives to increase student understanding of mathematical applications has resulted in an increase of achievement. Small group guided reading resulted in an increase in school wide student Lexile levels. PCA continues to review data regularly to develop and enhance academic programs to ensure the instructional needs of all learners are being met. PCA is providing additional professional development in SY19/20 on SRI Comprehension Clubs and is piloting Lucy Calkins Units of Study for Writing based on SY 18/19 data analysis.

**School
Comments
2017-2018**

Providence Creek Academy combines rigorous academic programming with the arts. The school day curricula are supplemented with free-afterschool tutoring, LEAP after school activities for all students, Summer Discovery Camp for Science, Summer Camp, Aftercare Program, Summer School, Tutoring, and Extended School Year Services. When comparing all districts and charter schools in the state that service students in grades kindergarten through eighth grade, PCA consistently ranked as one of the top ten schools for the percentage of proficient students. According to Delaware Online, PCA ranked among the top seven charter schools in both ELA and Math in 2018³. PCA received an overall rating of “Meets Standards” on the Delaware School Success Framework in 2018.

English language arts			
SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1 Sussex Academy of Arts and Sciences	373	91.15	10.5
2 Newark Charter School	1,117	89.62	8.2
3 MOT Charter School	465	75.48	5.3
4 Odyssey Charter School	952	69.43	14.6
5 First State Montessori Academy	263	68.06	11.7
6 Providence Creek Academy Charter School	437	66.82	17.5
7 Campus Community Charter School	276	63.41	36.6

English language arts		Math	
SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1 Newark Charter School	1,116	85.39	8.2
2 Sussex Academy of Arts and Sciences	373	84.18	10.5
3 MOT Charter School	464	70.91	5.3
4 Odyssey Charter School	953	62.64	14.6
5 Providence Creek Academy Charter School	437	51.72	17.5
6 First State Montessori Academy	263	50.95	11.7
7 Campus Community School	276	47.46	36.6

The positive academic trends for PCA are long standing. Since the state introduction of the more rigorous Smarter Balance Assessments, PCA has maintained its position as one of the top ten Local Education Agencies in the state for the last four years in both Math and English Language Arts.

Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math two years ago. Eureka Math and Scholastic Reading are in their second year of implementation.

Performance Agreement

Academic Performance Expectations

Providence Creek Academy overall academic rating is "Meets". In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

DOE Summary:

PCA has earned overall ratings of "Meets Expectations" for Academic Performance in the last two years.

School Comments 2018-2019

PCA has met overall Delaware School Success Framework Standards for SY18/19.

School Comments 2017-2018

PCA has met overall Delaware School Success Framework Standards for SY17/18

2.2 Academic Achievement

Metric	2018-2019		
	Value	Points	Points Earned
Proficiency - ELA	63.97%	75.00	48.00
Proficiency - Math	56.83%	75.00	43.00
2017-2018			
Proficiency ELA (Grades 3-8)	66.63%	75.00	50.00
Proficiency Math (Grades 3-8)	52.25%	75.00	39.00

DOE Summary:

In SY 18/19, PCA earned a “Meets Expectations” rating for Academic Achievement. ELA proficiency was at 63.97%, a slight decrease of 2.66% since SY 17/18 and 11.27% higher than the State average (52.7%). Math proficiency was at 43.57%, an increase of 4.58% since SY 17/18, and 14.73% above State average (42.1%).

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

School Comments 2018-2019

PCA’s performance in Mathematics Proficiency is 56.5% which is above the state average of 44% (by 12%). PCA’s analysis of math data indicates that this increase resulted from a strong system of RTI combined with additional professional development on the utilization and implementation of math manipulatives.

PCA’s performance in ELA Proficiency is 63.9% which is above the state average of 53% (by 10%). The percentage for SY18/19 shows a slight decrease of 2.4% from the previous year’s score. Analysis of the data indicates that students in grades three are having difficulty with reading fluency and comprehension. Additional resources such as Lucy Calkins Units of Study: Writing pilot for grades 1 – 6. have been added through direct instructional coaching by our reading specialist, enhanced professional development in the use of reading comprehension materials, and a change to the master schedule to allow for additional professional learning communities to allow for deeper analysis and planning based on student data. An analysis of the local Benchmark Data for grades K – 2 (DIBELS) showed room for growth in the area of intensive and systemic phonics instruction. To address that need, Providence Creek Academy is piloting the Lucy Calkins Units of Study: Phonics materials in kindergarten, first, and second grades.

School Comments 2017-2018	<p>PCA's performance in Mathematics Proficiency is above the state average by 7%. PCA conducted a root cause analysis for current performance and found that additional professional development was needed for the implementation of the Eureka Math teaching materials. While the data indicated a normal trajectory aligned with implementing a new math curriculum, some specific targets were established for SY18/19. The focus on conceptual understanding over algorithmic formulas was causing the scores in the upper grades to stagnate. For that reason, PD and PLC's for grades three and four are focused on conceptual understanding and routine use manipulatives to grow from concrete to abstract understanding this school year.</p> <p>PCA's performance in ELA Proficiency is above the state average by 12%. According to local data through a school wide Reading Inventory, students continue to show growth in proficiency. In grades 3-8, student proficiency rates grew from 52% proficient at the beginning of the year to 73% at the end of the school year. PCA conducted a root cause analysis for current performance and found that the school was on the normal trajectory aligned with implementing a new ELA curriculum. Root cause analysis identified that additional professional development on the implementation of the curricula and differentiation for all learners in small groups, along with continued PD on the new curriculum materials and resources for their whole group lessons would benefit teachers.</p>
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments 2018-2019	<p>PCA expects to continue to improve our math and ELA proficiency based on the implementation of MTSS and expanded use of data driven instruction. These programs are also being supported by pilot programs in writing and phonics and enrichment programs for both proficient and advanced learners.</p>
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School Comments 2017-2018	<p>PCA expects to continue to improve our Math Proficiency through PD centered on the fidelity of the implementation of the Eureka Math materials. PCA has purchased and is utilizing manipulatives that align with the Eureka lessons that support conceptual understanding of the Common Core Standards for grades K – 8.</p> <p>For ELA, students in grades 3 – 8 will continue to demonstrate growth in the percentage of students on track to proficiency as measured by the Reading Inventory with a goal of increasing the growth rate each year. PCA will continue to track ELA data for students in grades K-2 through the DIBELS system to target early literacy proficiency growth and to target areas of need. PCA will continue with the implementation of the Scholastic Guided Reading materials allowing teachers to improve on their lessons each year. PCA is in the on-going process of improving grade level curricular maps K-8 that support teachers conceptual understanding of how our lessons and resources align with the ELA Common Core Standards.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments 2018-2019	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI. PCA will analyze the benchmark data, with a particular focus on phonics for grades K-2 and comprehension in grades 3 - 8 to determine whether we will adopt these materials into our curriculum.
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School Comments 2017-2018	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI.
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2.3 Academic Progress

	2018-2019		
Metric	Value	Points	Points Earned
Growth - ELA	68.62%	75.00	51.00
Growth - Math	74.34%	75.00	56.00
Growth of Highest Quartile - ELA	71.89%	12.50	9.00
Growth of Highest Quartile - Math	74.56%	12.50	9.00
Growth of Lowest Quartile - ELA	71.58%	12.50	9.00
Growth of Lowest Quartile - Math	79.37%	12.50	10.00
	2017-2018		
Growth - ELA (grades 4-8)	62.61%	75.00	47.00
Growth - Math (grades 4-8)	52.67%	75.00	40.00
Growth of Highest Quartile - ELA(grades 4-8)	52.53%	12.50	7.00
Growth of Highest Quartile - Math(grades 4-8)	48.99%	12.50	6.00
Growth of Lowest Quartile - ELA(grades 4-8)	75.16%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	54.46%	12.50	7.00

DOE Summary:

In the past two years, PCA has met or exceeded expectations for Academic Progress. Additionally, PCA improved in 5 of the 6 growth measures from 2017/2018 to 2018/2019.

PCA has outperformed State averages in 6 of the 6 metrics as noted below.

English Language Arts – SY 18/19

- 68.62% of PCA students met growth targets in English Language Arts, which was 7.7% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance increased from 62.61% to 68.62%, respectively.

- 71.89% of PCA students in the highest quartile met growth targets in English Language Arts, which was 9.57% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance increased from 52.53% to 71.89%, respectively.
- 71.58% of PCA students in the lowest quartile met growth targets in English Language Arts, which was 9.08% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance regressed from 75.16% to 71.58%, respectively.

Math – SY 18/19

- 74.34% of PCA students met growth targets in math, which was 15.24 higher than the State average (59.1%). From SY 17/18 to SY 18/19 performance improved from 52.67% to 74.34%, respectively.
- 74.56% of PCA students in the highest quartile met growth targets in math, which was 12.24% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance improved from 52.53% to 74.56%, respectively.
- 79.37% of PCA students in the lowest quartile met growth targets in math, which was 16.87% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance improved from 54.46% to 79.37%, respectively.

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

**School Comments
2018-2019**

PCA demonstrated significant growth in ELA and math based on the trend data for the last two years.

**School Comments
2017-2018**

Over the course of the school year, students demonstrated growth on their benchmarks across all grades in math and ELA. The root cause analysis showed that students below proficiency in math struggled with Claim 1, carrying out mathematical procedures with precision and fluency. This makes solving real world problems increasingly difficult for them. Root cause analysis indicated that proficient students are performing and growing within the mathematics continuum including concrete, pictorial, abstract concepts. Students above proficiency are demonstrating mastery of grade-level standards and working within the mathematics continuum; however the data indicates that PCA must enhance our procedures to challenge those students already proficient.

Over the course of the school year, students demonstrated growth on their benchmarks across all grades in ELA. Students with the lowest scores in ELA proficiency had the greatest room for growth. Using the Guided Reading resources and working with students in small groups at each student’s individual reading level allowed teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development. This process has greatly benefited the below proficient students when combined with our targeted interventions through the ELA RTI block. Our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each

	<p>student’s Zone of Proximal Development for our proficient students. Grade level whole group lessons are especially beneficial for this group of learners. Finally, our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development for our advanced students. Independent enrichment opportunities during the RTI block of time are beneficial for this group of learners.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<p>School Comments 2018-2019</p>	<p>PCA believes that it will continue to demonstrate exceptional student growth next year. The school has modified its overall schedule to allow for an increase in the number of courses students can participate in both arts and athletics, added pilot programs for proficient and advanced students, and implemented a school wide Multi-Tiered System of Supports (MTSS).</p>
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<p>School Comments 2017-2018</p>	<p>PCA believes that we will continue to exceed the state in proficiency, grow in our implementation of our ELA and Math curricula, and meet growth targets for all learners as we enter into year three of our curricula implementation.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<p>School Comments 2018-2019</p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of MTSS. These programs are now supported by professional learning communities multiple times per week to allow teachers to collaboratively plan and assess using data. PCA has also enhanced its systems of MTSS for students that benefit from behavioral supports. The school is in the process of a comprehensive curricula review to make enhancements based on data, a review of its current systems of PBIS, and implementation of the Wilson Reading Program after much success with the Barton Program that is designed on similar research evidenced practices.</p>
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<p>School Comments 2017-2018</p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of RTI.</p>
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2.4 School Quality/ Student Success

Metric	2018-2019		
	Value	Points	Points Earned
On-Track Attendance	94.44%	50.00	47.00
Proficiency - Science	n/a	n/a	n/a
Proficiency - Social Studies	n/a	n/a	n/a
	2017-2018		
Chronic Absenteeism	90.20%	50.00	45.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a

DOE Summary:

In SY 18/19, PCA earned a rating of “Exceeds Expectations” for School Quality/Student Success. 94.44% of students demonstrated on-track attendance, which was 6.89% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

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

School Comments 2018-2019

PCA is proud to have demonstrated an increase in exceeding standards from last year. PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students.

School Comments 2017-2018

PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students. PCA is proud to exceed standard in this metric. In September, PCA modified the attendance policy to align with ESSA to enhance attendance tracking.

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

School Comments 2018-2019

PCA has reviewed the data for Science and Social Studies and is completing a comprehensive curricula review for this school year in Social Studies. PCA will continue to work with the state’s Science and Social Studies Coalitions to ensure the curricula is aligned with the enhancement of state standards.

School Comments 2017-2018	PCA has been working with the Science Coalition to ensure our children are prepared to meet the rigor of the next generation science standards. PCA follows the curricula for Social Studies provided by the Social Studies Coalition and supplements student learning by providing students with an additional World Cultures class as an elective in addition to their regular Social Studies Class.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments 2018-2019	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.
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School Comments 2017-2018	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.
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2.5 Progress toward English language proficiency (ELP) * new

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

Metric	2018-2019		
	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a
	2017-2018		
Progress Toward English Language Proficiency	n/a	n/a	n/a

DOE Summary:
 Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

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

School Comments 2018-2019 PCA does not meet the n-size for this metric.

School Comments 2017-2018 PCA does not meet the n-size for this metric.

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

School Comments 2018-2019 PCA does not meet the n-size for this metric.

School Comments 2017-2018 PCA does not meet the n-size for this metric.

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

School Comments 2018-2019	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.
School Comments 2017-2018	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Eureka Math – curriculum implementation	<p>Meets Standard: 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Approaching Standard: 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Far Below Standard: Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DPASII observations</p> <p>PLC data discussions</p>	PDF Upload and entry into system by DOE.	1a1

DOE Summary:

Providence Creek Academy has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

a) mission specific goal(s).

School Comments 2018-2019	PCA met standard in its annual mission specific goal for the last three years. All teachers were trained in the Eureka Math program in SY17/18. Professional development in the use of math manipulatives aligned with the Eureka curricula and SRI reading groups have resulted in an increase in student growth.
School Comments 2017-2018	PCA met standard in its annual mission specific goal for the last two years. All teachers were trained in the Eureka Math program in SY17/18. Professional developments continues this year for Eureka Math during both professional development days and during PLC’s. The focus of the professional development this year includes the use of math manipulatives as a a part of classroom

	instruction. Our mission specific goal has been further enhanced by our system of RTI that includes specific and targeted supports from math specialists for Tier III students. Moby Max assessment data has assisted faculty in providing pull out and small group instruction for Tier I, II, and III students.
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School Comments 2016-2017	Providence Creek Academy Mission Specific Goal was to have Eureka Math implemented in all grades. During the 2016-2017 school year all grades were provided with the curriculum materials from Eureka Math. Professional Development throughout the year was provided for all grade levels. The Eureka Math continues to be used in all grade levels for the 2017-2018 School Year.
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Note: 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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3.2 Organizational Performance

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

SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	AS	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

Providence Creek Academy has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school earned “Approaching Standard” for measure 1c (Students with Disabilities). In SY 17/18, the school’s performance on measure 1c. improved from “Approaching Standard” to “Meets Standard.” However, measure 1d. (English Learners), was rated “Approaching Standard.” In SY 18/19, PCA earned “Meets Standard” ratings on every measure.

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

School Comments 2018-2019	PCA is proud of meeting all of the ratings outlined in the Organizational Performance Framework and for meeting overall standards for the last several years. PCA and its Board of Directors go above and beyond to ensure that the school is in compliance with these metrics. The school implements Oversight Meetings of the Board to ensure compliance.
School Comments 2017-2018	PCA is proud of meeting overall Organizational Performance Framework standards for the last several years. Implementation of quarterly policy compliance monitoring by our Board assists PCA in meeting the metrics and indicators of Organizational Performance. This year as a part of our regular monitoring by the Department of Education, PCA became aware of enhancements

	that were needed to meet standards for English Language Learners. PCA immediately aligned its practices to ensure that these standards were being met.
School Comments 2016-2017	As per the response listed under Section b) below the entire remainder of the Organizational Framework Meets Standard. As an Education Organization, everyone strives to meet or exceed all expectations.

b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2018-2019	PCA will continue to conduct self-assessments of all internal systems to ensure compliance and best practices are being met and exceeded. Internal reviews are followed up with additional trainings and professional development on best practices.
School Comments 2017-2018	By using the annual school compliance calendar provided by the Charter School Office, PCA and its Board are able to quickly monitor the reporting requirements for the metrics and indicators measured as a part of the Organizational Performance Framework. The PCA Board receives monthly updates on the school's progress and performance from the Head of School and the principal.
School Comments 2016-2017	Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.

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

School Comments 2018-2019	PCA is meeting all standards.
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School Comments 2017-2018	<p>Measure 1d. Is the school fulfilling responsibilities for English Learners (ELs)?</p> <p>DOE Rating Information:</p> <hr/> <p>DOE compliance monitoring identified areas of non-compliance which the school corrected by the end of the monitoring period.</p> <hr/> <p>School Response To Rating:</p> <hr/> <p>PCA completed a task past the deadline for one compliance measure. PCA now follows a compliance calendar that ensures that all deadlines for reporting are met.</p> <hr/>
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School Comments 2016-2017	<p>Measure 1c. Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</p> <p>DOE Rating Information:</p> <hr/> <p>The school has been identified as out of compliance for a few errors in special education records including transition planning and is engaged in a Corrective Action Plan .</p> <hr/> <p>School Response To Rating:</p> <hr/> <p>Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.</p> <hr/>
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Performance Agreement

Organizational Performance Expectations

Providence Creek Academy 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:

Providence Creek Academy has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

School Comments 2018-2019

PCA is proud to have met the Organizational Performance Framework standards for the last three years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. The Board also received training on the performance framework updates in October of 2019. Monthly reports are being supplemented to include additional data as a part of Head of School, Dean of Academics, and Dean of Student reports.

School Comments 2017-2018

PCA is proud to have met the Organizational Performance Framework standards for the last two years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. Delaware Alliance for Non-profit Advancement provided training in June of 2018. The Board also received training on the performance framework updates in October of 2018. Monthly reports are being supplemented to include additional data as a part of Head of School and Principal reports beginning in January of 2019 to progress monitor the Organizational and Academic performance of the school.

School Comments 2016-2017

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Christine	Chaney	11/30/2017	11/30/2019	Board Member	12/18/2017
Elizabeth	Colombo-Kutch	10/1/2017	10/1/2018	Parent Representative	11/30/2015
Guy	Cooper	12/1/2016	12/1/2017	Teacher Representative	11/30/2015
Lisa	Moore	9/1/2014	9/1/2019	Treasurer	11/30/2015
Melissa	Rhoads	9/1/2014	9/1/2019	Vice President	11/30/2015
Amy	Santos	10/1/2015	10/1/2020	President	9/20/2011
Gary	Stulir	10/1/2015	10/1/2020	Member	1/18/2011

DOE Summary:

As of December 16, 2019, the school's board of directors was in compliance with State membership and board training requirements (board governance, financial).

School Comments 2018-2019	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2019.
School Comments 2017-2018	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2018.
School Comments 2016-2017	All current Board Members have attended Board Governance Training held in January 2015. All Providence Creek Academy Charter School Members and Administration will undergo new Governance Training in January 2018.

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 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Bill	Bentz	11/1/2014		Consultant	1/11/2011
Brenda	Cowell	1/1/2016		Parent	2/2/2017
Jennifer	Durham	1/1/2015		Business Manager	11/19/2014
Audrey	Erschen	2/1/2010		Educator	10/8/2017
Lisa	Moore	12/1/2014		Board	11/30/2015
Brandon	Paris	2/1/2015		Employee	10/12/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Chuck	Taylor	11/1/2014	6/30/2018	Head of School	11/19/2010
Denise	Stouffer	7/1/2018		Head of School	9/16/2018

DOE Summary:
As of December 16, 2019, the school’s Citizens Budget Oversight Committee was in compliance with State membership and financial training requirements.

School Comments 2018-2019	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training within the proper timelines.
School Comments 2017-2018	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training with the proper timelines.
School Comments 2016-2017	All members are trained as required.

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 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

3.4 Teacher Retention

2016-2017			2017-2018			2018-2019		
% 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
82.1	32	39	78	42	33	85	35	41

DOE Summary:

From SY 16/17 to SY 17/18, Providence Creek Academy's teacher retention rate decreased from 82.1% to 78%. In SY 18/19, the rate increased to 85%.

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

School Comments 2018-2019	PCA began conducting exit interviews of all staff in SY19/20. The majority of exit interviews indicate that teachers are choosing to leave the school for more money and to be closer to home. In SY18/19, the Board of Directors approved a new teacher pay scale to address payroll concerns. The Board also made enhancements to its organizational structure. Beginning in SY19/20, PCA implemented an enhanced organizational chart that provided for additional human resource supports for all staff and received approval for a teacher developed alternative evaluation system that provided additional coaching and support for educators. Informal interviews with parents and staff have demonstrated an increase in satisfaction in the overall climate and culture of the school. PCA has enhanced its systems of support by adding new on-boarding training for new staff. The school has also enhanced its systems of support for classroom instruction through partnerships with UD and DSU by allowing pre-teachers to work collaboratively with PCA classroom teachers to support instruction.
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School Comments 2017-2018	<p>PCA has a 90.6% retention rate for teachers. PCA did not retain three teachers last year and one faculty member passed away unexpectedly. For SY 17/18, the reasons for leaving included non-renewal of contract, and finding a position closer to home.</p> <p>PCA's plan to monitor staff retention includes monthly reports on staffing to the Board and regular meetings with team teachers. PCA's small size allows for open communication between teachers and school leaders. Regular teacher team leader meetings allow for concerns to be expressed openly and issues to be resolved quickly. PCA has a family atmosphere that extends to all staff. Policy changes impacting staff are reviewed with staff during grade level meetings and posted for feedback. Feedback is then shared with the Board. Teachers are encouraged to attend meetings and all school leaders have an open door policy. PCA has plans on implementing a faculty survey this year to glean greater insight into future improvements.</p>
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School Comments 2016-2017	<p>Each Spring all employees are required to complete a reemployment form stating their intention to return. There are always numerous reasons for change of staff, non-renewal of Employment Agreement, resignations, employment closer to home, moving out of state, State of Delaware staff funding mechanism for Charter Schools, and various other reasons. The work environment is monitored to ensure a safe, friendly and a team approach is used to retain the best employees by the Board of Directors and the Administrative Team.</p>
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b) School’s professional development plans support teachers and leadership.

School Comments 2018-2019	<p>PCA CIP Objectives:</p> <ol style="list-style-type: none"> 1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student. 2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations. 3. Encourage new teachers to embrace PCA’s philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor. <p>Providence Creek Academy meets monthly with first year teachers and quarterly with second, third, and fourth year teachers. These meetings are designed to foster a sense of community and support among these novice educators. Teachers video tape themselves for feedback, discuss ethical issues, and offers suggestion and encouragement to each other. Meetings are facilitated by the Dean of Academics or the Lead Mentor.</p> <p>Professional Development (PD) for the entire staff is focused heavily on three big ideas this year: Implementation of our piloted Writing and Phonics programs, Implementation of a cohesive and rigorous MTSS program, and Enhancement of the Arts Curricula. School wide PD days are differentiated to allow teachers to most effectively devote their time. Sessions are facilitated by the Dean of Academics, the Reading Specialist, and the Math Specialist.</p> <p>PD continues in the Professional Learning Communities (PLCs) that take place weekly throughout the year for all core subject teachers. Teachers meet weekly in MTSS PLCs to analyze both formative and summative data and incorporate flexible strategies and groupings into small group instructions based on dynamic data. Teachers also meet in either a Math or a Reading PLC. In those communities, Specialists facilitate teacher-driven craft improvement. Math focuses primarily on manipulatives and small group differentiation, while reading continues the work of implementing the pilot Writing and Phonics programs.</p>
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School Comments 2017-2018	<p>PCA’s professional development program begins with mentorship. At Providence Creek Academy (PCA) the Comprehensive Induction Program (CIP) Vision is to ensure that all new PCA teachers receive the necessary professional support as they develop the essential knowledge, skills, and experience that will result in rigorous and deep learning experiences for all PCA students.</p> <p>The mission of the PCA CIP is to develop and implement a local Comprehensive</p>
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	<p>Induction Program specific to our campus environment, aligned with state initiatives, and tailored to the needs of new educators.</p> <p>PCA CIP Objectives:</p> <ol style="list-style-type: none">1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.3. Encourage new teachers to embrace PCA’s philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor. <p>Professional development is presented in whole group during professional development days and is later embedded in PLC’s. PD has centered on ELA and math curricula implementation which is also included as a part of the teacher evaluation.</p>
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School Comments 2016-2017	<p>There are 9 Professional Development Days built into the calendar to support the growth of the staff. Professional Learning Communities (PLC’s) are conducted during the school day as well as after school. Each PLC is moderated by either a fellow staff member or by a Specialist to ensure the topics are discuss as well as the information is understood and welcomed. This year our Math and Reading Specialist have had Professional Development during the summer and during the school year to assist in the implementation of new curriculum throughout all grade levels. The DPASS Coordinator, Teacher Mentors, Special Education and the Student Support Services also provide leadership and support.</p>
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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	AS	AS	F	AS	M	Approaching Standard
2017-2018	M	M	M	M	F	AS	F	AS	M	Approaching Standard
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard

DOE Summary:

Providence Creek Academy earned overall ratings of “Approaching Standard” in 2017/2017 and in 2017/2018. In 2018/2019, PCA improved its overall rating to “Meets Standard”. In 2018/2019, PCA was “Approaching Standard” in measure 2b. (Debt to Asset Ratio) and “Far Below Standard” in 2a. (Total Margin) and 2c. (Cash flow).

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

School Comments 2018-2019	PCA's is proud of its progress and in meeting financial performance framework standards. We have taken great strides in meeting the needs of the school as well as learners and employees. Additional revenue sources including grants have allowed the school to pay for one-time instructional initiatives while continuing to make enhancements such as those made to our teacher pay scale. PCA will continue to strive to meet all of the standards of the Financial Performance Framework.
School Comments 2017-2018	PCA's current areas of not meeting standard are described in detail in question c. of this report. A decrease of 7.28% in revenues in both state and local funds had a negative impact on the overall PCA budget.

	PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.
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School Comments 2016-2017	Please see the response in the individual sections.
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b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2018-2019	PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability
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School Comments 2017-2018	PCA reviewed its entire budget to identify expenses which can be reduced without negative impact on our academic programs. Applications have been made for various grants to supplement one-time expenses to the budget.
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School Comments 2016-2017	Providence Creek Academy has experience a reduction in State Funding due to an overall budget shortfall. Providence Creek Academy has reduced all budget categories. As of this writing the final budget for the school is not finalized due final budget considerations that are due in January 2018.
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2018-2019

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2018-2019
1 YR: 1.43%
3 YR: -3.09%

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:

PCA's added revenue resulted in a dramatic gain in overall margin. The overall margin was impacted by one-time expenses such as the purchase of buses and cuts to Division II funding. The net result of SY18/19 was a positive result of 1.43. The chart above was provided by the school's audit firm. This data exemplifies the school's gains due to the increase in funding as well as the changes in budget to compensate for the Division II cuts that have not been restored.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2018-2019
0.99

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Providence Creek Academy's total current liabilities were \$12,438,599 and the total assets were \$939,834 which results in a debt to asset ratio of .99 as of June 30, 2019. The preferred ratio is less than 0.9. PCA is working to implement a strategic plan to achieve this rating.

Measure 2c. Cash Flow

2018-2019
1 YR: \$93344
3 YR: \$-69296

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

PCA's cash and cash equivalents increased by \$93,344 as of June 30, 2019. Despite this gain, the three-year margin had a significant impact on the overall rating. The three-year trend is a result of 2018 fiscal year, was a result of revenue reductions from local school districts of \$46,372 and state revenue reductions of \$111,809. These two revenue reductions total \$158,181. This trend was compounded by the 2017 bus expenditures. PCA hopes to achieve this rating in SY19/20 when the three-year trend of SY 2017 is no longer a part of the calculation.

**School Comments
2017-2018**

Measure 2a. Total Margin:

Net Income divided by Total Revenue



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:

This ratio is calculated by dividing the net income of \$501,650 by the total receipts of \$6,894,120 to arrive at a value of 7.28%. PCA's total revenue was \$6,894,120 for 2018 in comparison to \$7,262,864 for fiscal year 2017. This is a reduction of revenue of \$368,744 represents 73.5% of our deficit. The remainder of the deficit was the result of increased operating expenses. The only way to improve this ratio in the future is to ensure our current expenses are less than our current revenues.

PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
1

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Providence Creek Academy's total current liabilities were \$12,704,536 and the total assets were \$12,736,186 which results in a debt to asset ratio of one (1) as of June 30, 2018. The preferred ratio is less than 0.9. Bonds, loan, and note payable amount to \$11,535,764 or approximately 91% of the total liabilities which are for the land and the buildings over which we have limited control. PCA has committed to improve this ratio by increasing the value of our current cash revenue as described in measure 2.a.

Measure 2c. Cash Flow

2017-2018
1 YR: \$-162640
3 YR: \$-330527

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

PCA's cash and cash equivalents were \$2,715,452 as of June 30, 2017 and were 2,552,812 as of June of 2018 which represents a reduction of \$162,640 during the 2018 fiscal year. During 2018 fiscal year, the revenue from local school districts was \$838,606 in comparison to \$884,978 for the previous fiscal year, or a reduction of \$46,372. Revenue from the State of Delaware was \$5,238,106 for the 2018 fiscal year in comparison to \$5,349,915 for the previous fiscal year, or a reeducation of \$111,809. These two revenue reductions total \$158,181. If these two revenue reeducations had not occurred, and if there had been small inflationary increases from our two main revenue sources, the amount of our cash and cash equivalents would have been increased.

Measure 2d. Debt Service Coverage Ratio:

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

2017-2018
0.57

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

School Response To Rating:

This ratio is calculated by adding net income (\$501,650) plus depreciation (\$443,717) plus interest expenses (\$437,198) which equates to \$379,265 divided by principal payments \$222,502 and interest payments of \$437,198 which total \$659,700. This equates to a 0.57 ratio. The principle and interest amounts are based on our current mortgage on the land and buildings, so it is difficult to change these amounts. The only part of this formula which can be changed to effect the ratio is the net income amount. PCA is in the process of developing a plan so that our current expenses are less than our current revenues in order to improve this ratio for the future. PCA's plan for accomplishing this goal is outlined un our response to 2.a,

The debt service coverage ratio indicates the school's ability to cover its debt obligations in the current school year. PCA has a surplus of \$2,274,315.31 in appropriation 98000 as if June 30, 018 and this measure does not consider the amount of the school's reserves.

**School Comments
2016-2017**

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2016-2017
1 YR: -3.84%
3 YR: -0.17%

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:

Providence Creek Academy spent reserve monies to make improvements and purchase new busses. We will not have any major capital improvements in the near future. Our Total Margin will continue to improve as we move forward as indicated in the 2016-2017 Total Margin Indicator.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2016-2017
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

The Debt to Asset Ratio is due to the finance arrangement with our Municipal Bonds and USDA. As we move forward the Debt to Asset Ratio will continue to improve.

Measure 2c. Cash Flow

2016-2017

1 YR: \$-167887

3 YR: \$-489675

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

Reserve cash was used for purchasing of capital needs as well as major equipment purchase starting in 2014. The reserve cash will not be used for any asset or major equipment purchase in the near future. We should be able to increase our cash reserve unless the State Education Budget Reductions increase. This is unknown at this time.

Measure 2d. Debt Service Coverage Ratio:

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

2016-2017

0.94

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

School Response To Rating:

Due to increased spending on Building Improvements and the purchase of new busses for our transportation department, PCA used reserve cash to satisfy the purchase without using borrowed monies. These types of purchases will not occur in the near future due to the nature of the purchase and the life of the items bought.

Performance Agreement

Financial Performance Expectations

Providence Creek Academy 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:

Providence Creek Academy earned an overall rating of "Meets Standard in 2018/2019 after being rated as "Approaching Standard for the prior two years.

School Comments 2018-2019	PCA meets the overall standards of the Financial Performance Framework.
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School Comments 2017-2018	PCA strives to meet financial performance framework standards.
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School Comments 2016-2017	As per the Financial Performance Rating and Expectations, Providence Creek Academy Charter School monitors all of the income and expenses on a daily basis as well as a formal monthly basis. We are in a process to refinance our Bonds as well as refinance our loan agreement with the USDA. If approved we will be able to have a significant saving in our debt service. In addition our current spending has been reduced for non-essential items. Providence Creek Academy owns its own busses and replacement busses were paid with cash from reserve accounts.
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How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
The school's FY19 independent audit did not have any audit findings.

School Comments 2018-2019	This is not applicable to PCA.
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School Comments 2017-2018	This is not applicable to PCA.
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School Comments 2016-2017	There were no findings in the FY 2016-2017 Audit
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V. INNOVATION

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

School Comments 2018-2019	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
School Comments 2017-2018	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
School Comments 2016-2017	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.

References:

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

²Based on September 30th Unit Count

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

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

⁴ US DOE Flexibility Letter can be found at

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

⁵Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.