Executive Summary

Delaware has seen steady growth in the number of charter schools since the charter law was established in 1995. High-quality charter schools have the potential to provide exceptional educational opportunities for our children and to serve as models of innovation for the entire educational system. We believe high-performing charter schools are an essential component of our efforts to transform the educational system for our highest-need children, who are almost exclusively minority and low-income, and for whom existing educational opportunities can be difficult to access.

For almost 20 years, Delaware’s law has allowed for the existence of charter schools authorized by the state or districts. Charters play a unique and critical role in our public education system: they empower parents to engage more deeply with School Choice, offering a broader selection of options when selecting a school for their child. They hold great promise as drivers of innovation, enjoying increased flexibility in exchange for heightened accountability for results. In so doing, they exert a unique pressure on our public education system in its drive toward excellence in every school.

This year, the Delaware Department of Education implemented the Charter Performance Framework to ensure that every charter school approved by the state is serving students with a high-quality public education. The Framework provides comprehensive academic, financial and operational performance standards to make rigorous, merit-based accountability decisions. The Framework represents the department’s focus on outcomes-based accountability. This report provides the first snapshot of each charter school’s annual performance as measured by the Charter Performance Framework.

In the 2011-12 school year, fewer than half of Delaware charter schools met or exceeded the Framework’s rigorous academic performance standards. More specifically, 10 of Delaware’s 22 charter schools were high-performing –schools that receive overall ratings of meet or exceed standard on the Charter Performance Framework. This is an improvement from 2010-11, when 7 out of 19 charter schools were deemed high-performing. Performance is trending in the right direction, but accelerated improvement is needed.

This annual report focuses on the following key areas:

- Status of current DOE charter schools, renewal and new applications and new schools
- Overview of innovations among Delaware’s charter schools
- Significant legislative and regulatory changes during the year
- Policy recommendations to strengthen Delaware’s charter school environment
<table>
<thead>
<tr>
<th>CHARTER SCHOOL</th>
<th>ADDRESS</th>
<th>GRADES (SY 2011-12)</th>
<th>ENROLLMENT</th>
<th>YEAR OPENED</th>
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<tr>
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<td>104 Saulsbury Road, Dover</td>
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<td>751</td>
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<td></td>
<td>1 Fallon Avenue, Wilmington (5-8)</td>
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<td>Gateway Lab School</td>
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<td>519 North Market Street, Wilmington</td>
<td>K-5</td>
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<tr>
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<td>Reach Academy For Girls</td>
<td>3210 Philadelphia Pike, Claymont</td>
<td>K-2, 5-7</td>
<td>266</td>
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<td>Sussex Academy</td>
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<td>6-8</td>
<td>335</td>
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<tr>
<td>Thomas A. Edison</td>
<td>2200 N. Locust Street, Wilmington</td>
<td>K-8</td>
<td>729</td>
<td>2000</td>
</tr>
</tbody>
</table>

*Schools authorized by Red Clay Consolidated School District
Charter School Update

STUDENT INFORMATION

- **22** Schools
- **10,332** Total students
- **39** Percent Low-Income
- **7** Percent Special Education
- **2** Percent English Language Learners
- **7** Percent Hispanic or Latino
- **>1** Percent American Indian
- **40** Percent African American
- **45** Percent White
- **6** Percent Asian American
- **>1** Percent Hawaiian
- **2** Percent Multi-Racial

CHARTER SCHOOL STUDENT ENROLLMENT

(1996 - 2012)

Charter School Innovations

Delaware’s charter law seeks to encourage proven and innovative approaches to student learning throughout our charter system. Delaware’s charter schools have considerably more flexibility than traditional public schools in terms of their academic program, organizational structure and how they deploy their financial resources. While this flexibility brings with it a heightened level of accountability for results, charter schools are uniquely positioned to serve as the trailblazers and laboratories for “what works” in the classroom as we navigate fundamental shifts in the education landscape in years ahead.

The current environment for innovation in Delaware’s charter schools is promising. A number of schools are pushing the envelope with new approaches that provide personalized, student-centered instruction tailored to individual learning styles. Notable examples in this regard include MOT Charter School, Las Americas Aspira Academy and Positive Outcomes Charter School. Other schools have adopted rigorous alternative approaches to traditional curricula – for example, Kuumba’s Singapore Mathematics program, has reduced achievement gaps significantly. Another example comes from Odyssey Charter School, which combines modern Greek language and a focus on mathematics to offer a unique curriculum that explores the roots of vocabulary, mathematical concepts and scientific theories.

Below is a brief overview of the number of Delaware charter schools in each county and the grade configurations. We have also specifically identified those schools that demonstrated strong performance on the Charter Performance Framework and feature innovative school missions, models and approaches to student learning.
New Castle County

- Seventeen charter schools are located in New Castle County: four elementary schools, seven K-8 grade schools, one middle school, one 6-12 school and five high schools.
  - Delaware Military Academy: Focuses on military training. The model is designed to help students cultivate character, individual excellence and responsible leadership.
  - Kuumba Academy: Focuses on individualized learning and social growth with academics, the arts, technology, foreign language and the study of world culture. Implemented Singapore Mathematics curriculum, which has a strong emphasis on problem-solving and model drawing.
  - MOT Charter School: Implemented S.T.E.M. (Science, Technology, Engineering and Mathematics) program. Students in grades K-1 learn engineering basics and every seventh and eighth grade student also takes business education and gateway to technology career courses.
  - Newark Charter School: Utilizes the Core Knowledge curriculum in grades K-8. The interdisciplinary nature of the curriculum helps children see the interrelationships between subjects taught in school. High school students have the choice of two academic pathways: the S.T.E.M. Academy and the Global Studies/Leadership Academy.
  - Odyssey Charter School: A rigorous standards-based curriculum and instruction in the Greek language is delivered in a challenging, yet nurturing, learning environment. A Greek language class and a second unit of math are taught each day by credentialed instructors from Greece.
  - Thomas Edison Charter School: Offers Pre-Advanced Placement mathematics and English in grades 6-8. Spanish, music, art and physical education are provided in all grades. Its nationally recognized chess program and Leader In Me program (Franklin Covey’s 7-Habits Leadership training) provide unique enrichment opportunities for students.

Kent County

- Four charter schools are located in Kent County: one elementary, one K-8 grade school, one 1-12 grade school and one 7-12 grade school.
  - Academy of Dover. Implemented a comprehensive, integrated K-5 art program across all content areas.

Sussex County

- One middle school, Sussex Academy, is located in Sussex County. The school is based on the principles of the Expeditionary Learning curriculum model, which enables the students to attain the state’s high academic standards as well as to develop personal responsibility, self-monitoring and reflection skills, and positive citizenship values.

In closing, while there are pockets of excellence that are worth celebrating, we have yet to see innovations leading to dramatically improved outcomes for students across a broad portion of Delaware’s charter school portfolio. We can do more to incentivize excellence and innovation on a broader scale.
2011-12 Charter Renewals & New Applications

Renewal Applications

In September 2011, the Charter School Office received charter renewal applications from Academy of Dover and Prestige Academy. Site visits were conducted for each school. The state convened a Charter School Accountability Committee\(^1\) to meet with both schools and to recommend approval or denial. The committee recommended to the Secretary of Education that both schools be approved with conditions for additional five-year terms. The public weighed in at a January public hearing. The Secretary of Education and State Board of Education approved both schools at the January 2012 State Board of Education meeting.

New Charter Applications

In January 2012, the Department of Education received five applications. Charter School Office staff reviewed the academic, operational and financial aspects of each application and interviewed members of each school’s founding group. At the May State Board of Education meeting, decisions were made on the applications for Academia Antonia Alonso and Early College High School at Delaware State University; First State Montessori Academy was discussed at the board’s June meeting. All three applications were approved.

Approved:

- **Academia Antonia Alonso:** To address the needs of this student population and provide all students with community and global awareness and 21st century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning Model.
- **Early College High School at Delaware State University:** To replicate the nationally recognized early college high school model and serve primarily first generation college attendees.
- **First State Montessori Academy:** To nurture successful, contributing, life-long learners in a Montessori public educational program for students in kindergarten through sixth grade.

Not Approved:

- **The Delaware MET:** Replicating the Big Picture Learning Model, Delaware MET did not meet the department’s approval criteria and was denied.

An additional application, the First State Military Academy, was withdrawn by the applicant group.

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\(^1\) The Charter School Accountability Committee was established by the department to review and report to the department as provided in Sections 511 (charter approvals) and 515 (charter oversight and revocation processes) of the Charter School Law.
2011-12 School Openings

FOUR NEW CHARTER SCHOOLS OPENED IN AUGUST 2011

Delaware Academy of Public Safety and Security
179 Stanton Christiana Road, Newark, DE

Established to provide an optimal setting for all students in a college preparatory academic program, DAPSS offers a career academy model focusing on the public safety and security industry. The school's authorized enrollment for the first year was 200 students in grade 9 with approval to grow to 800 students in grades 9-12 by the fourth year of operation.

Gateway Lab School
2501 Centerville Road, Wilmington, DE

Established to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, Gateway Lab utilizes research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests.

Odyssey Charter School
3821 Lancaster Avenue, Bldg. 40, Wilmington, DE (grades K-2)
201 Bayard Avenue, Wilmington, DE (grades 3-5)

Initially established in 2006 with its original charter authorized by the Red Clay Consolidated School District to serve grades K-5. The department authorized the school to serve grades K-12. A rigorous standards-based curriculum and instruction in the Greek language is delivered in a challenging, yet nurturing, learning environment. A Greek language class and a second unit of math are taught each day by credentialed instructors from Greece.

Las Americas Aspira Academy
326 Ruthar Drive, Newark, DE

Established to provide students with a world class education that gives students a dual-language (students are taught literacy and content in English and Spanish), project-based learning curriculum. The school's approved enrollment for the first year is 360 students in grades K-1 and grade 5 and will expand to 960 students in grades K-8 by the fourth year of operation.
Changes During the Year

House Bill 205

On August 19, 2011 Governor Markell signed into law House Bill 205 to increase accountability and improve oversight of charter schools. The following outlines the major provisions:

Improved charter school governance:

- **Criminal background and child abuse registry checks for charter school board members and founders.** To help ensure those governing our charter schools have the appropriate background and qualifications, the legislation requires criminal background and child abuse registry checks for charter school board members. The law prohibits individuals who have felony convictions, convictions for a crime against a child or who would be barred from working in a public school due to placement on the Child Abuse Registry, from serving on a charter board, while providing discretion to the authorizer to consider other criminal history in making an authorizing decision.

- **Financial disclosure requirements for board members.** Requires charter school board members to disclose any financial interest they may have in the charter school. The disclosure provides the opportunity for parents and other interested individuals to learn and inquire about any financial arrangements that may benefit a school board member.

Enhanced oversight and more disclosure on an on-going basis:

- **Requires an annual, external audit of charter school finances.** This is in addition to regulatory and practice changes that will make the current reporting that occurs throughout the year more meaningful and provides for it to be shared with and reviewed by both the Department of Education (DOE) and Department of Finance (DOF).

- **Sets a schedule for the first year of a new charter school’s operation during which they will get 50 percent of their revenue from the state on July 1, 25 percent November 1 and 25 percent in February – with a mandatory DOE check on the school’s finances before the second and third installments.**

- **Moves into statute the current regulatory requirement for regular posting of required financial reports on schools’ websites and adds requirement for also posting the annual audit as well as the charter school’s IRS Form 990, if filed.**

Expanded authority for the state to take action once problems are identified:

- **Charter schools added to the Finance Recovery Team portion of the Delaware Code.** This authority previously applied only to school districts. The law authorizes the director of the Office of Management and Budget to appoint a team to assess the financial status of a charter school that is on formal review, to provide information to parents and
teachers regarding status and to make certain decisions regarding payments by the charter school.

- **Allows a high-quality charter school operator to receive a charter to operate in a shorter timeframe at a site where another charter school is in danger of or has been slated for closure.** A charter operator that has proven to be successful in serving its students would be able to begin operating in less than the 18 months currently required, to avoid full closure of another currently operating charter school. This change does not impact or dilute the substantive review that must be completed following submission of the charter application – it simply reduces the amount of time that is mandated between application submission and actual opening of the school. Moreover, the law clarifies that if one governing board holds more than one charter, each charter is considered separately for purposes of school performance and accountability, and provides added flexibility to board composition requirements, so that such governing boards continue to have teacher and parent representation but are not required to have such representation from every school for which a charter is held.

- **Moves up the deadline by which charter renewal decisions must be made so that, if a charter is not going to be renewed, that decision is made prior to the school choice deadline.**

**Other provisions:**

- **Clarifies that a request to increase by more than 15 percent the number of students served by a charter school is a major modification.** Such major modifications can be approved for implementation in seven to eight months, however the legislation requires that an analysis of the impact of the major modification be performed. This requires the authorizer to consider the impact that expanding enrollment of a charter school in the shortened timeframe will have on the districts and schools from which the students will be drawn.

- **Provides that a request by a charter school to change its authorizer (from the state to a school district or vice versa) can be done via major modification, provided that the current authorizer agrees to the change.**

**Changes to Charter Regulation 275**

A number of revisions to Regulation 275 were approved in July, 2012, establishing a regulatory framework that paved the way for the subsequent adoption of the Charter Performance Framework in September 2012. The following are the key items established by revisions to Regulation 275:

- **Performance Agreement:** a document that describes the academic performance expectations, identifies economic viability requirements, defines organizational responsibilities, and clarifies the accountability standards for a charter school.
• **Performance Framework:** a rubric-based tool established by the department with the assent of the State Board of Education that identifies the standards and measures used by the department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability expectations for the charter school. The completed framework will be provided to the Charter School Accountability Committee, Secretary of Education and State Board of Education to inform their decision-making for renewals, modifications and formal reviews.

• **Performance Review:** the process by which a charter school’s compliance with its Performance Agreement is evaluated annually to inform renewal, major modification and formal review decisions. The Performance Review uses the Performance Framework to assess whether a charter school is in compliance with its Performance Agreement and charter.

• **Renewal:** defines the process by which an existing charter school that has been in operation for four years is authorized to continue operating for an additional five years. The revisions to Regulation 275 required that all renewal decisions be based on the criteria set forth in 14 Del. C. 512 as well as a charter school’s compliance with its Performance Agreement as evaluated by the Performance Framework.
The Charter Performance Framework

The department implemented the Charter Performance Framework to ensure every charter school approved by the state is serving students with a high-quality public education. The Framework provides comprehensive academic, financial and operational performance information to make rigorous, merit-based accountability decisions. The Framework represents the department’s shift in focus from inputs to outcomes-based accountability. This report provides the first snapshot of each charter school’s annual performance as measured by the Charter Performance Framework.

The Performance Framework is a rubric-based tool that sets the academic, fiscal and organizational standards by which these charter schools will be evaluated. The Framework uses multiple measures to assess compliance with each charter school’s performance agreement. Additionally, the Framework is run on an annual basis and the Department of Education includes its performance analysis as part of its annual report on the progress of Delaware charter schools. The department uses this performance information as the basis for critical decisions, such as charter renewals, major modifications, targeted assistance and formal review including recommendations for probation or revocation. Further, it allows stakeholders, including Delaware families, to make informed decisions about charter school performance and quality.

- **Academic Performance**: This includes measures that allow the Department of Education to evaluate each charter school’s academic performance or outcomes. Specifically, this tool answers the evaluative question: *Is the academic program a success?* For each measure, a school receives one of four ratings: *exceeds standard, meets standard, does not meet standard* or *falls far below standard*. Each measure is weighted to provide an overall cumulative rating for the school on academic performance.

- **Financial Performance**: The department is responsible for reviewing the fiscal management and viability of the state’s 22 charter schools. Each charter school must submit an annual financial audit by October 1 each year. The numeric results of the audits are used to create the annual Financial Performance Review reports to evaluate the financial health of each charter school. For each measure, a school receives one of three ratings: *meets standard, does not meet standard* or *falls far below standard*. Measures are equally weighted to provide an overall cumulative rating for the school on financial performance.

- **Organizational Performance**: This section is designed to assess the already existing compliance-related expectations each charter school is required to meet through state and federal law. For each measure, a school receives one of two ratings: *meets standard or does not meet standard*. Measures are equally weighted to provide an overall cumulative rating for the school on organizational performance.

We present the following roundup of the performance of these three critical areas for all of the state-chartered schools. For each area, data is displayed and key highlights are provided. The
2011-12 ratings for each charter school follow. A complete discussion of the Charter Performance Framework is available via the following link:


Academic Framework Performance

**ACADEMIC OVERALL RATINGS**

All Delaware Charter Schools

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<thead>
<tr>
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<th>2010-2011</th>
<th>2011-2012</th>
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<tr>
<td>Exceeds Standard</td>
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<tr>
<td>Meets Standard</td>
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<tr>
<td>Does Not Meet Standard</td>
<td>(6)</td>
<td>(6)</td>
</tr>
<tr>
<td>Falls Far Below Standard</td>
<td>(5)</td>
<td>(7)</td>
</tr>
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</table>

- In the 2011-12 School Year, fewer than half of Delaware charter schools met or exceeded the Performance Framework’s rigorous academic performance standards.

- While there has been general improvement from 2010-11 to 2011-12 in terms of growth, 15 of the 22 charter schools had fewer than 60 percent of their students meeting their growth targets in 2011-12 as measured by the Performance Framework. Note: 60 percent is the threshold for “meets standard” in measure 1a, which evaluates the percentage of students meeting their growth targets.

- With regard to growth to proficiency², six charter schools showed improvement in ratings for both mathematics and English language arts (ELA), two showed improvement in ELA only and four showed improvement in math only. The other charter schools either maintained the same ratings from 2011 to 2012 or regressed in either math or ELA. No charter schools regressed in both math and ELA from 2011 to 2012.

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² Growth-to-proficiency evaluates the percentage of students making positive growth in the current year that is sufficient to maintain proficiency within the next three years or by the end of 10th grade, whichever is sooner. It is essential to determine whether students are on track to reach or maintain proficiency in a reasonable period of time.
• Eight charter schools met or exceeded the state average with regard to proficiency in 2012. This used to be the only way the state measured academic performance. However, with the adoption of the Performance Framework and the use of multiple measures to assess academic performance, 10 charter schools earned an overall rating of “meets” or “exceeds” standard in 2012 (45 percent), which takes into consideration growth, proficiency, college and career readiness \(^3\) (for high schools only) and optional mission-specific goals.

Financial Framework Performance

The department identified nine public charter schools that did not meet the standard or fell far below the standard and conducted comprehensive analyses of each school to determine whether or not the schools were in immediate danger of financial distress. In most cases, the discussions with the schools clarified the issues identified in the report and no further follow-up was necessary. The department continues to monitor the financial health of all charter schools by conducting monthly reviews of the schools’ revenue and expenditure data.

The following outlines the key trends from 2010-11 to 2011-12:

- The percentage of schools that received an overall rating of falls far below decreased from 26 percent in 2010-11 to 9 percent in 2011-12. The results indicate that the financial viability of charter schools overall has improved over the past year.
- During the 2010-2011 school year, five schools received an overall rating of falls far below, with Current Ratio (measure 1a), Enrollment Variance (measure 1c), and Debt to Asset Ratio (measure 2b) as the individual measures that drove these determinations.

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\(^3\) College Readiness is defined as the number of students who score a combined SAT score of 1550.
• The 2011 – 2012 school year saw a number of these schools improve in these measures, taking significant steps to improve their Current Ratio and Debt to Asset Ratio. As a result, the number of schools with overall falls far below ratings fell from five to two. The number of schools receiving a falls far below rating in the area of Enrollment Variance remained unchanged versus the prior year, however.

• Nine schools maintained overall ratings of meets standard from 2010-11 to 2011-12.

Prior to the 2010-11 school year, independent annual audits of charter schools were not required by statute. Therefore, the department was unable to examine year-to-year audited financial performance and conduct trend analysis for the years prior to 2010 - 2011.

Organizational Performance Framework

The 2011 – 2012 School Year is the first year of implementation of the Organizational Framework and provided a baseline year for future years. The measures where the largest number of schools received a rating of does not meet standard were Governance Requirements and Attendance Goals.

• The majority of governance concerns related to non-compliance with provisions of the open meetings law; specifically, repeated failures to post board meeting agendas, meeting notices and minutes.

• The five schools that failed to meet standard in the area of attendance goals were all within 1-2 percent of the 95 percent goal.

The table on the next page lists each measure on the Organizational Performance Framework and the total number of schools that received a rating of does not meet standard, indicating that schools were out of compliance in those areas:
<table>
<thead>
<tr>
<th>MEASURES</th>
<th># of schools</th>
<th>MEASURES</th>
<th># of schools</th>
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</thead>
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<td>4a. RIGHTS OF STUDENTS</td>
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<tr>
<td>1b. STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS</td>
<td>2</td>
<td>4b. ATTENDANCE GOALS&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>4c. CREDENTIALING&lt;sup&gt;7&lt;/sup&gt;</td>
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<td>4d. EMPLOYMENT RIGHTS&lt;sup&gt;9&lt;/sup&gt;</td>
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<td>3c. REPORTING REQUIREMENTS</td>
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<td>5b. HEALTH &amp; SAFETY</td>
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<td></td>
<td>6. ADDITIONAL OBLIGATIONS&lt;sup&gt;10&lt;/sup&gt;</td>
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</tr>
</tbody>
</table>

<sup>4</sup> Measures whether the school is implementing the school’s education program as defined in the current charter.

<sup>5</sup> Schools had to meet or exceed a 95% rate.

<sup>6</sup> Measures a school’s compliance with financial reporting requirements.

<sup>7</sup> Data was not available for 2011-12

<sup>8</sup> Measures a school’s compliance with financial reporting requirements.

<sup>9</sup> Measures a school’s compliance with financial reporting requirements.

<sup>10</sup> Measures compliance with applicable laws, rules, regulations and provisions related to employment.

<sup>10</sup> Includes any additional conditions and/or requirements of the approving authority.
### 2011-12 Charter Performance Framework Overall Ratings

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Academy of Dover</td>
<td>Meets</td>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Campus Community School</td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>Charter School of Wilmington</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Delaware Academy of Public Safety &amp; Security</td>
<td>Does Not Meet</td>
<td>Falls Far Below</td>
<td>Meets</td>
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<tr>
<td>Delaware College Preparatory Academy</td>
<td>Falls Far Below</td>
<td>Does Not Meet</td>
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<tr>
<td>Delaware Military Academy</td>
<td>Meets</td>
<td>Does Not Meet</td>
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<tr>
<td>East Side Charter School</td>
<td>Does Not Meet</td>
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<tr>
<td>Family Foundations Academy</td>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
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<tr>
<td>Gateway Lab School</td>
<td>Falls Far Below</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Kuumba Academy</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Las Americas Aspira Academy</td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>MOT Charter School</td>
<td>Meets</td>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>New Maurice J. Moyer Academy</td>
<td>Falls Far Below</td>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Newark Charter School</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Odyssey Charter School</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Pencader Business &amp; Finance High School</td>
<td>Does Not Meet</td>
<td>Falls Far Below</td>
<td>Does Not Meet</td>
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<tr>
<td>Positive Outcomes Charter School</td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Prestige Academy Charter School</td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Providence Creek Academy Charter School</td>
<td>Meets</td>
<td>Meets</td>
<td>Meets</td>
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<tr>
<td>Reach Academy For Girls</td>
<td>Falls Far Below</td>
<td>Does Not Meet</td>
<td>Meets</td>
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<tr>
<td>Sussex Academy of Arts &amp; Sciences</td>
<td>Exceeds</td>
<td>Meets</td>
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</tr>
<tr>
<td>Thomas A. Edison Charter School</td>
<td>Meets</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

The overall ratings represent an annual snapshot of each charter school’s performance against the Charter Performance Framework for the period reflecting the 2011-12 school year. An overall rating of does not meet or falls far below does not necessarily reflect a school’s current or likely rating for the 2012-2013 school year.

The department reports performance to schools annually so that schools have an opportunity to implement corrective actions to improve performance in subsequent years. Through their Performance Agreements, charter schools commit to achieving an overall rating of meets or exceeds standard on each component of the Charter Performance Framework by the end of the five-year operating period to ensure a successful renewal of their charters.
### Expenditures Per Pupil

The figures below are from the Delaware Department of Education’s Report on Education Statistics for 2011-12. For further details, see the link below.

Please note that the district and charter expenditures shown do not reflect capital expenditures.

[http://www.doe.k12.de.us/reports_data/edstats/default.shtml](http://www.doe.k12.de.us/reports_data/edstats/default.shtml)

<table>
<thead>
<tr>
<th>Expenditures per Student</th>
<th>District average</th>
<th>$13,155</th>
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</thead>
<tbody>
<tr>
<td>Charter Average</td>
<td>$10,544</td>
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</tr>
</tbody>
</table>

- Positive Outcomes Charter: $30,233
- Gateway Lab School: $14,182
- East Side Charter School: $13,739
- New Maurice J. Moyer Academy: $12,727
- Thomas A. Edison: $12,712
- Delaware Academy of Public Safety & Security: $12,275
- Kuumba Academy: $11,750
- Academy of Dover: $11,669
- Delaware College Preparatory Academy: $11,097
- Campus Community School: $10,739
- Charter School of Wilmington: $10,489
- Pencader Business & Finance HS: $10,244
- Odyssey Charter School: $10,104
- Prestige Academy: $10,069
- Sussex Academy: $9,756
- Newark Charter School: $9,447
- Delaware Military Academy: $9,294
- Reach Academy For Girls: $9,264
- Las Americas Aspira Academy: $9,206
- Providence Creek Academy: $9,147
- MOT Charter School: $8,665
- Family Foundations Academy: $8,554
Policy Recommendations

The following identifies policies that we are currently planning or considering.

Continue to Promote High-Quality Charter Schools: The department’s aspiration is that at least 90 percent of charter schools meet the definition of “high quality” — schools that meet or exceed the rigorous academic performance standards of the Charter Performance Framework. The department should continue to identify and employ policies and practices through statute and regulation that support and promote high quality among schools that are currently authorized, as well as those seeking to open.

Specifically, the department should pursue and implement policies and practices that:

- Raise the bar for starting charter schools with a pre-screening process, applicant interviews and additional opportunities to use public input regarding the impact of new and expanded charter schools.
- Increase charter flexibility and support, with 10-year terms for high-performing charters, clear allowance for conduit financing, equalized minor capital funding and creation of a charter school performance fund for high-performing charters (particularly those looking to expand the number of high-need students they serve).
- Set and enforce consistent expectations for charter schools, with authorizer-charter agreements, required board member training, clear closure protocols, and a renewal process aligned to the Charter Performance Framework.

Address Failing Charter Schools: The Charter Performance Framework sets a clear and consistent bar for performance and quality. The department can hold charter schools accountable for their performance and, when needed, efficiently close failing schools. The department must clearly and transparently define the process by which it will intervene as a matter of policy.

Ensure the Charter System as an Accessible Choice Option: Choice options for high-need families should be accessible and high quality. The department should establish clear priorities for new charter schools and allow for the expansion of existing charter schools to address the highest need communities. The state should seek to attract high-performing charter operators to Delaware by continuing to develop an operating and regulatory environment conducive to high-performing charters.

Promote the Attraction and Retaining of Talent: Great teachers and leaders are the most impactful in-school factor leading to students’ success. To increase the percentage of high-quality charter schools, the state must continue to implement strategies to draw more of the most talented individuals to positions in charter classrooms and school-level leadership as well as on charter boards. More than two-thirds of charter school leaders say they expect to leave
their schools within five years, and only half of their schools have succession plans in place\textsuperscript{11}. Teacher recruitment and retention are challenges for many charter and traditional schools.

**Encourage Innovation:** An ongoing commitment to innovation is essential in an increasingly global economy. The state should make a deeper investment in innovative school models that go beyond the traditional school model — a teacher in front of the classroom with students at desks — and facilitate partnerships between schools to ensure best practices are shared and scaled across the state. The Department of Education should consider introducing innovation grants to incentivize the implementation of student-focused learning strategies such as blended and virtual learning models that have a track record for driving student gains.

**Ensure Adequate Authorizer Funding:** The size, resources and structure of the Charter School Office has remained virtually unchanged despite a doubling of the number of charter schools in recent years. Additional resources are necessary to ensure the Charter Office can fulfill its authorizer obligations with quality as well as establish comprehensive and systemic charter school monitoring and data collection processes that align to the Charter Performance Framework.

Charter School Office Staff

John H. Carwell, Jr., acting director
Manages the day-to-day administrative operations of the Charter School Office. Prepares Charter School Accountability Committee reports for new, renewal and modification applications as well as formal reviews. Oversees the performance-based accountability system for charter schools. Serves as the primary contact with charter schools and the public on charter school issues. Mr. Carwell joined the Delaware Department of Education in 2010.

Patricia Bigelow, Ph.D., education associate
Manages the review process for all new charter schools. Prepares Charter School Accountability Committee reports for new, renewal and modification applications. Manages review process, data collection and reporting for the Organizational Performance Framework. Dr. Bigelow joined the Delaware Department of Education in 1991.

Chantel Janiszewski, education associate
Leads the academic oversight and accountability of charter schools, including management of the Academic Performance Framework. Oversees and facilitates the charter renewal process, serves as the liaison between charter schools and the Teaching and Learning Branch at the Delaware Department of Education, and participates in educational policy work to improve the charter school landscape in Delaware. Ms. Janiszewski joined the Delaware Department of Education in 2012.

Brook Hughes, education associate
Manages finance and accounting issues related to charter schools. Responsible for calculating charter schools’ state funding, preparation of annual Financial Performance Review reports, technical assistance and monitoring the financial health of the charter schools throughout the fiscal year. Ms. Hughes joined the Delaware Department of Education in 2012.

Sheila L. Kay-Lawrence, administrative secretary
Responsible for the everyday functions of the office. Manages the executive director’s schedule and projects related to office operations. Provides administrative support to staff members and schedules site visits and performance reviews. Maintains and develops the timeline/schedule for all Charter School Accountability Committee (CSAC) meetings. Manages the Charter School annual budget and updates the Charter School webpage. Ms. Kay-Lawrence joined the Delaware Department of Education in 2002.

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http://www.doe.k12.de.us/infosuites/schools/charterschools/default.shtml