



1. Overview

1.1. Basic Information

Please review the following questions below for accuracy. Please fill in "Current Enrollment" at the time of application submission.

Q1.Name of School

- Academy of Dover
- Other [Please Add Correct Info in the Comment]

Q2.Year School Opened

- 2003
- Other [Please Add Correct Info in the Comment]

Q3.Current Enrollment

- Please fill in "Current Enrollment" at the time of application submission.

Our current enrollment is 375 students.

Applicant Comments :

Our current approved enrollment is 370 students and we have 375 currently enrolled.

Q4.Approved Enrollment

- 412
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

Our current approved enrollment is 370 students. When 8th grade is added this coming year, our approved enrollment will increase to 410 students.

Q5.School Address

- 104 Saulsbury Road, Dover, DE 19904
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Capital School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address

- <http://www.aodcharter.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Michele Marinucci
- Other [Please Add Correct Info in the Comment]



Q9.School Leader Email

- Michele.Marinucci@aod.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 674-0684
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Kimeu Boynton
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- kwboynton@gmail.com
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: At the Academy of Dover Charter School each child is a valued and unique individual. The educational process is student-centered and achieved by partnerships involving students, parents, and staff where each child embraces the love, joy, and value of education.

Our Beliefs-

- Each child can develop the confidence, skills, and interests to become lifelong learners.
- Education is student-centered and provides each child with the opportunity to maximize his/her potential by being provided with quality instruction.
- We provide a school that is positive, safe, purposeful, and productive.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

1.2. Enrollment and Demographics

Q14. Please review the Enrollment & Demographic Information table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment and Demographic Info Ta...

Applicant Evidence :

EnrollmentandDemographics.xlsx

Click here

Uploaded on 9/27/2021 by Michele Marinucci

Q15.



School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The school was not required to provide a response to this information.
School Comments 2017-2018	The school was not required to provide a response to this information.

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

We utilize the state's School Choice application process and promote the choice application process via social media and as a part of the greater Delaware Charter School Network school choice promotional materials. We also ensure our currently enrolled families know about the enrollment process and we ask them to help spread the word throughout the community.

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.

Q16.

Date	Modification Requested	Outcome
4/15/21	Enrollment increase of greater than 15% Grade configuration (added grades 7 and 8)	Approved
2/27/20	Increase the grade configuration from K-5 to K-6 and increase enrollment to 330 students.	Approved

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


We are proud to have the opportunity to expand our school to provide additional opportunities to work with our community as a whole. We have have had a great response from, not only parents and families, but also the entire community to our expansion.

1.4. Enrollment Trends

Q17. [Please review the School Enrollment Trends table \(see Resources\), complete the last column \("Current Waitlist for 2021-22"\), and upload the revised document.](#)


Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources



School Enrollment Trends.xlsx

Applicant Evidence :



School Enrollment Trends.xlsx

Uploaded on **9/27/2021** by **Michele Marinucci**

[Click here to view table](#)

Q18.



DOE Summary:

Academy of Dover's enrollment has trended below its approved enrollment for the first three years of its current charter term, at 94%, 91%, and 89%, respectively. However, in school year 20/21, its enrollment improved to 101% of its approved enrollment.

School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools. The Academy of Dover monitors attendance daily through eSchool. Policies are in place to address excessive tardiness and absences. The Academy receives immediate notification of withdrawals and requests the reason for the withdrawal as well as a conference with the parents/guardians. Through this process initiated in fall 2019, we have been able to retain some students who were going to withdraw. Students who have withdrawn have done so due to family relocation, sibling's graduation.
School Comments 2017-2018	The school was not required to provide a response to this information.

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

Since the new Head of School began in August of 2019, a concerted effort has been in place to increase enrollment within the Academy. These efforts have resulted in an increase of enrollment to 102% of approved enrollment during the 21/22 school year with a waiting list for most grades served.

The Academy is proud of the significant turnaround that has occurred over the past three school years. We have gained a significant amount of community, parental, and student support. Our Academy has grown and now has a waiting list.

1.5. Reenrollment Trends

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

School Reenrollment Trends								
	2017-2018		2018-2019		2019-2020		2020-2021	
	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled
	Count	%	Count	%	Count	%	Count	%
K	1		1		1		1	
Grade 1	22	56.41%	48	77.42%	37	78.72%	39	86.67
Grade 2	37	78.72%	26	78.79%	49	81.67%	43	91.49
Grade 3	34	72.34%	33	67.35%	26	76.47%	52	92.86



Grade 4	22	56.41%	38	84.44%	36	81.82%	19	63.33
Grade 5	36	85.71%	27	79.41%	35	79.55%	40	93.02
Grade 6							33	73.33
Grade 7								
Grade 8								
Total Total/Avg	152	71.03%	173	77.58%	184	80.35%	227	85.34%

DOE Summary:
Academy of Dover's reenrollment rate has increased steadily over the course of its current charter term from 71.03% to 84.34%.

Q19.

School Comments 2019-2020	The Academy of Dover monitors attendance daily through eSchool. Policies are in place to address excessive tardiness and absences. The Academy receives immediate notification of withdrawals. Requests are made to conference with parents and guardians to understand the reason for withdrawal. Typical reason for withdraw is family relocation. The Academy had a very high retention rate of returning students. Families have indicated their satisfaction of adding the 6th grade and would like to see the Academy add 7th and 8th grades as well.
School Comments 2018-2019	The Academy of Dover monitors attendance daily through eSchool. Policies are in place to address excessive tardiness and absences. The Academy receives immediate notification of withdrawals and requests the reason for the withdrawal as well as a conference with the parents/guardians. Through this process initiated in fall 2019, we have been able to retain some students who were going to withdraw. Students who have withdrawn have done so due to family relocation, sibling's graduation. rom the 5th grade, or transportation issues. Many families have indicated that they are seeking to continue their children's education within the charter school setting after the 5th grade, causing them to enroll their children in other charter schools that offer higher grades. We have ongoing recruitment efforts and have been engaging social media as well as direct word of mouth campaigns to continue spreading the word to all interested in hearing about our Amazing Academy.
School Comments 2017-2018	Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences. AOD receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. AOD students typically leave due to family re-location, siblings graduating the 5th grade, or transportation issues. Our retention rates are higher among the 4th graders entering 5th grade. Feedback from families indicates that they are looking for alternative placements outside of their home district. Another reason for families leaving is that they get accepted into other charter schools in the area that go from KN to 8th grade. This ensures that the students can remain at one school for a longer period of time. AOD has discussed possibilities of expanding to middle school, however our building is maximized, as far as space. Recruitment committees work within the community to recruit more students for the following school year. With the help of the committee, more students were enrolled for the 2017-18 school year.

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



With the additional grades being added, the Academy is seeing more students remain with the Academy each year. We also strongly involve our students in their education. We ask them about things they would like to see added to our academics and electives. By involving our students, we have decided to add sports and also additional related arts classes, such as World Cultures, Music, a Print Shop/Graphic Design class, Theater Arts, and a language learning opportunity.

Whenever a student leaves, the administration attempts to have an exit conversation to identify the reason. In addition, we regularly have conversations with students and families to identify areas of concern and potential for growth. This has resulted in the request to expand to k-8 and to add sports, and other related arts offerings.

The primary reason students leave is to move to a further location out of state or not near the Academy.



2. Academic Performance

Delaware School Success Framework (DSSF)

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://education.delaware.gov/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1. Delaware School Success Framework

Q20.Overall Academic Ratings Elementary (grades K-5)/Middle School (grades 6-8)

	2017-2018			2018-2019			2019-2020	2020-2021
Indicator	Points	Points Earned	Percent Points	Points	Points Earned	Percent Points	Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.	Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at here (https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=85&school=584&id=212).
Academic Achievement	150.00	68.00	45% Approaching Expectations	150.00	51.00	34% Approaching Expectations		
Academic Progress	200.00	120.00	60% Approaching Expectations	200.00	112.00	56% Meets Expectations		
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations	50.00	45.00	90% Exceeds Expectations		



Progress Toward English Language Proficiency	50.00	38.00	76% Meets Expectations	50.00	33.00	66% Approaching Expectations
Overall	450.00	273.00	61% Approaching Expectations	450.00	241.00	54% Approaching Expectations

DOE Summary:

Starting 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. AOD earned an "Approaching Expectations" rating in both SY 17/18 and SY 18/19, but academic performance regressed slightly from 61% to 54%.

Based on the table above discuss the school's:

- overall academic achievement results,
- major challenges,
- and accomplishments



<p>School Comments 2019-2020</p>	<p><i>Since all assessment and accountability requirements for SY 19/20 were waived due to the COVID-19 pandemic, schools were asked to describe their performance against their remote learning plans (see below).</i></p> <ul style="list-style-type: none"> • Content Mastery- The Academy used individualized learning plans for each student based on common core standards similar to a standards based report cards to insure parents and teachers had an accurate understand of each student's mastery. Tests and data are examined to chart student success. Intervention is given as necessary to all students whether they attend school remotely or in-person. • Addressing learning gaps (e.g. serving students with disabilities)- , Intervention is given as necessary to all students. Students work in small groups with reading and math specialists as well as with their classroom teacher to insure students receive help in the areas that intervention is needed. • Equity (e.g. measuring and addressing the technology gap, technological literacy)- Our Academy has provided to Chromebooks to each student whether they are remote or in-person learners. For the 2020-2021 school year hot spots have also been made available to all students to assure the ability to learn online at home. Teachers and staff are in touch and available to families to provide technological assistance. • Student engagement- Students attend classes daily via Google Meets. Each teacher holds class and the remote learners are an interactive part of live lessons every day. As stated previously the Academy has provided Chromebooks to every student and in the 2020-2021 school year, hotspots are available to all students to allow internet access. Online learners interact in each lesson. Teachers check for understanding and activity with online throughout each lesson. • Student wellness (e.g. challenges at home)- The Academy has an on-sight counselor. We also have life skills and social skills related arts classes held weekly for all grade levels. These allow for students to discuss and receive assistance for issues they may be having at home or in school. • Assessment and measure of success- Students were given assignment and assessments to complete. They were given options of completing and submitting tasks electronically or by completing a physical packet of assignments. Parents could come to the school to pick up these packets or staff members delivered packets to the students' homes. • Grade level differences- Overall lower grade students had a more difficult time completing or getting online than the upper grade level students. Often lower grade students completed the physical packets of work or worked online after a parent was home from work to assist them. • Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs asynchronous learning, etc.) The Academy continued to make sure that each student had their own Chromebook to use at home for remote learning and in-person learning. For the 2020-2021 school year hotspots were made available to allow students better internet access for online remote learning.
<p>School Comments 2018-2019</p>	<p>The proficiency scores had a slight decrease from the prior year. The Academy continues to work to increase the rigor and the curriculum across all grades, as well as to enhance the RTI process for Reading and Math. Weekly data reviews occur during the PLCs. Although many students are making gains, it is not yet enough to put them at grade level. AOD is working to close this gap by continuing to implement a more rigorous RTI program for both Reading and Math. Moreover, for both core contents (math and reading), AOD is piloting and planning a full rollout of new curriculum. Engage New York and EL Education are new and expected to support an increase in student achievement. Professional development, teacher coaching, and DOE's CIP Mentoring program are also in place to meet teacher needs. The Academy has a weekly PLC that is focused on student data and curriculum and instruction practices. With the ongoing monitoring and focus on instruction and academic growth, we are confident that the academic success of our students will increase. The beginning of the year assessment data compared with the mid-Marking Period 2 data demonstrates growth in both math and reading for the vast majority of our students. It has also allowed us information to enable us to better target the individual needs of our students.</p>



School Comments 2017-2018	<p>AOD went up in proficiency scores during the 2015-16 and 2016-17 school years. However, in 2017- 18 there was a decrease in the area of Math overall. For ELA, grades 3 and 5 went up from the previous year, with grade 5 exceeding the state average. However, grade 4 showed a decrease in both ELA and Math. Although AOD has the rating of Approaching Expectations, there is still concern as to what led to the decrease in proficiency. While tracking data for a specific group of students, there was an increase in proficiency from grade 3 in 2017 to those same students in grade 4 during the 2018 school year. These students were also very low in RTI during their 2nd grade year and have shown a consistent pattern with being below grade level for the last few years. While those students are making gains, it is not enough to put them at grade level. AOD is working to close this gap by implementing a more rigorous RTI program for both Reading and Math. There has also been an increase in professional development for differentiating instruction. Teachers began taking a deeper look at their student data during PLC's and making plans to help their student's master specific skills. Also, the Enrichment program has increased in participation to about 80% of our 3rd through 5th graders. There are small accomplishments overall with students increasing in scores, however, AOD will continue to work to close the gaps and help our students get closer to meeting their growth targets each year.</p>
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The Academy leadership meets with the staff weekly in grade level groups to discuss student achievement and areas of challenge. As a team, we all work cohesively to ensure standards are taught in a sequential manner and that actual learning occurs. If students are struggling, a plan is developed to reteach the standards and ensure the students make the desired academic gains. Regular screening assessments are given that are standards-aligned. Post screening, the data is reviewed and students are grouped accordingly into one of three groups--struggling, on level, and exceeding. Based on the groupings, students are further taught, either with a focus on getting them to level, or getting them beyond level. The Academy continues to monitor and address any learning gaps and provide small group instruction in math and ELA to address these needs. We offered a Summer Academy this past summer, with a focus on both academics and club-like activities. Students loved attending and actually requested we continue it for them. We had over 200 students attend.

Q21.Performance Agreement Academic Performance Expectations [Academy of Dover Charter School's 2018-2019 overall academic ratings are:](#)

- Academic Achievement: Approaching Standard
- Growth: Approaching Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Approaching Standard

[By September 2021, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.](#)

DOE Summary:	
	AOD has earned overall ratings of "Approaching Expectations" in SY 17/18 and SY 18/19. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.

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

School Comments 2019-2020	<p>The 2019-2020 school year was the third year of implementation for ESSA. Therefore, some of the categories listed above are not listed on the new ESSA report. Academic Achievement and Academic Progress (Growth) have remained at Approaching Expectations for these last year/s. The overall for 2019-2020 is Approaching Expectations. AOD has taken proper steps to help the students meet their proficiency goals, and to provide support for the teachers to achieve this goal. The Academy remains confident that we will obtain Meets the Standard rating by 2021. The Academy is using the Edmentum program to provide online learning paths for students based on diagnostic tests. In 2020-2021 school year we will be implementing more rigorous curricula via EL Education in ELA and Eureka for Math across all grades. We have a curriculum map and pacing guide in place with structured scheduled conversation and updates during PLCs and staff meetings.</p>
School Comments 2018-2019	<p>The 2018-2019 school year was the second year of implementation for ESSA. Therefore, some of the categories listed above are not listed on the new ESSA report. Academic Achievement and Academic Progress (Growth) have remained at Approaching Expectations for these last year/s. The overall for 2018-2019 is Approaching Expectations. AOD has taken proper steps to help the students meet their proficiency goals, and to provide support for the teachers in order to help make this happen. AOD remains confident that we will obtain the Meets standard rating by 2021.</p>



The COVID pandemic has had an effect on our assessment and accountability data. Although waived by the US Department of Education, the Academy team is maintaining a focus on our students' academic achievement. Although we had a higher percentage of students participate in the SBAC this past spring than the state average, our overall SBAC scores were lower than desired and did not accurately represent the abilities of our students. Our expectation remains that our overall rating will Meet or Exceed the standard as measured by the Delaware School Success Framework. The actual academic progress monitoring is an ongoing and concerted effort within the academy. We have implemented a challenge among grade levels to further motivate our students to show what they actually know and to take the assessments more seriously. With the recently initiated high-quality curriculum, our focus on student mastery of standards and our expectation of high quality instruction, we expect significant gains and much better results on the next state assessment, as well as our overall DSSF ratings in future years.

2.2. Academic Achievement

	2017-2018			2018-2019			2019-2020	2020-2021
Metric	Value	Points	Points Earned	Value	Points	Points Earned		
Proficiency - ELA	50.79%	75.00	38.00	39.53%	75.00	30.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.	Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's SY20/21 assessment data is available here (https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=85&school=584&id=212).
Proficiency - Math	39.63%	75.00	30.00	28.54%	75.0	21.00		

DOE Summary:

In SY 18/19, AOD earned an "Approaching Expectations" rating for Academic Achievement. ELA proficiency was at 39.53%, a decrease of 11.26% since SY 17/18 and 13.17% less than the State average (52.7%). Math proficiency was at 28.54%, a decrease of 11.09% since SY 17/18 and 13.56% below State average (42.1%).

Q22. Academic Achievement ratings over the course of the charter term

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	The school did not provide a response.



<p>School Comments 2017-2018</p>	<p>Based on the proficiency data for both ELA and Math, AOD had a decline overall from the previous year. ELA went from 61% proficient to 51% and Math went from 56% to 40% proficient. However, when looking at disaggregated data, 3rd grade went up 5% in ELA and Math. 5th grade stayed above the state average with a 66% in ELA. There was a drop in our Special Education population overall. One factor was that there was a new Special Ed team during the 2017-18 school year. A lot of efforts were spent making sure the department was in compliance. There was a lack of training in SBAC for the special education team consisting of a full time teacher and a part time paraprofessional. One continuing area of focus is the amount of time that the special education team administers the SBAC to our Special Education students. Due to the amount of Special Ed students needing testing with accommodations, it was hard for the special education teachers to continue working with other students during the testing window. This left more strain on the classroom teachers that are dual certified, to ensure that those students were receiving the proper amount of accommodations and services. AOD feels that this had a negative impact on the scores. The School Success Team is working to come up with a better solution for this problem. Grade 4 proficiency scores decreased in both ELA and Math during the 2017-18 school year as compared to the two years prior. This group of students have had a pattern of staying under grade level as proven by their 2nd grade RTI data, and their 3rd and 4th grade SBAC proficiency data. The end of year DIBELS data showed that in 4th grade, 51% of students were at Benchmark for reading and 54% for SMI math. This was the lowest percentage school wide.(Appendix 1:RTI data chart). While a majority of those students remain under grade level, they are showing individual growth consistently each year.</p>
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Over the last two years we have made significant changes to curriculum. The prior curricula was not up to par and the current is top rated in EdReports. There is a learning curve when new curriculum is added- that with the pandemic did not yield desired results, yet we have seen significant growth in daily work and assessments and expect to see the same in SBAC.

Q23.Expected outcomes for Academic Achievement

<p>School Comments 2019-2020</p>	<p><i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i></p>
<p>School Comments 2018-2019</p>	<p>The Academy continues to work to increase the rigor and the curriculum across all grades, as well as to enhance the RTI process for Reading and Math. Weekly data reviews occur during the PLCs. Although many students are making gains, it is not yet enough to put them at grade level. AOD is working to close this gap by continuing to implement a more rigorous RTI program for both Reading and Math. Moreover, for both core contents (math and reading), AOD is piloting and planning a full rollout of new curriculum. Engage New York and EL Education are new and expected to support an increase in student achievement. Professional development, teacher coaching, and DOE's CIP Mentoring program are also in place to meet teacher needs. The Academy has a weekly PLC that is focused on student data and curriculum and instruction practices. With the ongoing monitoring and focus on instruction and academic growth, we are confident that the academic success of our students will increase. The beginning of the year assessment data compared with the mid-Marking Period 2 data demonstrates growth in both math and reading for the vast majority of our students. It has also allowed us information to enable us to better target the individual needs of our students.</p>



School Comments 2017-2018	<p>Knowing that the decrease in Special Education was a huge concern, AOD has hired another full time Special Education teacher and contracted with an experienced Education Diagnostician. Those staff members attend DOE's Special Education trainings and meet with the DOE Special Resources team to get further support as needed. They also work closely with the Education Diagnostician and attend PLC's within the building with the general education teachers to keep informed of practices within the classroom. There has been some reorganization within our testing grades (3rd_5th) where teachers have been moved around in hopes to help close those gaps. AOD will continue to work with teachers to ensure that RTI is being implemented with fidelity as well as providing support for small group differentiated instruction. AOD is also turning the focus on more writing so that students are better prepared to answer and write constructive responses that meet grade level standard. AOD will continue to implement the Enrichment afterschool program in the Spring. There has been an increase in students participating over the last two years. AOD will continue to work on meeting this standard and increasing our proficiency scores each year.</p>
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The Academy continues to work to increase the rigor and the curriculum across all grades, as well as to enhance the RTI process for Reading and Math. Weekly data reviews occur during the PLCs. Although many students are making gains, it is not yet enough to put them at grade level. AOD is working to close this gap and has implemented a more rigorous RTI program for both Reading and Math to supplement the curriculum. Additional Special Education teachers and paraprofessionals have been added to the staff to increase the number of students being reached. Moreover, for both core contents (math and reading), All teachers at the Academy are now using Eureka Math and EL Education with great success. These curricula are highly rated and are high in rigor. The students and teachers have been using this with success and continue to improve. Professional development, teacher coaching, and DOE's CIP Mentoring program are also in place to meet teacher needs. The Academy has a weekly PLC that is focused on student data and curriculum and instruction practices. With the ongoing monitoring and focus on instruction and academic growth, we are confident that the academic success of our students will increase. The beginning of the year Edmentum assessment data has allowed us information to enable us to better target the individual needs of our students.

Q24. Progress measures to track expected Academic Achievement outcomes

School Comments 2019-2020	<p><i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i></p>
School Comments 2018-2019	<p>Teachers will continue to meet in PLC to regularly track data in order to establish the best instructional strategies to meet student needs. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, formative and summative classroom assessments, and the SBAC will determine if AOD is on track to meet expected outcomes. The Academy Instructional Leadership Team will also work together to track data and reflect on efforts that have a direct link to the Success Plan.</p>
School Comments 2017-2018	<p>Teachers will continue to meet in PLC to track data regularly. This will drive their instruction in the classroom. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, informal classroom assessments, and the SBAC will determine if AOD is on track to meeting the expected outcomes. The School Success Team will work to track this data to work towards meeting the goals as reflected on the Success Plan.</p>

Teachers will continue to meet in PLC to regularly track data in order to establish the best instructional strategies to meet student needs. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, formative and summative classroom assessments, and the SBAC will determine if AOD is on track to meet expected outcomes. The leadership team will monitor and maintain this data and work to help teachers meet their goals.



Q25. The table above lists the school's available Academic Achievement ratings. Respond to the following questions. a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

Covid-19 has had an impact on academics. Students and classrooms and even the entire Academy being on quarantine and remote learning for large chunks of time has had impact on our academics. It has now been a few years of dealing with a pandemic. While we have maintained as normal a learning environment as possible, we still realize the effect Covid has had on our Academy.

Q26.b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

The Academy expects to increase Academic Achievement and recover from the effects of Covid-19 impacts such as quarantines and remote learning. The staff is fully prepared to do increased amount of reteaching and support to make up for the loss of in person time due to Covid. This past year, while most schools were on a modification schedule, we continued to provide Monday - Friday regular schedule of in-person or remote learning for the entire school year.

Q27.c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

The Academy will continue to track data obtained during class, RTI, and Edmentum benchmark testing. These results will be discussed during PLC as well as teacher/admin conferences and meetings. Teachers maintain copious records of data and track student progress constantly. The annual SBAC results are also strong measurement used since it allows us to compare our performance to students across the state.

2.3. Academic Progress

	2017-2018			2018-2019			2019-2020			2020-2021		
Metric	Value	Points	Points Earned	Value	Points	Points Earned	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA	74.75%	75.00	56.00	66.38%	75.00	50.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.			Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's SY20/21 assessment data is available here (https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=85&school=584&id=212).		
Growth - Math	73.14%	75.00	55.00	59.96%	75.00	45.00						
Growth of Highest Quartile - ELA	65.87%	12.50	8.00	54.99%	12.50	7.00						
Growth of Highest Quartile - Math	71.60%	12.50	9.00	61.44%	12.50	8.00						
Growth of Lowest Quartile - ELA	84.83%	12.50	11.00	76.43%	12.50	10.00						



Growth of Lowest Quartile - Math	62.76%	12.50	8.00	72.85%	12.50	9.00
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DOE Summary:

AOD's performance relative to Academic Progress/Growth improved from SY 17/18 to SY 18/19, earning "Approaching Expectations" and "Meets Expectations," respectively. AOD has met or exceeded expectations for Academic Progress. AOD has outperformed State averages in 4 out of 6 metrics as noted below.

English Language Arts – SY 18/19

- 60.22% of AOD students met growth targets in English Language Arts, which was nearly equal to the State average (60.92%). From SY 17/18 to SY 18/19 performance regressed 8.01% from 68.23%.
- 66.13% of AOD students in the highest quartile met growth targets in English Language Arts, which was 3.81% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance improved 5.18% from 60.95%.
- 55.73% of AOD students in the lowest quartile met growth targets in English Language Arts, which was 6.77% lower than the State average (62.5%). From SY 17/18 to SY 18/19 performance regressed 26.44% from 82.17%.

Math – SY 18/19

- 51.72% of AOD students met growth targets in math, which was 7.38% lower than the State average (59.1%). From SY 17/18 to SY 18/19 performance improved .79% from 50.93%.
- 50.37% of AOD students in the highest quartile met growth targets in math, which was 11.95% lower than the State average (62.32%). From SY 17/18 to SY 18/19 performance regressed 22.45% from 72.82%.
- 52.25% of AOD students in the lowest quartile met growth targets in math, which was 10.25% lower than the State average (62.5%). However, from SY 17/18 to SY 18/19 performance improved 18.37% from 62.76% to 72.85%, respectively.

Q28.School's Academic Progress ratings for all students over the course of the charter term

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	Students in grades 4 and 5 take the SBAC each spring. DOE sets a specific growth target for each student based on their previous year SBAC results for reading and math. We are working with our educators to individualize and meet their instructional needs in reading and math on a regular and ongoing basis.



<p>School Comments 2017-2018</p>	<p>Students in grades 4 and 5 take the SBAC each spring. DOE sets a specific growth target for each student based on their previous year SBAC results for reading and math. Where our proficiency rates went down overall in 4th grade, our 5th grade increased in ELA but decreased in Math. In comparison to the state, AO D's growth in ELA was slightly higher than the state but lower than the state in Math. This is consistent with our decrease in math proficiency overall for the 2017-18 school year. In looking at disaggregated data, students are making growth, but not all students are making the amount of growth needed to meet their targets. AOD is looking at how to close these gaps, especially among our lowest quantile including our special education students. The School Success Team met to determine underlying root causes and to develop plans to help close these gaps. Some of the reasons for this gap are 1) AOD had a new special education team, including case manager, teachers, and a para during the 2017-18 school year. We also had more special education students enrolled during the 2017-18 school year than we did in the year prior. 2) A majority of students in grade 4 during the 17-18 school year have been performing below grade level in reading and math as demonstrated in RTI data from their previous grades, as well as SBAC data from 3rd grade. 3) A majority (4/6) of the 3rd_5th grade teachers were in their first three years of teaching. These teachers needed a lot of support and mentoring throughout the school year. Through observations, mentoring program, PLC, professional development, etc. teachers are provided with a lot of support throughout the school year.</p>
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Teachers will continue to meet in PLC to regularly track data in order to establish the best instructional strategies to meet student needs. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, formative and summative classroom assessments, Edmentum, and the SBAC will determine if AOD is on track to meet expected outcomes.

Q29.Expected outcomes for Academic Progress for all students

<p>School Comments 2019-2020</p>	<p><i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i></p>
<p>School Comments 2018-2019</p>	<p>We expect that all of our students will make gains academically this year. We have multiple targeted efforts in place to achieve this goal. Our steps to this include our regular monitoring of data, weekly PLCs with ongoing data review, regular classroom instructional walkthroughs, ongoing professional development and coaching sessions with our educators, cross-observations so that our novice educators can observe our more seasoned educators and vice-versa. We have our students reviewing and discussing their individual growth on their reading and math and are empowering them with the strategies to achieve these goals and to love learning at the same time. In addition, we are focusing on continuing to push our students who are achieving at a higher level to grow even further through differentiated instruction and grouping. The Academy Instructional Leadership Team will continue to meet to review school wide data and make plans for closing the gaps. The team recognizes both are areas of strength and weaknesses, and spend a great deal of time focusing on how to make changes to positively affect those areas.</p> <p>The action plan to achieve these outcomes includes, but is not limited to the following:</p> <ul style="list-style-type: none"> *Continue to implement effective instructional strategies in small group reading *Progress monitor targeted students (weekly, bi-weekly or monthly) to use that data to drive instruction and inform RTI instruction and small group placements *Teacher will use PLC time to reflect on instruction, analyze student data and determine instructional needs *Anticipated 21st Century CCLC Grant (Afterschool math and ELA <i>literacy</i> support) *Family engagement *Teachers in grades 3-5 will explicitly work with students in preparation for the state assessments *Instruction will continue to be provided by highly qualified teachers *Utilize paraprofessional support for Math, ELA and Reading RTI *Staff will participate in professional development *Teachers will focus on the writing process across all content areas. <p>In addition to research based instruction and strategies, the action plan will also include increasing opportunities to create a safe, healthy, and nurturing environment for the whole child. One example of this effort will be to increase students social emotional learning and appropriate behavior through utilizing elements of Restorative Practice, students participating in the Academy Leaders including the Bow Tie Boys and Blue Ribbon Girls, PBIS, and our implementation of the Second Step Curriculum, as well as additional student-focused activities to continue to build upon their social-emotional and academic abilities. Next, increasing student attendance rates by daily attendance monitoring, parent communication (i.e. phone calls and letters). We anticipate an increase in student progress by enacting these measures. Furthermore, continuing to foster parent involvement and engagement will be a vital piece to meeting our academic goals. Providing a variety of opportunities for our parents (An Evening at the Academy (formerly AOD night), AOD's Got Talent (formerly our spring AOD night), PTO, open house, parent conferences, PBS events, fundraisers, Special Education Parent Council, etc.) are expected to impact and improve student gains.</p>



School Comments 2017-2018	<p>The School Success Team will continue to meet to look over school wide data and make plans for closing the gaps. Some changes that have occurred for the current school year are 1) reorganization among teachers in grades 3-5 so that there are more experienced teachers in those grades. 2) Teachers work in PLC to dive into their student data and determine methods to help focus on weaker areas in small group. Students spend about 3 hours per day in small groups through reading, math, and RTI. The reading and math interventionists also participate in these PLC's each quarter to not only look at RTI data but to help teachers strategize and come up with alternative plans for their tier 2 and 3 students to help them make gains within RTI. 3) When looking at SBAC data from 2017-18, teachers noticed that writing was a weak area school wide. For the 2018-19 school year, a writing program has been purchased and teachers are focusing a lot on writing across the subjects. This is a big topic in PLC as well. 4) AOD will continue to hold the Enrichment after school program in the Spring. This program runs for about 8 weeks and is organized and planned by the 3rd_5th grade teachers and administrators. The program has increased in participation over the last 2 years and the school expects the program to continue growing. 5) Staff will continue to participate in a number of professional development opportunities throughout the school year. 6) The Instructional Support Team or IST, will continue to meet to monitor RTI data and to make adjustments in the curriculum to help those not making gains in RTI. This team consists of the teachers, special education staff, interventionists, and administrators. AOD staff recognizes the weak areas and spends a great deal of time focusing on how to make changes to positively affect those areas.</p>
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We expect that all of our students will make gains academically this year. We have multiple targeted efforts in place to achieve this goal. Our steps to this include our regular monitoring of data, weekly PLCs with ongoing data review, regular classroom instructional walkthroughs, ongoing professional development and coaching sessions with our educators, cross-observations so that our novice educators can observe our more seasoned educators and vice-versa. We have our students reviewing and discussing their individual growth on their reading and math and are empowering them with the strategies to achieve these goals and to love learning at the same time. In addition, we are focusing on continuing to push our students who are achieving at a higher level to grow even further through differentiated instruction and grouping. The Academy Instructional Leadership Team will continue to meet to review school wide data and make plans for closing the gaps. The team recognizes both are areas of strength and weaknesses, and spend a great deal of time focusing on how to make changes to positively affect those areas.

The action plan to achieve these outcomes includes, but is not limited to the following:

- *We have increased staff support to not only implement effective instructional strategies in small group reading and math but increase it
- *Progress monitor targeted students (weekly, bi-weekly or monthly) to use that data to drive instruction and inform RTI instruction and small group placements
- *Teachers will use PLC time to reflect on instruction, analyze student data and determine instructional needs with the Leadership team each week
- *Teachers in grades 3-7 will explicitly work with students in preparation for the state assessments
- *Instruction will continue to be provided by highly qualified teachers
- *We have increased staff support for Math, ELA and Reading RTI via hiring more General and Special Education teachers and paraprofessionals.
- *Staff participate in professional development targeted at specific areas of need
- *Teachers will continue to focus on strong academic instruction across all content areas. In addition to research based instruction and strategies, the action plan will also include increasing opportunities to create a safe, healthy, and nurturing environment for the whole child. One example of this effort is to increase students social emotional learning and appropriate behavior through utilizing elements of Restorative Practice, students participating in the Academy Leaders including the Bow Tie Boys and Blue Ribbon Girls, PBIS, and our implementation of the Second Step Curriculum, as well as additional student-focused activities to continue to build upon their social-emotional and academic abilities. Next, increasing student attendance rates by daily attendance monitoring, parent communication (i.e. phone calls and letters). We anticipate an increase in student progress by enacting these measures. Furthermore, continuing to foster parent involvement and engagement will be a vital piece to meeting our academic goals. We will continue providing a variety of opportunities for our parents (An Evening at the Academy (formerly AOD night), AOD's Got Talent (formerly our spring AOD night), PTO, open house, parent conferences, PBS events, fundraisers, Special Education Parent Council, etc.) are expected to impact and improve student gains.

Q30. Progress measures to track Academic Progress for all students

School Comments 2019-2020	<p><i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i></p>
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School Comments 2018-2019	Using the Instructional Leadership Team, the school/teachers will track data using Star Renaissance for math and reading and formative/summative instructional assessment measures.
School Comments 2017-2018	Using the School Success Team the school will track data using SMI and DIBELS. Teachers will also track their student data in PLC for any formative assessments done in class. This will help the team determine if the school in on the right track to meeting their expected progress.

All teachers track progress data by using Edmentum testing. This provides benchmark scores to track student progress throughout the year. Teachers also share formative and summative results with leadership team during weekly PLC meetings.

Q31. The table above lists the school's available Academic Progress ratings. Respond to the following questions.

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

The Covid-19 pandemic and the quarantines and remote learning situations that resulted from it have had the biggest impact on our scores.

Student inconsistency during remote learning due to technological issues had an impact on learning and thus the scores.

The curricula that was in place has been replaced by El Education and Eureka Math. These are far more consistent and rigorous programs that the staff and students have all expressed are being well received.

Q32.b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

The Academy intends to improve scores via providing RTI and support to students to get them the skills they need to get back on level and beyond. Student progress will be constantly monitored and addressed with teachers and steps taken to ensure the student gets the support that they need.

Q33.c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

The Academy will monitor student progress regularly. The Edmentum tests will be used as benchmark data through out the year. Additionally, all assessments and data will be discussed with leadership team during PLC. Based on data, students will be grouped in RTI and support groups based on need.

2.4. School Quality/ Student Success

	2017-2018			2018-2019			2019-2020	2020-2021
Metric	Value	Points	Points Earned	Value	Points	Points Earned		
Chronic Absenteeism	90.93%	50.00	45.00	94.75%	50.00	47.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.	Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's SY20/21 assessment data is available here (https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=85&school=584&id=212).
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a		
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a		



DOE Summary:

In SY 18/19, AOD earned a rating of "Exceeds Expectations" for School Quality/Student Success. 93.65% of students demonstrated on-track attendance, which was 6.1% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

Q34.School's School Quality/ Student Success ratings over the course of charter term

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	The Academy of Dover monitors attendance daily through eSchool. Policies are put place to address excessive tardiness and absences in an ongoing effort to keep students in school.
School Comments 2017-2018	Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences in an ongoing effort to keep the students in school. During the 2017-18 school year, there were a couple truancy issues which resulted in taking the families to truancy court. We saw a slight decrease in 2017-18 than we did the previous year due to these truancy issues. One family {2 students) stopped coming to school in January last year and was marked absent through June. This had a huge impact in our attendance rate. Those students have since moved to another state.

The Academy of Dover monitors attendance daily through eSchool. Policies are put place to address excessive tardiness and absences in an ongoing effort to keep students in school. We have implemented the state's science and social studies curriculum and monitor the acquisition of standards through both formal and informal assessments.

Q35.Expected outcomes for School Quality/ Student Success

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	Because of our school effort to keep students in school, AOD expects to continue meeting the attendance requirement. Protocols are in place for sending notices to families if their child has a certain amount of tardiness or absences. Once a student gets to 10 days unexcused absence, a referral is made to truancy court. Usually once a parent receives a warning letter, they change the pattern so that their child attends regularly and on time. However, there are occasions when we need to put a more formal process in place.
School Comments 2017-2018	Because of the school's efforts to keep students in school, AOD expects to continue meeting the attendance requirement. Protocols are in place for sending notices to families if their child has a certain amount of tardiness or absences. Once a student gets to 10 days unexcused absence, a referral is made to truancy court. Usually once a parent receives a warning letter, they change the pattern so that their child gets to school on time each day. However, there are times that this does not work and the school has to take further steps.

Because of our school effort to keep students in school, AOD expects to continue meeting the attendance requirement. Protocols are in place for sending notices to families if their child has a certain amount of tardiness or absences. Once a student gets to 10 days unexcused absence, a referral is made to truancy court. Usually once a parent receives a warning letter, they change the pattern so that their child attends regularly and on time. However, there are occasions when we need to put a more formal process in place.

Q36.Progress measures to track School Quality/ Student Success



School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	The school will continue to track student attendance. Each marking period the school runs a report to see which students are at the point to receive warning letters or attendance hearings. AOD has met this attendance goal for the last several years, and plans to continue monitoring attendance daily and taking the proper procedures to ensure that the students are compliant.
School Comments 2017-2018	The school will continue to track student attendance. Each marking period the school runs a report to see which students are at the mark to receive warning letters or attendance hearings. AOD has met this attendance goal for the last several years and plans to continue monitoring attendance daily and taking the proper procedures to ensure that the students attend school.

The school will continue to track student attendance. Each marking period the school runs a report to see which students are at the point to receive warning letters or attendance hearings. AOD has met this attendance goal for the last several years, and plans to continue monitoring attendance daily and taking the proper procedures to ensure that the students are compliant.

Q37. The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

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

Covid has affected student success over the course of the pandemic.

An increase in highly qualified staff and support staff will increase student performance.

An increase in parent communication and relationships has helped decrease absenteeism.

We have a Dean of Students added to the school leadership team. This position focuses on climate and culture and addressing the needs of the whole child.

Q38.b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

By increasing the number of support staff and hiring of highly qualified experienced teachers we believe school quality/student success will continue to improve. We will continue to increase positive relationships with families. Also using restorative practices with students shows an improvement in behavior and social emotion learning within the Academy.

Q39.c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

Academy of Dover 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. We are providing in person, remote, and hybrid to meet the needs of the students and families. We have daily attendance tracking and make calls or home visits when attendance issues arise.

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).**

	2017-2018			2018-2019			2019-2020	2020-2021
Metric	Value	Points	Points Earned	Value	Points	Points Earned	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.	Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived.



Progress Toward English Language Proficiency	76.95%	50.00	38.00	65.04%	50.00	33.00	The school's SY20/21 assessment data is available here (https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=school&district=85&school=584&id=212).
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DOE Summary:

In SY 18/19, 65.04% of AOD English learners demonstrated English language proficiency, which equated to an “Approaching Expectations” rating for this metric. AOD’s performance was slightly less than the State average (66%). From SY 17/18 to SY 18/19 performance regressed 11.91% from 76.95% (“Meets Expectations”) to 65.04%, respectively.

Q40.English language proficiency (ELP) ratings over the course charter term

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	AOD has received a Meets Expectation for English Language Proficiency (ELP). The Academy has seen an increase in the ELL population over the past several years. During the 2016-17 SY, there were approximately 11 ELL students, that number tripled during the 2017-18. Since then, The Academy has seen another significant increase of ELL students; our current enrollment show 26 ELL students. AOD contracts with an ELL teacher who works with students each week – in small group. She provides screening to new students entering AOD who have a home language survey that reflects another language spoken in the home. The ELL teacher also administers the ACCESS each Spring. Based on results gathered, AOD is proud of our efforts and accomplishments and the value that our ELL program provides to our students and families.
School Comments 2017-2018	AOD received a Meets Expectation for English language proficiency (ELP). The school has seen an increase in the ELL population over the last 3 years. During the 16-17 school year, there were about 11students in ELL, that number tripled during the 2017-18 school year. AOD contracts with an ELL teacher who works with students each week in small group. She provides screening to new students entering AOD who have a Home language survey that reflects another language spoken in the home. The ELL teacher also administers the ACCESS each spring. Based on the above results, AOD is proud of this accomplishment and the value that our ELL program provides to our students and families.

The Academy of Dover supports students and learning of English through instruction, the ACCESS Testing, regular conversations during PLCs and providing support and building relationships with families. We have increased resources and support and ensure communication is accessible in multiple languages. We have staff that are fluent in the two primary languages spoken by our students and their families other than English. They provide academic and social support to our students and their families.

Q41.Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	AOD will continue working towards meeting this expectation. If our numbers continue to increase, we may need to consider additional staff in order to support and provide ELL services.



School Comments 2017-2018	AOD will continue working towards meeting this expectation. If our numbers continue to increase, we may need to look at adding an additional staff member to provide support to those ELL students. The program seems to be effective and we will continue to make sure we are meeting the needs of our ELL population.
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The Academy will continue working towards meeting this expectation. If our numbers continue to increase, we may need to consider additional staff in order to support and provide additional ELL services.

Q42. Progress measures to track English language proficiency (ELP) outcomes

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	Progress will continue to be measured by the ACCESS test given to students each Spring. The ELL teacher keeps track of the data and works with the students on needed areas/skills.
School Comments 2017-2018	Progress will continue to be measured by the ACCESS test given to students each Spring. The ELL teacher keeps track of the data and works with the students on the areas that each student is lacking in.

Progress will continue to be measured by the ACCESS test given to students each Spring. The ELL teacher keeps track of the data and works with the students on needed areas/skills.

Q43. The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.

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

Many English learners are first time school attendees in the United States.

During the pandemic many students had to be remote and missed out due to technology issues at home.

Our curriculum is very rigorous and challenging, so not only is it difficult material, the student is also learning a new language in order to complete the tasks.

Q44.b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Students will achieve adequate growth as English learners to succeed academically as well in the real world. Student progress is monitored by assessment and discussed at PLC with teachers and the Leadership team.

Q45.c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

English learners participate in the annual ACCESS test. Any student who is struggling academically or social/emotionally participates in the MTSS process. The Academy leadership team and PLC meetings both focus on individual students as well as classroom grade level and academy wide progress; thereby individual English learners progress is monitored on a regular basis, allowing adaptations to be made on an as needed level to secure academic success



3. 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?

MEETS STANDARD: (WHAT IS THE MISSION SPECIFIC GOAL?)

- One part of AOD's mission is to provide a school that is positive, safe, purposeful, and productive. Therefore, AOD will work to decrease the number of discipline referrals for 2017-18 by 25% when compared to the referral data from the 2016-17 school year.
- During the 19/20 School year, the Academy met the goal of expanding activities and initiatives for the Positive Behavior Support Program in order to provide a more safe and secure school environment. AOD is continuing the process of working towards a "star school" status through PBS.
- We had a total of 71 referrals during the entire 19/20 school year, decreasing from 130 in 16/17, and 90 in 17/18. The data is attached.

DOE Summary:

AOD has earned a "Meets Standard" rating for its mission-specific goal for the past three years of its current charter term.

Q46. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

School Comments 2019-2020	The Academy met the goal of decreasing the number of discipline referrals.
School Comments 2018-2019	The Academy did meet the mission of decreasing the number of discipline referrals by reducing the number of referrals as obtained by the EdInsight Dashboard report. This is a significant decrease in the number of referrals.
School Comments 2017-2018	The above mission specific goals are from the previous year (2016-17). The 2017-18 goals are attached. The goal was to decrease the number of discipline referrals by 25% or greater when comparing data from 2016-17 school year to 2017-18 school year. AOD had a decrease of 31% in referrals during the 2017-18 school year, which Meets Standard. Data charts are attached to reflect the discipline data. This data was provided to DOE. In FY 2017 there were 130 referrals, which decreased from 235 referrals the previous year. In FY 2018 there were a total of 90 referrals which was a 31% decrease. AOD is on a 3 year trend with meeting this goal.

We have continued to build an incredible culture for the students and staff while focusing on our mission specific goal. The number of discipline referrals continues on a downward trend.

Q47. mission specific goal(s).

School Comments 2018-2019	In 2018-19, 135 out of 141 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
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School Comments 2017-2018	In 2017-18, 137 out of 143 middle school students (96%) completed at least one trimester of a service learning enrichment class. Many students participate in more than one.
School Comments 2016-2017	Attached is the gradebook tracking each middle school student and the service learning that they took part in (highlighted in yellow). Names have been redacted.

The Academy of Dover has been working to decrease the number of discipline referrals over time. Our initiative of implementing a Positive Behavior Support Program in order to provide a more safe and secure school environment is well underway.

Q48. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30

Applicant Comments :

see upload

Applicant Evidence :


Mission Specific Goals.docx

Uploaded on 9/30/2021 by David Hudson

3.2. Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

SUMMARY AND OVERALL RATING

	Education Program				Governance & Reporting			Students & Staff			
	Mission Fidelity	Applicable State & Federal Rqmt	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Mgmt	Reporting Rqmt	Students Rights	Req. on Teacher Cert & Hiring Staff	Facilities, Trans, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	AS	M	Meets Standard
2019-2020	M	M	M	M	AS	M	M	M	M	M	Meets Standard



2020-2021	M	M	M	M	F	M	M	M	M	M	Meets Standard
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DOE Summary:
AOD earned overall ratings of "Meets Standard" for the past three years of its current charter term. In SY 18/19, the school earned an "Approaching Standard" rating for measure 3b. (Requirements on Teacher Certification and Hiring Staff) In SY 19/20, the school's performance on this measure improved to "Meets Standard." In SY 19/20, the school earned an "Approaching Standard" rating for measure 2a (Governance and Public Stewardship) and earned "Meets Standard" ratings on the other measures.

Q49.School's organizational performance over the current charter term

School Comments 2019-2020	With the exception of one criteria, AOD received Meets the Standards in all areas of the Organizational Framework.
School Comments 2018-2019	With the exception of one criteria, AOD received a Meets Standards in all areas of the Organizational Framework.
School Comments 2017-2018	AOD received a Meets Standard in all areas of the Organizational Framework.

The Academy of Dover is proud of meeting the overall organizational performance framework standards for each year of this charter term. We have a system in place to monitor all areas of the Organizational Framework.

Q50.Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2019-2020	The Academy has made changes and corrections in order to maintain the organizational progress areas that have achieved the ratings of "Meets the Standard", and have taken corrective measures to meet annual progress. For the last several years the Academy has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all deadlines are adhered to and reports are submitted on time. The school webpage remains up to date and is recognized as Meets the Standard each month for the webpage monitoring by DOE. The Academy continues to provide safe and nurturing environment and remains compliant in the Omnibus School Safety Act.
School Comments 2018-2019	The Academy has made changes and corrections in order to maintain the organizational progress areas that have achieved the ratings of "Meets Standard", and took corrective measures to meet annual progress. The current administration has a commitment to only hiring fully credentialed teachers. For the last several years AOD has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure that all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all deadlines are adhered to and reports are submitted on time. The school webpage remain up to date and the school receives a Meets Standard each month for the webpage monitoring by DOE. The school continues to provide a safe and nurturing environment and remains compliant in the Omnibus School Safety Act.
School Comments 2017-2018	For the last three years AOD has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure that all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all deadlines are adhered to and reports are submitted on time. The school webpage remains up to date and the school receives a meets standard each month for the webpage monitoring by DOE. The school continues to provide a safe and nurturing environment and remains compliant in the Omnibus School Safety Act.



The Academy of Dover will continue to review the areas included in the organizational performance framework to ensure compliance and excellence. The Head of School continues to work with the members of the Board and CBOC to ensure they are properly trained in the required areas. The building leadership manages and maintains the Academy website and has a system in place to ensure the data is current and meets the standard. The Academy continues to provide a safe and nurturing environment and remains compliant in the Omnibus School Safety Act.

Q51.Indicator measure where school did not meet standard or is approaching standard

<p>School Comments 2019-2020</p>	<p>2. GOVERNANCE AND REPORTING</p> <p>Measure 2a.</p> <p>Is the school fulfilling essential governance and public stewardship responsibilities?</p> <p>School Response To Rating:</p> <p>We are monitoring all regulations code and requirement to insure that we meet the standards in all areas</p>
<p>School Comments 2018-2019</p>	<p>School comments for SY 2018-2019 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)</p>
<p>School Comments 2017-2018</p>	<p>School comments for SY 2017-2018 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)</p>

One former member of the board did not complete a required training. The Academy leadership is now monitoring and ensuring all requirements are met in a timely manner.

Q52.Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

One former member of the board did not complete a training. The Academy leadership is now monitoring and ensuring all requirements are met in a timely manner.

Q53. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

The Academy has an internal process of reviewing and monitoring organizational performance framework metrics to ensure compliance and best practice.

Q54. Address any measure where school did not meet standard or is approaching standard.

One former member of the board did not complete a training. The Academy leadership is now monitoring and ensuring all requirements are met in a timely manner.

Q55. Performance Agreement Organizational Performance Expectations [Academy of Dover Charter School's 2017-18 overall organizational rating is Meets Standard. By September 2021, our expectation is to achieve the overall rating of "Meets, as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.](#)

<p>DOE Summary:</p>
<p>Academy of Dover as earned overall ratings of "Meets Standard" for the past three years of its current charter term.</p>

<p>School Comments 2019-2020</p>	<p>For the last several years AOD has received a Meets Standard on all measures in the Organizational Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that the Academy achieves high rating.</p>
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School Comments 2018-2019	For the last several years AOD has received a Meets Standard on all measures in the Organizational Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that The Academy remains at that rating.
School Comments 2017-2018	For the last three years AOD has received a Meets Standard on all measures in the Org. Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that school remains at that same rating for years to come.

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

The Head of School and the Leadership Team, work diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that the Academy achieves high rating.

3.3. Educational Program

Q56. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

Two years ago we adopted EL Education as our ELA curriculum and Eureka math as our Math curriculum. These curricular adoptions were made upon discussion and consultation with the staff at the Academy and the curriculum department and leadership at the Department of Education. The prior curriculum was not at a level of quality that was desired, and therefore, the Academy leadership team collaborated with the staff and DOE team to identify and then implement curriculum that was rated highly in the EDReports rating system. The educational program and curriculum were approved during the charter modification process held last year. All changes received the approval of Department of Education. Additionally, as part of the charter renewal process, the Academy pre-submitted the curricula portion to the Department of Education for review.

Q57. As appendices, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state's expectations regarding ELA standards and instruction through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

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

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.



- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

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

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

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

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

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

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.








Evidence to establish adherence to the state's expectations regarding World Languages standards and instruction in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.

No curricular documents are required for AP, IB.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Evidence :

 Charter Renewal MUSIC SCOPE AND ...	 Charter Renewal VISUAL ARTS SCOPE...	 FINAL Math K-8 Academy of Dover ch...	 AOD_Social Studies Renewal Doc.pdf
Uploaded on 9/30/2021 by David Hudson	Uploaded on 9/30/2021 by David Hudson	Uploaded on 9/29/2021 by David Hudson	Uploaded on 9/29/2021 by David Hudson
 Science K-8 AOD Renewal.docx	 EL Education.zip	 Eureka Math Curriculum Overview Pr...	
Uploaded on 9/29/2021 by David Hudson	Uploaded on 9/29/2021 by David Hudson	Uploaded on 9/29/2021 by David Hudson	

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



Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M
2020-2021	M	M	M

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

Q58.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

The Academy of Dover Charter School has looked at the number of at-risk students, students with disabilities, and English Language Learners and have added additional support for all areas. The Academy of Dover Charter school has added an additional Special Education teacher and paraprofessionals to help support those students who are at-risk or are students with disabilities. The Academy of Dover Charter School has added additional language support for the English Language Learners during the morning routine. For those students who are at risk we have added support in ways of counseling and peer groups. We have changed the way the school disciplines students by not sending them home, but by talking through their behaviors and helping them correct the area of concern or encourage them to work on that area. All students are treated equally no matter their skin color or economic status. Each child is supported in the way that they need

Q59.Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

The Academy of Dover Charter School quickly identified those students who were at risk by looking at classroom and school behavior and quickly took action. Those students were mentored by the Dean of Students and were placed into a leadership group. Those that did well became a bow tie boy or blue ribbon girl and became a leader within their grade and a representation of what a leader is to those in younger grades.

Applicant Comments :

The Academy of Dover Charter School quickly identified those students who were at risk by looking at classroom and school behavior and quickly took action. Those students were mentored by the Dean of Students and were placed into a leadership group. Those that did well became a bow tie boy or blue ribbon girl and became a leader within their grade and a representation of what a leader is to those in younger grades. We have also added a therapeutic counseling program by partnering with a local agency. A certified mental health counselor, therapist, and a social worker all area the the Academy working with identified students and their families each week.



Q60. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

The Academy of Dover Charter School did not make any changes at this time. AOD continues to use ACCESS testing to evaluate students need areas. Then supports are provided by an outside ELL teacher who collects the data.

Applicant Comments :

The Academy of Dover Charter School did not make any changes at this time. AOD continues to use ACCESS testing to evaluate students need areas. Then supports are provided by an outside ELL teacher who collects the data.

Q61. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

The Academy of Dover Charter School did not change the process at this time. However, with the number of students with disabilities growing at the Academy of Dover, an additional Special Education teacher and additional paraprofessionals were hired. The school continues to use outside agencies to provide services in the area Speech and Language, Occupational Therapy, and Physical Therapy. AOD continues to keep communication with teacher and families strong and listen to when a parent has a concern and are quick to communicate if a teacher has a concern about a child. Parents are contacted about academic concerns before Special Education services are mentioned. If no progress has been made after that conversation, then an evaluation is suggested for the student, and if the parent agrees, AOD moves forward in that process.

Applicant Comments :

The Academy of Dover Charter School did not change the process at this time. However, with the number of students with disabilities growing at the Academy of Dover, an additional Special Education teacher and additional paraprofessionals were hired. The school continues to use outside agencies to provide services in the area Speech and Language, Occupational Therapy, and Physical Therapy. AOD continues to keep communication with teacher and families strong and listen to when a parent has a concern and are quick to communicate if a teacher has a concern about a child. Parents are contacted about academic concerns before Special Education services are mentioned. If no progress has been made after that conversation, then an evaluation is suggested for the student, and if the parent agrees, AOD moves forward in that process.

3.5. Governance and Reporting Requirements

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	AS	M	M
2020-2021	AS	M	M

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

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



Q62. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Academy of Dover's Board of Directors provides an annual evaluation of the Head of School. The DPAS II framework is used for this evaluation. The metrics used align with those of a successful operation of educational learning locations. Encompassed in the evaluation process is the academic, organizational, and financial performance metric

Applicant Comments :

The Academy of Dover's Board of Directors provides an annual evaluation of the Head of School. The DPAS II framework is used for this evaluation. The metrics used align with those of a successful operation of educational learning locations. Encompassed in the evaluation process is the academic, organizational, and financial performance metric

Q63. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

The Academy of Dover Board of Directors has a clear understanding of their roles and responsibilities. The Board members remain current on the happening at the Academy to include the academic, organizational, and financial performance.

Applicant Comments :

The Academy of Dover Board of Directors has a clear understanding of their roles and responsibilities. The Board members remain current on the happening at the Academy to include the academic, organizational, and financial performance.

Q64. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

Any new members of the Board of Trustess participates in the financial oversight training provided by the Department of Education and also participates in the formal board governance training.

Applicant Comments :

Any new members of the Board of Trustess participates in the financial oversight training provided by the Department of Education and also participates in the formal board governance training.

Q65. Describe the school's process for succession planning including identification, development and retention of school leaders.

The Academy of Dover has enhanced its current organizational structure to allow for added leadership positions within the Academy that all report directly to the Head of School and report to the Board throughout the year. This enhanced leadership team includes the Assistant Head of School/Curriculum Director, Dean of Students/School Climate, Supervisor of Student Supports/Special Education. In addition, we have developed lead teacher positions for Related Arts as well as for Academics. The leadership team meets weekly on Monday mornings to provide team updates, discuss instructional, social/emotional, behavioral, as well as overall management areas of the Academy. Every Wednesday, through the academic year, this team meets with each grade level teaching team as well as with the related arts team to discuss overall instructional and social/emotional strengths and areas of concern at broad grade-level, classroom level, and individual student level. Professional growth is also included based on individual grade level needs during the weekly PLCs. The Academy also holds regular Academy-wide staff professional development sessions to ensure the full collaboration model is maintained across the entire Academy.

Applicant Comments :

The Academy of Dover has enhanced its current organizational structure to allow for added leadership positions within the Academy that all report directly to the Head of School and report to the Board throughout the year. This enhanced leadership team includes the Assistant Head of School/Curriculum Director, Dean of Students/School Climate, Supervisor of Student Supports/Special Education. In addition, we have developed lead teacher positions for Related Arts as well as for Academics. The leadership team meets weekly on Monday mornings to provide team updates, discuss instructional, social/emotional, behavioral, as well as overall management areas of the Academy. Every Wednesday, through the academic year, this team meets with each grade level teaching team as well as with the related arts team to discuss overall instructional and social/emotional strengths and areas of concern at broad grade-level, classroom level, and individual student level. Professional growth is also included based on individual grade level needs during the weekly PLCs. The Academy also holds regular Academy-wide staff professional development sessions to ensure the full collaboration model is maintained across the entire Academy.

Q66. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

The Academy of Dover's Board of Directors has a clear understanding of their roles and responsibilities. The Board has played a vital role in supporting the new Head of School since she started in August of 2019. Members are present at the Academy on a regular basis including dropping off their children at Academy, attending Academy events, visiting the Academy, attending committee and Board meetings, and truly participating in the Academy as a whole.



Applicant Comments :

The Academy of Dover's Board of Directors has a clear understanding of their roles and responsibilities. The Board has played a vital role in supporting the new Head of School since she started in August of 2019. Members are present at the Academy on a regular basis including dropping off their children at Academy, attending Academy events, visiting the Academy, attending committee and Board meetings, and truly participating in the Academy as a whole.

Q67. Appendix 3: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

The Current Organizational Chart is uploaded.

Applicant Evidence :

OrgChartSY21.22.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**

Q68. Please complete the Board Financial and Governance table (see Resources) with the necessary information.

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

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

The current Board Financial and Governance Training table is uploaded.

Resources

Board Financial and Governance Trai...

Applicant Evidence :

Board Financial and Governance Trai...

Uploaded on **9/30/2021** by **Michele Marinucci**

Q69. Board Financial and Governance Members and Training (review the file you uploaded above)

DOE Summary:
As of May 1, 2021, Academy of Dover's Board of Directors was not in compliance with the State's membership and board governance training requirements. One board member, Beverly Williams, has not completed the board financial training. Three board members (Candace Holmes, Esosa Irowen, and Teresa Tridente, have not completed the board governance training.

School Comments 2019-2020	School did not provide a response
----------------------------------	-----------------------------------



School Comments 2018-2019	School did not provide a response
School Comments 2017-2018	At the end of the 2017-18 school year, AOD's board gained a new Treasurer and a new Parent Representative. The members listed above were active for the 2017-18 school year. Each of the board members have been trained in the Finance training, and in August 2018, the Board and Head of School attended the DANA training for Board Governance. {Appendix 3: Certificates of the current members trained).

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

The Board of Directors is committed to being in compliance with the State's membership and board governance training requirements. Beverly Williams was a former board member who resigned and is no longer on the board. The Board Governance training has been completed by all but one board members--that training is in the process of occurring. Esosa Irowen and the newest board member, Ashley Murphy, as well as Lauren Comegys all participated in the Board Governance Training. Teresa Tridente is no longer a board member. David Hudson and Ashley Murphy are new members to CBOC (and Ms. Murphy is new to the Board) and just completed the financial training since the session was recently released; their certificates have not been received as of the date of this submission.

Applicant Comments :

The Board of Directors is committed to being in compliance with the State's membership and board governance training requirements. Beverly Williams was a former board member who resigned and is no longer on the board. The Board Governance training has been completed by all but one board members--that training is in the process of occurring. Esosa Irowen and the newest board member, Ashley Murphy, as well as Lauren Comegys all participated in the Board Governance Training. Teresa Tridente is no longer a board member. David Hudson and Ashley Murphy are new members to CBOC (and Ms. Murphy is new to the Board) and just completed the financial training since the session was recently released; their certificates have not been received as of the date of this submission.

Q70. Please complete the Citizen Budget Oversight Committee Membership and Training table (see Resources) and upload your finished copy here.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

The current Citizen Budget Oversight Membership and Training table is uploaded.

Resources

Citizen Budget Oversight Committee ...

Applicant Evidence :

CBOCBoard Financial and Governanc...

Uploaded on **9/30/2021** by **Michele Marinucci**

Q71. Citizen Budget Oversight Committee Membership & Trainings (review the file you uploaded above)

DOE Summary:
As of May 1, 2021, Academy of Dover's Citizens Budget Oversight Committee (CBOC) was in compliance with State's membership and financial training requirements.

School Comments 2019-2020	School did not provide a response
----------------------------------	-----------------------------------



School Comments 2018-2019	School did not provide a response
School Comments 2017-2018	At the end of the 2017-18 school year, AOD's Treasurer, teacher representative and community member all resigned. The school fulfilled the Treasurer and teacher representative vacancies. There was also a new Parent Representative added. Currently all CBOC members are trained by DOE in finance. AOD is currently looking for a new community member to add to the committee, and as of Jan 2019 will be looking for a new Parent Rep as well.

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

The Academy of Dover's CBOC is in compliance with requirements.

Applicant Comments :

The Academy of Dover's CBOC is in compliance with requirements.


Q72. Appendix 4: Board Governance Training Certificates and/or Documentation

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Applicant Comments :

The Board Governance Training Certificates and Documentation are included.

Applicant Evidence :




Marinucci M.pdf

Uploaded on **9/29/2021** by **Michele Marinucci**




Holmes C.pdf

Uploaded on **9/29/2021** by **Michele Marinucci**



BoardTrainingCertificates.pdf

Uploaded on **9/29/2021** by **Michele Marinucci**



Thomas Wfinancial training certificat...

Uploaded on **9/28/2021** by **Michele Marinucci**



AOD Training August 2021.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**

Q73. Appendix 5: Board member and school leader succession plans

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

The Academy of Dover has updated its organizational structure to include additional leadership positions that report directly to the Head of School. The Academy leadership now includes an Assistant Head of School, a Deputy Principal Assisitant, a Dean of Students, a Supervisor of Student Supports and a Financial Specialist. This team works collaboratively to ensure the Academy's operations and academic supports are of high quality.

Applicant Evidence :



OrgChartSY21.22.pdf

Uploaded on **9/30/2021** by **Michele Marinucci**

Q74. Appendix 6: Current board bylaws

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

The current Bylaws are uploaded. A review of the bylaws is being done by the Academy leadership to identify any ongoing areas needing attention.



Applicant Evidence :


ByLaws.pdf

Uploaded on 9/30/2021 by Michele Marinucci

3.6. Students, Employees and School Environment

Year	Students & Staff		
	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety
	3a	3b	4a
2017-2018	M	M	M
2018-2019	M	AS	M
2019-2020	M	M	M
2020-2021	M	M	M

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

Q75. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

In the 2018-2019 school year, our school didn't meet standards because there were two employees that weren't properly certified for their job. To address this issue, our school has implemented a protocol during the hiring process to check that employees are adequately certified for their position within the school.

Q76. Provide information about the best practices the school uses to meet standards in the above noted areas.

The best practices that our school uses to meet the standards in Students Rights are to accept School Choice applications in a lottery system. The students that are the exception to this practice are children of Board members, children of staff members, and children with siblings already enrolled. The Academy also ensures that students are aware of the student code of conduct and their rights. The best practices that our school uses to meet the standards in requirements on Teacher Certifications and Hiring Staff are during the hiring process, we check that potential employees are adequately certified for their position within the school. We also ensure that their data is correct within the DEEDS system. If teachers have their Initial Licenses, we ensure that they participate in the Comprehensive Induction Program. Some of the best practices that our school uses to meet the standards in Facilities, Transportation, Health & Safety are disinfecting classrooms and hallways with a disinfectant spray fogger twice during the school day, as well as having students not gathering in large groups to combat sicknesses. The best practices our school uses in Transportation are we act as full partners with our school contractors. We have bus routes set up strategically based on student needs. We also have established protocols for the car riders for families, so that the car rider line moves efficiently and effectively. Through all areas of the above noted areas, best practices are followed and researched to ensure we are operating in accordance with the best practices.

Q77. Appendix 7: Please upload an up-to-date Certificate of Occupancy

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10



Applicant Comments :

see uploaded

Applicant Evidence :


CertificateofOccupancy.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**


Q78.Appendix 8: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

see uploaded

Applicant Evidence :



Fw_ Annual Fire and Life Safety Inspe...

Uploaded on **9/28/2021** by **Michele Marinucci**

Q79.Appendix 9: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10


Applicant Evidence :


Endt to Add SLEO.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**


Auto.PDF

Uploaded on **9/28/2021** by **Michele Marinucci**


Umbrella.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**


Package.pdf

Uploaded on **9/28/2021** by **Michele Marinucci**

Q80.Appendix 10 ERIP: Please upload report for SY19/20 and SY20/21

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

The ERIP system is changing over to a new platform. We worked with the ERIP team to acquire the requested documentation.

Applicant Evidence :


ERIP.pdf

Uploaded on **9/29/2021** by **Michele Marinucci**

3.7. Teacher Retention

2017-2018	2018-2019	2019-2020
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% 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
68.7%	11	16	72%	13	18	45%	9	20

DOE Summary:

Over the course of the charter term, Academy of Dover's teacher retention rate decreased from 68.7% to 45%. However, from SY 17/18 to SY 18/19, the teacher retention rate increased slightly from 68.7% to 72%. From SY 18/19 to SY 19/20 the rate decreased 27%, from 72% to 45%.

Q81.2020-2021 PERCENT of Teachers RETAINED

The percent of teachers retained in 2020 - 2021 school year was 90%.

Q82.2020-2021 NUMBER of Teachers RETAINED

During the school year 2020-2021, 18 teachers were retained.

Q83.2020-2021 NUMBER of Teachers ELIGIBLE

During the school year 2020-2021 there were 20 full time teachers.

Q84.School's plans to monitor and minimize teacher attrition rates

School Comments 2019-2020	At the beginning of the 2019-2020 school year, the Academy was in a transition to a new leadership team. The Academy was raising expectations and setting a higher standard for our educators. There was a higher than expected turnover rate due to these circumstances. Currently, in the 2020-2021 school year only 2 staff did not return and has remained consistent. A recent staff survey shows that all but one staff member plan to return for the 2021-2022 school year.
School Comments 2018-2019	The Academy continued to struggle with teacher retention and the Head of School and Board took action in December 2019 by implementing a salary adjustment for current staff and future staff that is more incentivizing to attract and retain high-quality educators.
School Comments 2017-2018	AOD recruits and hires highly qualified teachers. One way we work to retain teachers is by offering a bonus pay based on job performance. AOD uses specific criteria to determine which teachers would qualify for the incentive. Also, they receive a retention bonus for returning each year. The longer the teacher has been at AOD the higher the bonus, up to \$1,000. A majority of the teachers leave because of salary. AOD does not have a pay scale that is competitive with districts, since charters do not get the same funding that districts receive. Many teachers stay for the first couple years of teaching to get experience and then leave in search of a higher salary for their experience and degree level.

For the 2020-2021 school year the Academy of Dover was seeing great results from a new leadership team. Morale and job satisfaction among teachers and staff was found to be above the National average. In fact, the retention rate of teachers was 90%, with only 2 teachers not returning.

Q85.School's professional development plans support teachers and leadership.



<p>School Comments 2019-2020</p>	<p>Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. The administration schedules PD around the teachers' needs expressed in the survey, and PD that will help teachers in the classroom based on the teacher observations. Administrations participate in all PD opportunities provided to school staff. During each of the weekly PLCs the staff are asked to share any of their current needs, which are immediately addressed if possible.</p>
<p>School Comments 2018-2019</p>	<p>Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. The administration schedules PD around the teachers' needs expressed in the survey, and PD that will help teachers in the classroom based on teacher observations. Administration participate in all PD opportunities provided to school staff. During each of the weekly PLCs, the staff are asked to share any of their current needs, which are immediately addressed if possible.</p>
<p>School Comments 2017-2018</p>	<p>Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. The administration schedules PD around the teachers needs expressed in the survey, and PD that will help teachers in the classroom based on teacher observations. Administration participate in all PD opportunities provided to school staff.</p>

Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. The administration schedules PD around the teachers' needs expressed in the survey, and PD that will help teachers in the classroom based on the teacher observations. Administrations participate in all PD opportunities provided to school staff. During each of the weekly PLCs the staff are asked to share any of their current needs, which are immediately addressed if possible. Staff are also given a yearly survey on teaching roles and possibly given opportunities to change positions depending on enrollment and need in different areas at the school.

Q86.

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

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

The Academy currently has a 90% teacher retention rate. This is increased from 45% retention rate from the previous year. The plan is to maintain this high level of retention by continuing to provide more competitive salaries and an atmosphere that teachers feel appreciated and want to be a part of for many years.

Q87. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

The Academy continues to provide quality PD on academics, social emotional learning and classroom management and procedures. A leadership team consisting of administrators and teachers attended the National Model Schools Conference in Nashville. This resulted in the team learning many important skills and ideas. At the beginning of this school year all of the leadership team members provided the Academy with PD on information, ideas, methods and skills acquired at the Model Schools Conference. Also one of the professional speakers at the conference was commissioned to come to the Academy and share her Model Schools presentation to the entire school. The staff is also becoming more involved and the number of teacher leaders in the school is growing. These leaders are given opportunity to enhance themselves as leaders within the school. We intend to keep this positive trend growing.

Q88. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Evaluations are done frequently to provide feedback to teachers. These are official and unofficial walkthroughs and evaluations. These vary in duration and can be just random visits. Immediate feedback is provided to the teachers to give them compliments or strategies to use while teaching. In addition to the frequent walkthroughs, the Academy administration also ensures the DPAS process is followed and full evaluations, whether formative or summative, occur on a scheduled basis.

3.8. Closure Requirements

Q89. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.



- **Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).**

The Academy of Dover has a contingency reserve fund of \$1,475,000 as well as an unallocated fund of \$568,303. Additionally, the current local funds is \$777,879, not including the additional local funds that will be received this fiscal year. There would be sufficient funds to cover summer pay obligations (salary and OEC's) based on the most recent audit which would equate to \$314,919. This amount would also cover other expenses associated with school closure. In the event of a closure, Academy of Dover's Head of School, Assistant Head of School and Finance Specialist would remain employed through August to ensure the proper processing of payroll and to close out any other bills. The Head of School would oversee the proper close out of all school records and to lead all closeout activities.



4. Financial Performance

4.1. Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

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	
2017-2018	F	M	AS	M	AS	AS	F	N/R	M	Approaching Standard
2018-2019	F	AS	AS	M	F	F	F	N/R	M	Falls Far Below Standard
2019-2020	M	M	AS	M	M	M	AS	N/R	M	Meets Standard
2020-2021	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

DOE Summary:

Academy of Dover's overall ratings have improved over the course of its current charter term. The school met the standard in SY 19/20, but in SY 17/18 and SY 18/19, the school received ratings of "Approaching Standard" and "Falls Far Below Standard," respectively. At the individual measures level, in SY 17/18 AOD had 5 out of 8 measures that did not meet standard (2-Falls Far Below Standard; 3-Approaching Standard). In SY 18/19, AOD had 6 out of 8 measures that did not meet standard (4-Falls Far Below Standard; 2-Approaching Standard). In SY 19-20, AOD did not have any measures rated "Falls Far Below Standard" and received two ratings of "Approaching Standard."

Q90.School's financial performance over the current charter term

School Comments 2019-2020	New leadership came on and the enrollment as well as the financial situation at the Academy was not up to par. Focused efforts were made to insure the school is in a stronger position both academically and financially. Regular monitoring of both academic and financial operations occur.
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School Comments 2018-2019	While we are very aware and acknowledge that the most recent audit, completed June 30, 2019, shows some concerning results in the Financial Performance Framework, we also know that we are making the right changes over the past few months and that the charter modification will be significant in our future financial viability. One factor that has had a longstanding and major effect on a number of the financial frameworks for the Academy is the Mosiaca Settlement. This debt has been paid in full as of from the local reserves, and will also have a significant impact on the local funds.
School Comments 2017-2018	AOD has met standard in only 2 of the 8 measures. There have been improvements in 1b and 2b where we have gone up in those areas over the last two years. However, in 1a there was a decrease in rating and all other areas have remained the same from fiscal years 2017 to 2018. We have outlined more specific information for each metric in the sections below.

The Academy of Dover has significantly improved its financial situation over the current charter term. Focused efforts have remained on ensuring the Academy is in a strong position both academically and financially. Regular monitoring of the Financial Performance Framework is in place.

Q91. Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2019-2020	All financial management is now done in house which allows for better oversight and real time monitoring of the financial matters.
School Comments 2018-2019	The budget is being strictly adhered to and regularly monitored. Once change that has occurred is that the Head of School is the person managing the finances.
School Comments 2017-2018	Since our revenue is directly related to our student enrollment, we are attempting to reach our authorized enrollment figures of 287 students. We are also attempting to control our expenses, since there has not been any measurable increase in revenue from our major revenue sources which are the State of Delaware and the local school districts.

The Academy of Dover Charter School continues to manage its finances with current employees. The Head of School serves as the Business Manager and works alongside the Financial Specialist to ensure the financial health of the Academy. Regular review of the financials, as well as a collaboration with the Department of Education has resulted in the Academy gaining a much healthier financial status in a short amount of time. The finances are tracked internally and proper planning is in place to ensure the purchases occur as budgeted.

Q92. Below is the measure(s) where the school did not meet the standard. You are invited to make a response.



<p>School Comments 2019-2020</p>	<p>1. NEAR TERM INDICATORS Measure 1c. Enrollment Variance: Actual Enrollment as of September 30 divided by Authorized Enrollment 2019-2020: 89% The enrollment variance depicts actual versus authorized enrollment. A school budget is based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%. School Response To Rating: Since June 30th, 2019, a myriad of enrollment and recruitment methods have been employed that have demonstrated an increase in enrollment and an upward trend. These have resulted in the Academy currently having a 99.7% enrollment variance in the 2020-2021 school year.</p> <p>2. SUSTAINABILITY INDICATORS Measure 2c. Cash Flow 2019-2020 1 YR: \$172,007 3 YR: \$159,095</p> <p>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: The cash flow for the three-year period has been negative, resulting in a metric rating of far below standard. Since the audit report, there have been concerted efforts with the budget to fix this concern and meet the standard. The July 31, 2019, board-approved budget shows a reserve amount of \$67, 320.01, while the October 31, 2019, board-approved budget has increased the contingency reserve to \$258,056.18 with an additional \$33,883.16 in additional unallocated funds. While this is not where it needs to be, it is significantly higher than it was in a short amount of time and trending in the right direction. This remains a focus of the Academy. The charter modification agreement will significantly impact this and will further enable the Academy to meet the standard of having a positive cash flow each year. In addition, in December 2020 contingency fund now has \$712,979.39 with an additional \$65,487.90 in unallocated funds. This shows the Academy's continued move in the right direction for cash flow.</p>
<p>School Comments 2018-2019</p>	<p>School comments for SY 2018-2019 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)</p>
<p>School Comments 2017-2018</p>	<p>School comments for SY 2017-2018 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)</p>

The Academy team has made a concerted effort to ensure full enrollment. While the 19/20 enrollment was at 89%, the 20/21 enrollment was at 101% and the 21/22 enrollment is at 102%.

The cash flow has remained another area of focus. The Academy has created and adhered to a solid budget that allows for financial recovery to continue. The financial stability of the Academy has increased significantly during the time the new Head of School has been in place due to the combined focus on academics, enrollment and budgeting.

Q93. Describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

While the cash flow and the enrollment were issues earlier this charter term, both have been rectified through concerted efforts. These efforts remain in place and have become ingrained in the daily operations of the Academy.

Q94. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

Since the new Head of School began in the fall of 2019, all financials are managed internally. The Head of School also serves as the Business Manager with the support of a financial specialist. There are daily financial conversations and the team reviews the budget, enrollment, and financials on a consistent basis. A spreadsheet is used internally to track and manage all funds and ensure the spending remains at or below budget.

Q95. Address any measure where the school did not meet the standard or is approaching standard.



The enrollment variance has been an area of focus and much attention has been on ensuring that enrollment targets are met and remain met. One of the strategies that the Academy has employed since the fall of 2019, is continuing to enroll students throughout the year as space allows. By providing strong academics and a whole child approach to learning, the students who enroll after the unit count closes are remaining with the Academy for the following year. This has significantly helped to close the enrollment variance over time. The cash flow has also been an area of focus by administration. There has been a concerted effort to increase the contingency reserve funds and the budget is made each year with the intent of saving the local funds to ensure a healthier financial situation is in place.

Q96.Performance Agreement Financial Performance Expectations

- Academy of Dover Charter School's 2015-16 overall financial rating is Meets Standard. By September 2021, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
Academy of Dover has earned an overall rating of "Meets Standard" in SY 19/20, the most recent year of its current charter term. Prior year performance did not meet standard.

School Comments 2019-2020	The Academy has continued to monitor and improve our economic viability. The two areas that were Approaching Standard have continued to improve. As of FY 21 our contingency fund has increased by over 1,000%.
School Comments 2018-2019	While we are very aware and acknowledge that the most recent audit, completed June 30, 2019, shows some concerning results in the Financial Performance Framework, we also know that we are making the right changes over the past few months and that the charter modification will be significant in our future financial viability. One factor that has had a longstanding and major effect on a number of the financial frameworks for the Academy is the Mosiaca Settlement. This debt has been paid in full as of from the local reserves, and will also have a significant impact on the local funds. We have also made direct and concerted efforts to increase our cash flow through both better budgeting as well as increased recruiting efforts.
School Comments 2017-2018	AOD's overall rating was Approaching Standard and we will continue our efforts to meet standard in every financial area in the future. Our gradual increase in student enrollment each year as well as the payment in full of our note payable in FY 2019 will have a positive effect on our financial performance. We are also attempting to control our expenses with major vendors. We negotiated a freeze in our bus contract for a two year period.

The Academy continues to monitor and improve economic viability. The contingency funds are now nearly \$1.5 million and the local funds are approaching \$1 million. Our expectation is to continue with a rating of "Meets" standard as measured by the Financial Performance Framework.

Q97.How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
The school's FY20 independent audit did not have any audit findings.

School Comments 2019-2020	No audit findings existed therefore corrective action plan was needed.
School Comments 2018-2019	Not applicable.
School Comments 2017-2018	There was only one prior year finding and this finding was resolved.

The most recent audit did not have any audit findings. The Academy leadership is committed to proper practices and avoiding any audit findings.



Q98. Discuss the school's financial performance based on its approved Performance Agreement.

The Academy has an overall financial rating that meets standards and our expectation is to continue to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework.

Q99. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

No findings exist for the current period.


Q100. Appendix 11: Upload a Summary of Findings from Independent Audits (if applicable)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

No findings exist for the current period.

Applicant Evidence :


Academy of Dover DRAFT FS 063021....

Uploaded on **9/30/2021** by **Michele Marinucci**

Q101. Appendix 12: Upload a Final Fiscal Year 2021 Revenue & Expenditure Budget Report in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


FY21JuneFinalFinancialReport.pdf

Uploaded on **9/29/2021** by **Michele Marinucci**

Q102. Appendix 13: Upload an Approved Preliminary Fiscal Year 2022 Budget in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :



FY22AugApprovedPreliminaryBudget...

Uploaded on **9/29/2021** by **Michele Marinucci**

Q103. Appendix 14: Upload a Fiscal Year 2021 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Academy of Dover DRAFT FS 063021....

Uploaded on **9/28/2021** by **Michele Marinucci**




Q104. Appendix 15: Upload A list of all due process settlements (if applicable) and financial impact.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Comments :

The Academy has not had any due process settlements.

Applicant Evidence :


The Academy of Dover has not had a...

Uploaded on **9/30/2021** by **Michele Marinucci**

Q105. If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.

The projected enrollment is not increasing or decreasing by 5% or more over the term of the charter.



5. Innovation

Q106.School's innovative practice(s) that could be replicated at other schools in Delaware

<p>School Comments 2019-2020</p>	<p>The Academy had a great success with remote learning during the 2019-2020 school year. All students were provided a Chromebook to use from home. The staff organized and developed online teaching quickly after the pandemic occurred. Physical packets of work were also provided to students that wanted to use paper and pencil instead the computer to turn in their work. In some cases, Chromebooks and packets of work were delivered to the students that were unable to get to the school to pick them up. The Academy also procured donations of food from a local butcher shop that was made available to families that wanted it. Again, food was also delivered to families unable to get to the Academy building. In addition, buses traveled routes to deliver school lunches for families to pick up. The Academy has a great process for Response to Intervention (RTI) that proves to be effective. Currently the Academy is using Edmentum for reading RTI and Math. Our schedule allows for a 30-minute block for both Reading and Math RTI during the day in addition to 90 minutes if dedicated time for ELA and 60 minutes for Math. This allows Academy students to spend about 3 hours per day in a small group with the classroom teacher, para, and reading and math interventionists. Progress monitoring is done throughout the year with Edmentum for ELA and Math. Students also complete other benchmark testing weekly or bi-weekly depending on their tier. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place. There are a number of positive behavior incentives in place to continue the build a culture of caring amongst our students, including the Academy of Leaders, which is demonstrated by or “bow tie boys and “blue ribbon girls.” Some of these students had been on a more negative trajectory, and with positive reinforcement and recognition, have turned around and become student leaders at the Academy.</p>
<p>School Comments 2018-2019</p>	<p>The Academy has a great process for Response to Intervention (RTI) that proves to be effective. Currently, The Academy uses Star Renaissance for reading RTI and Math. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to 90 minutes of dedicated time for ELA and 60 minutes for Math. This allows Academy students to spend about 3 hours per day in small group with the classroom teacher, para, and if needed, the reading and math interventionists. Progress monitoring is done throughout the year. Students also complete other benchmark testing weekly or bi-weekly depending on their tier. Also, students in math practice on IXL daily for the additional on grade level math practice. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place. There are a number of positive behavior incentives in place to continue to build a culture of caring amongst our students, including the Academy of Leaders, which is demonstrated by our “bow tie boys” and “blue ribbon girls”. Some of these students were on a more negative trajectory, and with positive reinforcement and recognition, have turned around and become Academy leaders.</p>
<p>School Comments 2017-2018</p>	<p>AOD has a great process for Response to Intervention (RTI) that proves to be effective. Currently AOD uses DIBELS for reading RTI and Math Inventory for math RTI. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to the regular ELA and Math blocks. This allows AOD students to spend about 3 hours per day in small group with the classroom teacher, para, and if needed, the reading and math interventionists. Students are tested 3 times per year in DIBELS and 4 times per year in MI. They also get benchmark testing done in DIBELS either weekly or bi-weekly depending on their tier. Also, students in math practice on IXL daily for the additional math practice at their grade level. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place.</p>

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



The Academy had a great success with remote learning when necessary during the 2020-2021 school year. All students were provided a Chromebook to use from home. The staff continued to use both in person and remote/online teaching that was developed after the pandemic occurred the previous year. During periods of remote learning or if students chose to be remote learners, physical packets of work were also provided to students that wanted to use paper and pencil instead of the computer to turn in their work. In some cases, Chromebooks and packets of work were delivered to the students that were unable to get to the school to pick them up. Food was made available from the Academy building. In addition, sometime we even delivered school lunches for families

The Academy has a great process for Response to Intervention (RTI) that proves to be effective. Currently the Academy is using Edmentum for reading RTI and Math. Our schedule allows for a 30-minute block for both Reading and Math RTI during the day in addition to 2 hours of dedicated time for ELA and 60 minutes for Math. Additionally, there is a dedicated period for science and social studies. The academic schedule for ELA and Math at the upper grade levels provides for 60 minutes each of ELA, math, science and social studies instruction to ensure adequate time for each of the core content areas. This allows Academy students to spend about 3 hours per day in a small group with the classroom instructors. Progress monitoring is done throughout the year with Edmentum for ELA and Math. Students also complete other benchmark testing weekly or bi-weekly depending on their tier. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place. There are a number of positive behavior incentives in place to continue the build a culture of caring amongst our students, including the Academy of Leaders, which is demonstrated by or "bow tie boys and "blue ribbon girls." Some of these students had been on a more negative trajectory, and with positive reinforcement and recognition, have turned around and become student leaders at the Academy.

We realize the importance of meeting the needs of the whole child--and the family. In an effort to ensure our students basic needs are met, we have added a therapeutic component to our program. We have contracted with a local agency and have a certified mental health counselor, certified therapist, and a certified social worker in our school each week providing much needed services and supports to our students and their families.

We have also created a "Print Shop" within our Academy. Students learn graphic design, marketing, basic business operations and so much more through this student-led Print Shop. The students love the ability to create items such as mugs, tumblers, clothing, and signs!



6. Five-Year Planning


6.1. Projected Enrollment

Q107. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.


- Note: This will become the school's authorized enrollment for the new charter term.
- Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b) (2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 20

Resources


Projected Enrollment Table.xlsx

Applicant Evidence :


Projected Enrollment Table.xlsx

Uploaded on **9/29/2021** by **Michele Marinucci**

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

(Note: The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

Q108. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

The school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the Academy as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract through multiple methods. The Academy assesses every student multiple times per year with EDMUNTUM--an assessment program that assesses proficiency and also has a learning path that follows with research-based skill building. The results are analyzed by the leadership team, within PLCs with the educators, and also reviewed with the students. Goals are set for growth and proficiency and then as additional assessment periods occur, the growth and the achievement results are reviewed again. This is a cyclical process, involving students, educators and leadership. Additional measures of academic success occur through summative assessments provided as part of the curriculum. In addition to the more frequent and ongoing measures of academic success, the Board, Academy Leadership Team, educators, and students, all monitor and review the growth and proficiency results of the state assessment. The educators monitor the teaching of the Common Core Standards in their areas of instruction and, during PLC conversations, discuss with their fellow educators and the Academy Leadership Team how their students (individually, in cohorts, and within grade levels) are doing in achieving mastery of the standards.

Q109. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



The Academy of Dover's goal is to meet or exceed standards in all academic areas. We have a specific focus on the subgroup populations, including low-income, students with disabilities, and English Learners, as well as our students from diverse ethnic groups. Our academic achievement goal is to increase the total number of students meeting proficiency to no less than 50% of students being proficient, while also increasing the overall number of proficient students to be at least that of the state average. Our true goal is to exceed the state average in all grades and all subgroups.

Q110. Describe the student performance standards for the school as a whole.

The Academy of Dover will meet or exceed expectations on all metrics of the academic performance framework.

Q111. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

We will continue to use EDMENTUM to track our students ELA, Reading, and Math progress in all grade levels. We will also use DIBELS, as well as the assessments provided as part of the curriculum. Using the aforementioned assessment methods, the leadership team, as well as the educators, will spend PLC time reviewing the assessment data and ensuring it aligns with the Common Core Standards and Next Generation Science Standards.

Q112. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Data review is a consistent and ongoing part of the processes in place within the Academy. The Academy Leadership Team reviews current data each Monday morning and the educators along with the leadership team review data every Wednesday during the PLCs. The data is analyzed to identify if it is representative of the actual learning taking place, and a chart is used to track the teaching and learning of the standards for each core subject area. The Head of School and Assistant Head of School lead the curriculum and instruction within the Academy and are responsible for leading the analysis of the data. The educators also have a shared responsibility of collecting and analyzing the data.

Q113. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If we were to fall short of the student academic achievement expectations or goals at any level, we would review the shortcomings and conduct an analysis to identify the root cause. Based on the findings, appropriate action would be taken. The Head of School and the Assistant Head of School would be responsible for implementing them.

Q114. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

Ed Insight Reports, FSF, eSchool, PS IEP, Data Service, and other similar systems are used and monitored on a regular basis. Many reports are reviewed, or data pulled and then reviewed, on a daily and weekly basis. Attendance, academic, behavioral, and financial data are all regularly reviewed and discussed at the Academy Leadership Team meetings. The leadership team members as well as the educators participate in professional development, whether in house or provided, to ensure understanding of these systems.

Q115. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The Academy of Dover's Leadership Team oversees and monitors compliance with statutory requirements as measured by the Organizational Framework through regular conversations and meetings, held every Monday. The goal of the Academy team is to ensure exceeds or meets within all areas of the Organizational Framework. Depending on the area being measured, different leadership team members have specific areas of responsibility.

Q116. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

The Academy of Dover is in a leased building. The most recent change to the facility is the building of an "upper school" across the parking lot from the current building. This was presented as a part of the most recent charter modification application that was submitted this past year. No additional facility changes are planned at this time.



Q117. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The board will continue to assess itself on the performance of the Academy's academic, organizational and financial performance. The board maintains a goal of exceeding with a minimum expectation of meeting the standards in these frameworks. While the Head of School leads the day to day oversight and management of the Academy, the board maintains frequent contact and is provided the necessary information to support and lead at a board level.

Q118. Number of school attendance days (2022-2023)

180 students; 190 staff days in 2021-2022

Q119. Number of full days (2022-2023)

175 full student days in 2021-2022

Q120. Number of half days (2022-2023)

5 half days in 2021-2022

Q121. Number of instructional hours in a day (2022-2023)

6.8 hours of instruction per day

Q122. Number of hours in a full day (2022-2023)

7.3 hours in a full day

Q123. Number of hours in a half day (2022-2023)

4.25 hours in a half day



7. Compliance certification statement

Q124. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)
Signature

Q125. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Kimeu W. Boynton

Q126. Title (if designated)

President of the Board of Directors

Q127. Date of Signature

Thu Sep 30 2021 (Eastern Daylight Time)





8. Renewal Application Certification Statement

Q128. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

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

Signature

Q129. Date of signature

Thu Sep 30 2021 (Eastern Daylight Time)



Q130. Name of Chairperson of Board of Directors (or designated signatory authority)

Kimeu W. Boynton

Q131. Title (if designated)

President of the Board

Q132. Date of approval by board of directors

Thu Sep 23 2021 (Eastern Daylight Time)





9. Performance Agreement Template

Q133. Complete the Performance Agreement Template (see Resources) in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 1

Applicant Comments :

Portions of the Performance Agreement Template are unable to be completed at this time since some data has not yet been made available.

Resources


Performance Agreement Template.d...

Applicant Evidence :


Performance Agreement Template (1...

Uploaded on **9/30/2021** by **Michele Marinucci**

Q134. I have completed this renewal application to the best of my ability and to the extent of my knowledge.

I agree