

2018-19 DDOE Charter School Annual Report Template

Charter Renewals

Last Updated: July 2, 2019

Requirements:

- Cover page identifying charter school name & contact information
- Narrative addressing the questions below
- 20 pages maximum, double-spaced
- 11 or 12 point font
- Saved as a single pdf document (initials_18-19annualreport.pdf)
- Submitted to infocso@doe.k12.de.us

Optional:

- Attachments

I. Charter School Program

Narrative:

Provide a Synopsis of the School's Mission and Educational Program, Including Key Components of the Education Model and Any Unique or Innovative Features of the School

Discuss Key Accomplishments of the Charter School Program over the 2018-19 School Year

II. Performance Reflection

Please Complete the Questions that Match the Charter School's Performance Tier.

Tier 1	Tier 2	Tier 3
"Meets Standard" overall ratings on all of the following: - 2017-18 and 2018-19 Org Frameworks - 2017-18 and 2018-19 Financial Frameworks - 2018-19 DE School Success Framework	"Meets Standard" overall Ratings on one or more Performance Framework reports during 2017-18 and 2018-19 school years OR Opened in 2018-19 School Year, Never on Formal Review	At any point during 2018-19 school year: - Renewed with Conditions - Placed on Formal Review - Earned "Falls Far Below Standard" on any Framework Report

Tier 1 Narrative:

Academic Performance

What Are the Successful Academic Practices At Your Charter School that Other Schools Can Replicate?

Organizational Performance

What Are the Successful Organizational Practices at Your Charter School that Other Schools Can Replicate?

Financial Performance

What Are the Successful Financial Management & Stewardship Practices At Your Charter School that Other Schools Can Replicate?



September 30, 2019

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Charter Renewals

CHARTER SCHOOL OF NEW CASTLE
(PREV. FAMILY FOUNDATIONS ACADEMY)

**170 Lukens Drive,
New Castle, DE 19720**

Phone: (302) 324-8901

<http://www.charterschoolnewcastle.org/>

Tier 2 Narrative:

Academic Performance

Identify areas or factors where the school has met standard in academic performance.

Overall from 2016-2019, Charter School of New Castle had an average growth increase of 3% point in Language Arts and an increase of 13% points in Mathematics (per reported data in DeSSA) compared to the State of Delaware which had a 0% point increase in Language Arts and a 1% point increase in Mathematics. This data demonstrates that Charter School of New Castle continues to make gains on both assessments. While growth is happening steadily, we are still seeking to close the achievement gap on both assessments in terms of outright proficiency as compared to the state of Delaware.

Charter School of New Castle has shown an increase in academic achievement and academic growth for the last two consecutive years. In addition to outright proficiency, school success is also measured by student growth. Component V of the state metric for teacher accountability acknowledges the importance of student growth. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. Charter School of New Castle continues to demonstrate student growth through multiple data, such as students meeting their growth targets on the state test as well as students meeting and exceeding growth targets on other assessments, such as MAP. During the 16-17 and 17-18 school year Charter School of New Castle was ranked in the top 10 in both Math (5th) and Literacy (9th) growth with respect to the percentage of students who met their annual growth targets. Based on our current trends, we believe that the rankings above will remain the same. In the 2018-19 school year, over 50% of the students achieved or exceeded their Component V target goals in SBAC and over 70% of the students met or exceeded their individual MAP growth targets. We anticipate receiving an overall rating of at least “approaching standards” with a continuous aim of achieving an overall rating of “meets” or “exceeds.”

Identify areas or factors where the school has not met standard in academic performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school’s academic performance outcomes that will improve student growth, proficiency, and college and career readiness levels as measured by the Performance Framework?

Charter School of New Castle has already taken several steps to increase overall proficiency ratings. Throughout the 18-19 school year, measures were implemented to improve our teacher recruitment process. Measures such as improving recruitment documents used during the teacher screening and interview process as well as expanding the team of interviewers in order to diversify the evaluation process have been implemented. Charter School of New Castle has also implemented targeted measures to support and improve instruction. During the summer of 2018, instructional leaders participated in the Harvard Datawise course as a means of improving instructional support. Throughout the school year, all teachers participated in the Harvard Datawise structure, which includes an intentional means of responding to student data in a collaborative teacher-driven model. Charter School of New Castle has also implemented

targeted research-based strategies of responsive data-driven instruction (i.e.; Paul Bambrick's Data-Driven Instruction/Leverage Leadership). In addition, we also implemented a new weekly document, the data tracker, which allowed teachers to track in real-time data regarding student mastery of content standards. This attention to tracking and responding to student data allows the teacher and school to more quickly identify and respond to student deficit areas. Since the data tracker has only been implemented for the past year, it is still in its infant stage; we will continue to monitor its effectiveness and make improvements as needed. Measures towards improving overall teacher quality and data-driven instructional responsiveness will continue as we aim towards improving our proficiency ratings.

Organizational Performance

Identify areas or factors where the school has met standard in organizational performance.

Charter School of New Castle has met the standards as related to its mission specific goals. Please see appendix 1 with data outcomes.

During SY18-19 the Charter School of New Castle continued to engage parents and conduct Vision Plan Conferences. The vision plan outlined student goals and focused on their progress during the school year. 100% of students completed a Vision Plan with their teachers or a staff member. Over 80% of our families participate in the vision conference to discuss their child's future goals and current grades. These meetings were helpful in building relationships with parents and investing them in the process their scholar would need to take to see those career outcomes come to fruition

CSNC has met standards for the organizational framework. We offer a quality and free educational opportunity for all of our students. We are members of the Delaware Charter Schools Network and partner with the Department of Education to ensure that all compliance-related expectations requirements are being met with fidelity. Our partners provide monthly reminders "i.e. DOE weekly memo to Principals", assurance documents and updates to ensure that we remain compliant in our practices. The school complies with financial audit requirements to ensure financial viability/oversight. Our board manages and supports the execution of the expectations established by laws, rules, regulations and provisions of the charter. Through the governance structures and practices, the Charter School of New Castle will continue to meet the standards for the organizational framework.

Identify areas or factors where the school has not met standard in organizational performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's performance outcomes in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework?

The Charter School of New Castle has implemented pro-active measures such as new testing materials, accurate assessments to measure ELL data outcomes for incoming Kindergartens,

students new to the school and current students. These steps have allowed us to improve our service students with disabilities and ELL learners.

After reviewing the school's current performance toward English Language Proficiency, we identified the domain of reading and literacy as areas where students demonstrated the most significant difficulties. Students are struggling with their vocabulary acquisition and applying their word knowledge to access grade level material. Nine students scored below Performance Level 3 in Reading and 7 students scored below Performance Level 3 in Literacy. At this time we have increased ELL supports provided to our students to serve them within the ELL program as well as within the general education setting. We have pushed for a focus on vocabulary by incorporating the usage of context to figure out unfamiliar words with literary and non-fiction text during both class and RTI. In addition, the school implements daily guided reading lessons to support elementary students' development based on their individualized instructional level.

We are expecting students to begin utilizing context clues to strengthen their comprehension of material and overall vocabulary. With the increase of exposure to text through guided reading we are looking to increase students' overall vocabulary while having targeted instruction on how to access material appropriately.

Measure Progress for ELL:

We will use MAP testing data and the school's internal Interim Assessment to monitor student progress toward Lexile development, and comprehension of both literary and informational text. Fountas and Pinnell benchmarking data will be used to monitor student progress on reading and comprehension skills.

The Charter School of New Castle has implemented pro-active measures when servicing students with disabilities. In th 2016-2017 school year, we received a rating of "approaching standards" within the students with disabilities strand. The below information was noted in the corrective action plan as well as steps taken by the school in response.

Financial Performance

Identify areas or factors where the school has met standard in financial performance.

The school has had to make a number of strategic decisions over the past five years to help improve the quality of our program. First, we wanted to consolidate from two locations to one. Moreover the former leased space for our Middle School was unattractive and a negative image for the School. However, our very nice 1101 Delaware Street facility was not large enough to accommodate all 760+ students. Therefore we relocated both the Elementary and Middle Schools to our current location on Lukens Drive.

When moving to this campus and scoping out additional classroom space we realized that there was a great need to invest significant amounts of funds from our \$2MM+ reserve to retrofit the space to create the best for our program. We invested roughly \$800,000 over two years into these buildings which had a negative impact on our financial ratios. We have had the 1101 facility on the market to sell or lease since the relocation. We have had tenants in the building which have partially offset our carrying cost on the building. Our current tenant leases half of the building with reduces our annual carrying cost to about \$150,000. This tenant anticipates leasing the entire building next year which will completely offset our carrying cost. This tenant also has an option to purchase the building in the future.

Identify areas or factors where the school has not met standard in financial performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's financial performance outcomes that will demonstrate viability and sustainability as measured by the Performance Framework?

The school has reached a point that we no longer plan on having to “dip” into our reserves to help offset the operations of the school. The leaders have developed an operating budget that is balanced and we now have a tenant in 1101 Delaware Street which helps offset the costs related to that building. The school fully plans to end the year with a surplus which going forward will have a positive effect on our performance ratios which are heavily dependent on cash flow.

Charter School of New Castle's overall financial rating is approaching standard, but we feel very confident in our financial well-being. Historical context: FY17 was the first time since the school was taken over by new management that the school received a clean audit with an unmodified opinion. This has continued for FY18 and is expected for FY19 as well.

As stated above, most of the school's negative financial ratios have been attributable to one-time investments in our buildings to improve them for our students as well as the continuing carrying costs for the facilities we vacated at 1101 Delaware Street in order to consolidate our elementary and middle schools at one location. However, the positive turning point is a consistent tenant at 1101 with a desire to purchase the property.

We expect that our ratings will improve over the next two years which will lead to us meeting standard in all areas by FY20.