

EAST SIDE CHARTER SCHOOL

ANNUAL REPORT

2017-2018



**3000 N Claymont St,
Wilmington, DE 19802
Phone: (302) 762-5834**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	East Side Charter School
Year School Opened	1997
Enrollment 2017-2018 ¹	415
Approved Enrollment	429
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	aaron.bass@escs.k12.de.us (302) 762-5834
Name of Board President	Thomas C. Humphrey
<p>Mission Statement: The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018 ¹
Total Enrollment	415
# of Students on Waiting List	
Gender	
% Male	51.57%
% Female	48.43%
Ethnicity/Race	
% African American	94.46%
% American Indian	
% Asian	
% Hispanic/Latino	5.30%
% White	
% Multiracial	0.24%
Special Populations	
%Special Education ²	14.46%
% English Language Learners	0.24%
% Low-Income	79.76%

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

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.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Sep 2013	Minor - educator evaluation process	Approved

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

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	63	63
Grade 1	58	58
Grade 2	52	49
Grade 3	50	62
Grade 4	48	38
Grade 5	48	44
Grade 6	47	40
Grade 7	33	31
Grade 8	30	30
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	429	415

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

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	East Side Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	5	
Grade 1	43	67.19%
Grade 2	37	63.79%
Grade 3	53	82.81%
Grade 4	34	66.67%
Grade 5	32	74.42%
Grade 6	33	62.26%
Grade 7	21	63.64%
Grade 8	26	70.27%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	284	70.47%

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

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

We have partnered with parents, offered a robust regular school and after school programming and maintained a strong community. Data on why students leave varies from families moving, issues with transportation and other variables. We are speaking with families and engaging them more. We also follow up with families that express they are interested in leaving our school so that we can target their issue and try to resolve it. Families that choose to leave without sharing information with us are allowed to leave due to the fact that we believe in choice and do not want to impede their leaving.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

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

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	31.00	21% Well Below Expectations
Academic Progress	200.00	126.00	63% Meets Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	195.00	49% Well Below Expectations

- a) Based on the table above discuss the school's:
- ???????????????? overall academic achievement results,
 - ???????????????? major challenges,
 - ???????????????? and accomplishments over the course of the school year.

School Comments:

Overall there were areas for academic celebrations in grades four to eight. Overall from 2016-2018, EastSide Charter School achieved an average increase of 9% points in Language Arts and an average increase of 6% points in Mathematics compared to the State of Delaware which had a 0% point increase in Language Arts and a decrease of 3.6% points in Mathematics. In addition, EastSide had five teachers achieve increases at or above 10% points. Lastly, EastSide was ranked 2nd in both ELA and Math among all schools in Delaware with respect to the percentage of students who met their annual growth targets. This data is determined by the state mandated component V metrics for which schools and teachers are held accountable. Major challenges still are retaining quality teachers and addressing student individual academic and behavior needs.

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

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

School Comments

EastSide has shown an increase in academic achievement and academic growth from 2016-17 to 2017-2018. EastSide had an average growth increase of 9% points in Language Arts and an increase of 6% points in Mathematics. In addition, EastSide was ranked 2nd among all Delaware schools with respect to the percentage of students who met their annual growth targets. The mission specific goal is to shrink and ultimately eliminate the achievement gap in Wilmington and in the state. EastSide has "chipped" away at the achievement gap, but must continue to consistently see gains in ELA and Math to succeed in closing the gap.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	19.90%	75.00	15.00
Proficiency Math (Grades 3-8)	21.07%	75.00	16.00

Respond to the following questions.

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

School Comments

The Academic Achievement data for EastSide Chart School is provided below.

ESCS ELA	16-17 Scores	17-18 Scores	increase/decrease
Grade 3	13%	8%	baseline
Grades 4-8			
4	13%	35%	increase 22pts
5	15%	12%	decrease 3pts
6	12%	18%	increase 6pts
7	13%	23%	increase 10pts
8	17%	28%	increase 11pts
Total	14% Avg	23.2% avg	increase avg 9pts
ESCS Math	16-17 Scores	17-18 Scores	
Grade 3	34%	20%	baseline
Grades 4-8			
4	34%	68%	increase 34pts
5	15%	2%	decrease 13pts
6	12%	10%	decrease 2pts
7	3%	10%	increase 7pts
8	8%	10%	increase 2pts

Total	14.4% Avg	20% avg	increase avg 6pts

Based on student performance, it is evident there must be a focus on certain grades and subjects . Each year we look to see the progress of students at each grade level following them throughout their years at EastSide. There are some positive trends we are noticing. Teachers who are rated effective/highly effective are producing higher academic results when compared to developing and unsatisfactory teachers. Unfortunately, teacher turnover has contributed to decreases in scores in grades 3 and 5. A second factor was teacher performance. Teachers who struggle with classroom management and who are not able to teach an academic year’s worth of material prior to the state exam are not showing an increase in academic performance. EastSide acknowledged these issues and has worked diligently to provide more effective teacher training and coaching in addition to restructuring the leadership team. Pacing charts in mathematics were modified to increase the amount of content taught prior to the state exam. EastSide is also concentrating more on student writing skills, specifically narrative writing. Data shows writing is a contributing factor to students decreased scores in ELA. However, there were some grades that did see significant increases in proficiency levels in both ELA and Math. Grade 4 math closed the achievement gap compared to the state average and several grade levels had double digit increases as reflected in the chart above.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

EastSide Charter School has taken several steps to increase proficient scores overall moving forward. There is an increased focus on teacher recruitment and retention. EastSide has modified instruction and curriculum as well. A writing program has been implemented to address student Language Arts deficiencies. In addition, EastSide has increased its efforts to increase more of a blended learning approach for students. Blended learning will increase the amount of individualized instruction students receive. Furthermore, EastSide has increased efforts to support teachers through more targeted professional development. A second Assistant Principal of instruction has also been added to the leadership team in order to support teachers.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

EastSide will measure progress by tracking teacher evaluations and tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	69.34%	75.00	52.00
Growth - Math (grades 4-8)	57.97%	75.00	43.00
Growth of Highest Quartile - ELA(grades 4-8)	67.00%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	59.29%	12.50	7.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.33%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	55.91%	12.50	7.00

Respond to the following questions.

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

School Comments

It is evident from the data that EastSide needs to do a better job with instructing the highest and the lowest quartile of students. So many times schools teach to the “middle quartile” students. This year EastSide is utilizing blended learning to assist in meeting some of the academic needs of the both the lower and upper quartile of students. In addition, EastSide has increased student supports for tier three students as well as incorporated an honors program to support our tier one students. During the 17-18 school year EastSide achieved a ranking of 2nd in both ELA and Math as compared to the entire state of Delaware with respect to the percentage of students who met their annual growth targets. Attached are also the results of MAP testing. The data attached compares the student results from 2016 spring to 2017 spring. Growth in ELA/Math is evident across all grade levels. Students are ending the following year at higher skill levels. With that said, there is more work to be done. All students are not on grade level. Some students still have skill deficiencies that need to be addressed. Coupled with student deficiencies, we face teacher turnover. “New” teachers are low in skill and require extended coaching and training to be developed. EastSide has increased efforts to coach

inexperienced teachers, training “highly effective” teachers to become coaches and promoting existing staff to leadership positions to help coach. We also acquired a second instructional leader to support teachers. A third focus is for EastSide to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st in addition to increasing instruction and integrating a writing curriculum.

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments

EastSide Charter School expects to have continued academic growth in Math and ELA. EastSide will take the following steps to ensure growth occurs. Leaders and teachers will progress monitor student assessments, performance task and student work in order to make informed data driven instructional decisions. Follow pacing charts with fidelity. Increase the level of coaching support by training “highly effective” teachers to support other staff and adding an additional instructional leader. Also there will be additional time scheduled daily to support blended learning to address student individual needs. Furthermore, curriculum modification will be made to address deficient writing skills and prioritize content to be taught prior to May 1st.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

EastSide will measure progress by tracking teacher evaluations and by tracking student performance on assessments and classroom assignments. Interim Assessments and module assessments will provide prediction data and student progress in regards to grade level work. MAP will progress monitor student individual learning during the year. Student work samples, baselines and performance tasks will help monitor skill development in writing.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	75.33%	50.00	38.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

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

School Comments:

We have made a sincere effort to accurately track student attendance this year. We have seen that student attendance is linked to conditions in the home, attitude towards school, access to consistent transportation (even when getting to the school bus stops) and resources in the home. Through a staff of caring teachers, counselors and behavior support we reach out to all families on a proactive basis. Our staff go above and beyond to reach out to chronically absent children and we provide multiple opportunities for families to meet with staff throughout the school year to discuss attendance and problem solve being present. We have done this in the past and will continue to work to ensure that all of our children are present and accounted for in school.

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

School Comments

We expect to improve the score we received for School Quality/ Student Success. We will continue to have all staff work with students to ensure that they have what they need to be in school. We have also hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While our LEA is not responsible for these outcomes we are committed to strong outcomes for our scholars.

In addition we will continue to use the practices that we employed this year to build a strong culture of regular school attendance.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

Each advisor spends time with students to build relationships with the student and their family. Staff work with families to identify areas of need. In addition our office teams keep good track of attendance and our entire team works with the counseling staff to follow up with families that are not meeting expectations. The approach is largely supportive through parent meetings, offering resources to families and continuing to engage in dialogue for the betterment of the scholar. Leaders also follow up on attendance and help problem solve issues so as to keep strong attendance.

2.5 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

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

School Comments

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

School Comments

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

School Comments

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	Meets Standard: 90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1
	Approaching Standard: 51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			
	Far Below Standard: 50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.			

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

In the 17-18 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students' goals and also focused on their progress during the school year. 100% of

students completed a Vision Plan or Vision Meeting with staff. Over 80% of our families came to discuss their child's future goals and current grades. These meetings were instrumental in building relationships with parents. We were successful in accomplishing our academic growth goals on SBAC with significant growth in Math and ELA. We are continuing to make improvements in the school to have a better impact on student performance.

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

3.2 Organizational Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

East Side Charter School

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

a) Describe the school’s organizational performance over the current school year (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.)

School Comments:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

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

School Comments:

See comment above

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

See comment above.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

EastSide Charter School has met standard in every category except Governance and Public Stewardship. This one area resulted in the overall score being Approaching Standard. This was caused by the failure of some board members to obtain some of the required trainings even though the vast majority of our large board had in fact obtained the required trainings. We have taken steps to rectify that situation and in FY 19 every board member will have successfully completed the appropriate training.

Measure 2b.

Does the governing board oversee and evaluate school management?

DOE Rating Information:

2a3: Board training not completed 12/17,11/17,10/17; 2a4: CBOC training not completed 10/17

Performance Agreement

Organizational Performance Expectations

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

EastSide Charter School's overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving 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.

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

School Comments:

The LEA has proven successful in all categories except for one this past year. We are expecting to be Meets Standards in all categories moving forward.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Aaron	Bass	Ex-officio - CEO	7/25/2017
James	Bonds		
James P.	Dalle Pазze	Chair, Legal	7/1/2009
Cecil	Gordon		10/17/2017
Michael	Hare	Chair, Facility Committee	9/29/2014
Paul	Harrell		11/19/2014
Thomas C.	Humphrey	Board Chair	11/21/2013
Andrea	Jackson	Teacher Representative	7/25/2017
Charles	McDowell	Board Member	7/1/2007
Shaquona	Meyers		1/3/2018
Donna	Mitchell		11/19/2014
Michelle	Reardon	Chair, Marketing Committee	
John S.	Riley	Chair, Nominating Committee	
H.M. (Chip)	Sawyer		1/25/2012
Alexis	Simms	Parent Representative	9/15/2015
Jocelyn	Stewart	Vice Chair	2/16/2011
Charles	Tolliver	Secretary	11/19/2014
Jeania	Watson		9/29/2014

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

Michelle Reardon, John Riley and James Bonds were removed from the board during FY18. We are appreciative of their service and all new members being brought on the board are receiving their training with the entire board to ensure that we meet standard in this area.

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Aaron	Bass	CEO	7/25/2017
Peter	Kennedy	Community Member	3/30/2017
Nick	Medaglio	Managing Director of Finance and Operations	11/21/2013
Ed	Reznick	Community Member	2/15/2011
Richard	Riggs	DOE Representative	11/30/2015
Alexis	Simms	Parent Representative	9/15/2015
Ashley	Wynn	Educator	3/23/2018
Jim	Dalle Pазze	Community Member	7/1/2009

School Comments:

Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
52%	36	68

*** To be completed by the school**

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.



School Comments:

At EastSide we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the school’s actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings. In addition we are working to maintain consistent leadership in the building. Frequent leadership changes have an impact on teacher attrition thereby impacting student success.



- b) Describe how the school’s professional development plans support teachers and leadership.



School Comments:

We have received repeated approval for the Leadership Excellence Framework in addition to our Teaching Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD’s. In addition we collaborate with other schools to



ensure that we are using the best practices for our staff.

Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. At the data meetings the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

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	M	M	M	M	M	M	M	N/R	M	Meets Standard

a) Describe the school's Financial performance over the current school year (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.)

School Comments:

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

School Comments:

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

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2017-2018
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY18 independent auditor's report expressed an adverse opinion on the reporting entity; however, the auditor's report also expressed an unmodified opinion on the governmental activities and major fund.

School Response To Rating:

Performance Agreement

Financial Performance Expectations

EastSide Charter School’s overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving 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.

- a) Discuss the school’s financial performance based on its approved Performance Agreement.



School Comments:



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



School Comments:



V. INNOVATION

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).

School Comments:

EastSide has started a Mindfulness in collaboration with Delaware State University. Psychology students come on a weekly basis to assist students in Kindergarten through 2nd grade with social-emotional skills, well being and better cognitive performance. We are gathering data this year and expecting to see improved performance in behavior, grades and test scores for students who have participated.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	EastSide Charter School
Location:	3000 N Claymont St, Wilmington, Delaware

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief and that this application has been approved by the school’s Board of Directors.

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

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

