



Delaware Department of  
Education  
2018-2019 Renewal Report  
Freire Charter School

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## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 *Del. C.* § 514A (c) states that,

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

## I. OVERVIEW

### 1.1 Basic Information

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

BASIC INFORMATION	
<b>Name of School</b>	Freire Charter School
<b>Year School Opened</b>	2015
<b>Enrollment 2017-2018 <sup>2</sup></b>	411
<b>Approved Enrollment</b>	448 (SY 2018-19)
<b>School Address</b>	201 W 14th St, Wilmington, DE 19801
<b>District(s) of Residence</b>	Red Clay Consolidated School District
<b>Website Address</b>	<a href="http://freirewilmington.org/">http://freirewilmington.org/</a>
<b>Name of School Leader</b>	Paul Ramirez Felicia Wenell
<b>School Leader Email and Phone Number</b>	Paul.Ramirez@freirecharterschool.org Felicia.Wenell@freirecharterschool.org (302) 407-4800
<b>Name of Board President</b>	Clint Walker
<b>Board President Email</b>	cwalker@barclaycardus.com
<b>Mission Statement:</b> Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.	

## 1.2 School Demographic Data:

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

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2014-2015 <sup>2</sup>	2015-2016 <sup>2</sup>	2016-2017 <sup>2</sup>	2017-2018 <sup>2</sup>
Total Enrollment		234	322	411
<b>Gender</b>				
% Male		39.32%	44.41%	49.64%
% Female		60.68%	55.59%	50.36%
<b>Ethnicity/Race</b>				
% African American		64.53%	71.43%	72.02%
% American Indian			0.31%	0.49%
% Asian		3.85%	3.11%	1.95%
% Hispanic/Latino		13.68%	7.14%	13.87%
% White		14.53%	15.84%	8.03%
% Multiracial		2.56%	1.86%	3.16%
<b>Special Populations</b>				
% Special Education <sup>3</sup>		6.41%	16.15%	18.98%
% English Language Learners		3.42%	2.17%	2.43%
% Low-Income		45.30%	54.66%	48.91%

<b>School Comments 2016-2017</b>	<p>Freire Charter School Wilmington serves a particularly diverse student body from across New Castle County, drawing students from four different school districts. Supporting all students who enroll, regardless of background, is at the very core of all Freire’s actions. The imperative that we meet the needs of historically underserved populations goes without saying at Freire. In the 2016-17 school year, the two largest subgroups of the student body were African Americans, comprising 71.43% of the population and low-income students, who comprise over half, or 54.66%, of the student population. Supporting all our students means supporting students within these subgroups, and overall, Freire has outperformed the state average in helping these students achieve proficiency. Further, Freire provides professional development and implements a wide variety of school programming to help all members of our school community understand the value of diversity.</p>
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**School Comments  
2015-2016**

This data element was added in the SY 16/17. The school was not required to provide a response a response to this information

### 1.3 Approved Minor and Major Modifications:

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

Date	Modification Requested	Outcome
March 24, 2015	Major - Eliminate admissions preference; decrease enrollment in year 1 (2015-16)	Approved

<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.4 Enrollment Trends

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

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2014-2015		2015-2016		2016-2017		2017-2018	
	Approved Enrollment	30-Sep Enrollment Count						
K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8			112	149	112	133	112	110
Grade 9			112	85	112	130	112	149
Grade 10					112	59	112	94
Grade 11							112	58
Grade 12								
<b>Total</b>			224	234	336	322	448	411

### DOE Summary:

Freire Charter School has had consistent enrollment over the past three years. The school's actual enrollment has ranged between 91% and 104% of its authorized enrollment since it opened in SY 15/16.

### School Comments 2016-2017

This data element was added in the SY 16/17. The school was not required to provide a response to this information

**School Comments  
2015-2016**

This data element was added in the SY 16/17. The school was not required to provide a response to this information

### 1.5 Reenrollment Trends

Review the following chart with the school’s reenrollment data. The reenrollment rate<sup>3</sup> is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2014-2015		2015-2016		2016-2017		2017-2018	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Countt	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>					117	50.00%	219	68.01%

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

<b>DOE Summary:</b>
In SY 16/17, Freire Charter School reenrolled 50% of the 234 students eligible for reenrollment. In SY 17/18 the school reenrolled 68.01% of the 322 students eligible for reenrollment, an improvement of 18%.

<b>School Comments 2016-2017</b>	The transition from the 2015-16 to the 2016-17 school year happened at the end of the school’s first year in operation. Families in Delaware were becoming acquainted with the Freire model for the first time and Freire Wilmington was developing its own identity. Therefore, a certain amount of adjustment in the student population was to be expected. Given that we have an 8th grade class, we also expect to see some students choosing other high schools given that there are many options in this natural transition year. We also saw that some students wanted programs like clubs and extracurriculars that the school had not been able to implement given our small size in our first year and therefore sought other schools with greater extracurricular and athletic offerings. With our increase in size and funding capacity of these programs through sources like the 21st Century grant, we have added significantly more programming based on student interest. We are proud that Freire’s attrition rate has dropped significantly during the transition from the 2016-17 year to the 2017-18 year, from 50% to 32%. As we continue to build our success and define our identity and expectations, we hope to see attrition continue to decrease.
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2010-11 through SY 2013-14, the academic performance of all charter schools was evaluated using the Delaware Academic Framework Reports that were publishing annually. In July of 2015, the DDOE received approval from the United States Department of Education to use 2014-15 as a flexibility year for all schools in order to transition to a new accountability framework<sup>4</sup>. This new accountability report is referred to as the Delaware School Success Framework (DSSF).

For the purposes of reporting the academic achievement for charter schools during this transition period, academic performance is broken down into reporting categories. These categories include:

- ❖ Academic Framework Reporting (2010-11 through 2013-14): This report includes percentages reflecting: Student Progress Over Time (Growth), Student Achievement Status, State and Federal Accountability, Post-Secondary Readiness (High Schools Only), and Mission-Specific Academic Goals which were an optional measure.
- ❖ DSSF Reporting (2014-15 through 2015-16): This report includes two systems for ratings. Metric ratings represented by a one to five star rating for Academic Achievement, Academic Growth, On-Track to Graduation, and College and Career Readiness. This report also includes Academic Performance ratings in the four core subject areas (English Language Arts (ELA), Math, Science, and Social Studies as well as Academic Growth, On Track to Graduation, and College and Career Preparation that are represented as a percentage.

Because these reports differ in how individual reporting categories are calculated, it would not be appropriate to incorporate the data from the DSSF into the Academic Framework utilized from 2010 through 2014. Because SY14/15 was a flexibility year, the charter school data is reported in relationship to the state for comparison purposes only.

All charter schools provide descriptions of their academic performance strengths and areas of growth in their annual reports. Please review the annual reports attached to this report to see the school's response to their annual academic performance.

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)		
	2014-2015	2015-2016	2016-2017
Academic Achievement	**	**	2 Stars (50/150pts) Needs Improvement
Growth	**	**	4 Stars (158/200pts) Meets Standard
On Track to Graduation	**	**	5 Stars (47/50pts) Exceeds
College and Career Preparation	**	**	2 Stars (33/100pts) Needs Improvement

#### DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school earned a rating of “Needs Improvement” for the academic achievement metric; a rating of “Meets” for the growth metric; a rating of “Exceeds” for the on track to graduation metric; and a rating of “Needs Improvement” for the college and career preparation metric.

**School Comments  
2016-2017**

2016-17 was Freire Charter School Wilmington’s second year of operation, and first year being formally rated under the Delaware School Success Framework (DSSF), indicating Freire’s performance against a state standard. Most excitingly, Freire’s progress within the growth and On-Track to graduation categories indicates that the school is indeed driving students to grow academically at high rates and remaining true to its mission and vision for the students it educates.

Despite this growth, Freire did face challenges in both the academic achievement and college and career preparation metrics. This may seem strange given that academic growth was so high, but it is unsurprising given the overall level of preparation our students arrived with upon entering 8th grade—even with high rates of growth, students start so far behind that they still struggle to meet proficiency by the end of their 8th grade year (which is the only grade level represented in these numbers). Further, in the College and Career Preparation metric, Freire’s lack of an 11th grade class this school year meant that we lacked SAT or other secondary assessment results.

At Freire, we are driven to grow students even more and see these students through to success and therefore plan intensive supports for these learners. We are taking a number of steps to increase academic achievement and growth, especially putting a great deal of effort into bringing students with proficiency gaps up to grade level and continue to accelerate growth.

To remedy the existing achievement gap of students, Freire employs a number of efforts to give our students the extra support retroactively and as-needed. Instead of regarding extra help as an add-on, our instructional program builds support and interventions into every aspect of the school day. 8th grade is a year focused on providing academic supports. This year is dedicated to giving students the intervention and remediation that they need to continue with the rigorous high school curriculum. Freire 8th graders take supplemental reading and math classes to develop fundamental skills. Teachers also support students in achieving proficiency through the operation of school academic centers where students can receive supplemental help for all core subject areas. Data analysis is becoming increasingly integrated into understanding student outcomes and planning strategic interventions. Freire’s focus on college preparation for its students has led to improvement in student knowledge and understanding of the college application process as the school continues to add higher grade levels. The common denominator of all of this programming is the open academic culture that Freire represents every day; there is no stigma for asking for extra help or for a teacher to “break down” or unpack difficult concepts.

**Note:** School comments for SY 15/16 and SY 14/15 can be found at:

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

## Performance Agreement

### Academic Performance Expectations

By September 2018, our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goals (optional): 100% of graduates will successfully complete an action research project based on the ideas of social change and social justice (The Social Change Project), in which they spend a year working on an interdisciplinary project that requires them to engage in social justice-based inquiry, writing, and action."

#### DOE Summary:

In SY 16/17, the Freire Charter School earned a rating of "Needs Improvement" for the academic achievement metric; a rating of "Meets" for the growth metric; a rating of "Exceeds" for the on track to graduation metric; and a rating of "Needs Improvement" for the college and career preparation metric.

#### School Comments 2016-2017

Freire Wilmington continues to make every effort toward reaching its goals of academic achievement, outlined by the Performance Agreement in the areas of Academic Performance Expectations. Given Freire's strong performance within the Growth metric, proficiency and achievement will improve in correlation to consistent strength in this category of Academic Performance. Further, Freire will accumulate innovative academic programming as it continues to age, supporting the growth and health of all metrics related to academic performance.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		2 Stars (50/150pts) Needs Improvement	
	School	State	School	State	School	State
ELA	**	**	**	54.91%	41.42 %	56.63%
Math	**	**	**	42.87%	24.16%	45.13%
Science	**	**	**	60.41%	35.89%	47.45%
Social Studies	**	**	**	76.82%	n/a	n/a

### DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school was rated “Needs Improvement” for academic achievement. ELA proficiency was at 41.42% which was 15.22% less than the State average. Math proficiency was at 24.16% which was 20.97% less than the State average. Science proficiency was at 35.89% which was 11.56% less than the State average. The State social studies assessment was not administered in SY 16/17.

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

<p><b>School Comments</b> <b>2016-2017</b></p>	<p>In terms of Academic Achievement, the scores above indicate that the school is performing below state averages. While we are working on improving this rating, important contextually is that this low rating is attributed to the fact that students arrived significantly behind in proficiency levels. Although we were able to help students make exceptional academic process in a school year (which is detailed under the Growth metric), for many students it was still not enough to get them to proficiency. Students entered with a need for substantially accelerated growth in order to reach grade level expectations in ELA and math.</p> <p>To give some specific detail, the above ELA and Math Achievement Scores for Freire are based only on our 8th grade class because it is 11th grade that is tested for high school and Freire did not have an 11th grade class this year. When looking at the 16-17 cohort of 8th grade students' incoming scores from 7th grade, less than 30% were proficient on the Smarter Balanced test in ELA and less than 15% were proficient in math. Thus, even though Freire's DSSF proficiency scores are lower than the state average, it does represent a significant increase from where students entered. Indeed, the growth scores achieved indicate that students were growing at a rate 2-3 times the state average. Even given the low starting point of many of our students, Freire still sees this as no excuse and we still push for all students to reach proficiency and beyond as we move forward.</p>
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## b) Expected outcomes for Academic Achievement

### School Comments 2016-2017

Looking ahead, Freire expects to increase academic achievement for students over the course of their time at Freire, especially in bringing students up to grade level proficiency. One challenge with this goal, however, is that since the Academic Framework is heavily weighted toward outcomes for our 8th grade class, we've experienced some variability with the level at which students come in to our school. For instance, the 16-17 cohort of 8th graders experienced even higher rates of growth than the previous year, but they entered the school significantly lower causing their academic achievement score to be lower. Given this, we aim to increase rates of growth with the eventual goal of having students be college ready by graduation, regardless of where they start when they enter.

To do this, Freire will focus on the specific areas of assessment and student academic skill. Increasing academic achievement will yield student outcomes such as an increase in student level of critical thinking, including the ability to answer complex questions that meet college preparatory standards; lowering the rate of students failing at the end of each quarter; and increasing the number of students on the honor roll. To support these outcomes, Freire will put more emphasis on creation of aligned and high-level assessments with the aid of data systems that will enable teachers and families to more deeply understand the academic needs of students. Additionally, Freire will support teachers to achieve the desired outcomes by providing professional development that increases teacher assessment literacy, ensuring that teachers understand critical benchmarking assessments such as the PSAT and SBAC on a deep level. Professional development will also prompt teachers to analyze the level of critical thinking/questioning needed for students to be successful on assessments and prepared for college and careers.

Embedded throughout these strategies is the need for emphasis on the mastery of basic skills in ELA and Math. Academic skills in ELA such as literacy will be supported by use of the highest quality texts and implementing close reading and writing techniques within the classroom. Further, in the Math curriculum, skills such as problem-solving and critical thinking will be increasingly aligned to standards that reach beyond basic fluency to higher-level conceptual understanding. Academic support centers as well as extra tutoring after school will provide the necessary support framework for students that will maintain a steady increase in academic achievement as Freire ages.

**c) Progress measures to track expected Academic Achievement outcomes**

**School Comments  
2016-2017**

In order to provide evidence of the desired outcomes in assessment and student academic skills, scores from interim teacher-created assessments, benchmarks, state assessments, and national assessments (PSAT, SAT, ACT) will be analyzed using a comprehensive data system to create more targeted and strategic instruction at the individual student and classroom level, especially in ELA and Math. Continuous comparison of this data to Freire’s-school-specific goals, surrounding schools and statewide data will indicate weak areas on a macro level.

To ensure accountability in tracking progress, Freire partners with Build the Future Education Collaborative, a charter support organization, which includes a team of Performance Management data analysts. This team tracks achievement, discipline, attendance, and other relevant data on a continuous basis to monitor the effectiveness of all interventions. These metrics are reported at bi-monthly meetings so that progress is tracked at the highest level. Additionally, the Performance Management team provides ongoing review of school data, supporting the administration in understanding the meaning of the data. Teachers also review performance data on a regular basis, doing so individually, in consultation with colleagues and administrators, at staff meetings, and in professional development sessions. Evidence from state tests, benchmarks, and course midterms and finals are at the center of Freire’s professional development and instructional decisions.

**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

### 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		4 Stars (158/200pts) Meets Standard	
	School	State	School	State	School	State
ELA	**	**	**	50.00 %	84.17 %	50.00 %
Math	**	**	**	50.00 %	74.00 %	50.00 %

**DOE Summary:**

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school was rated “Meets” for the growth metric. The school’s growth in English Language Arts exceeded the State average by 34.17%. The school’s growth in math exceeded the State average by 24%.

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

<b>School Comments 2016-2017</b>	While our students’ achievement levels were farther behind on Math and ELA proficiency, Freire Wilmington demonstrated a clear ability to help students grow faster in these subjects to help close that gap. This is represented by Freire’s student year to year gain from the 7th to 8th grade growth in Smarter Balanced scores. The data indicate that Freire has experienced a large growth of scaled test scores compared to other feeder schools within the area as well as the state. ELA scaled scores represented triple the growth statewide, with a positive 40-point change in ELA scores, compared to the 13-point change statewide for 8th grade. Math scores represented double that of state growth, with a 37-point change in Math scores compared to a 16-point change statewide. Indeed, Freire had some of the highest DSSF Growth scores of any school in the state, with ELA growth placing us among the top five schools in Delaware, and Math growth placing us in the top fifteen. We attribute these gains and the strength of our performance on the DSSF Growth metric to our rigorous curriculum, the ability of our teachers to engage students in deep critical thinking, as well as the intensive academic support programming implemented in the 2016-17 school year.
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	In addition to the outcomes and strategies that will improve academic achievement to sustain constant and increasing growth in the future, Freire hopes that growth will continue to achieve a level/rating that is at least double the state average going forward. Maintaining consistent strength within the growth metric will be necessary to improve upon and achieve proficiency goals. Achieving this growth goal requires growth and diversification in teacher development to ensure teachers are constantly abreast of the latest techniques. As such, teachers are encouraged to experience and learn from different teaching methods by visiting other high-performing schools. In the 2016-17 school year, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington DC and within Delaware.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track Growth outcomes.
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**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		5 Stars (47/50pts) Exceeds	
	School	State	School	State	School	State
Attendance	**	**	**	94.40 %	93.14 %	94.75 %
On-Track in the 9th grade	**	**	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	**	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	**	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	**	**		**	*Not calculated at the state level

\*\* The school did not service students in the grade levels assessed by this metric.

### DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. In SY 16/17, the school's attendance rate was 1.61% less than the State average.

**a) On Track to Graduation ratings over the course of the charter term**

<b>School Comments 2016-2017</b>	Once Freire has been in operation long enough to graduate students, this metric will be based chiefly on graduation rates. At the present, however, it is based on average daily attendance. Attendance has improved greatly since the 2015-16 school year, from 88% average daily attendance to 93%, but the percentage is still lower than the state average. Freire was not scored in terms of On-Track in the 9th grade metric, because it has only been in operation for two years. However, by the start of the 2016-17 school year, 97.6% of students returning to Freire after a 9th grade year in 2015-16 began the year with 4 or more core credits (English, Math, Science, Social Studies, and a Foreign Language).
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**b) Expected outcomes for On Track to Graduation**

<b>School Comments 2016-2017</b>	Looking forward, Freire will continue to improve upon attendance by strengthening the sense of community within the school and continue to develop interventions to address absenteeism. As we prepare to begin graduating students for the first time in the future, we are hopeful that our strong academic programming, interventions, and supports will lead to high graduation rates.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	<p>Progress within the On Track to Graduation metric will be tracked based on a monthly dashboard of relevant data, created collaboratively between Build the Future and Freire Wilmington. This dashboard is presented to Board members in order for appropriate interventions to be made in areas of weakness.</p> <p>Last year, attendance was a priority that arose in the school’s needs assessment. Given the financial constraints of being in its first year of operation and serving only two of five planned grade levels, the school did not have the necessary staffing focus on attendance in 2015-16. Thus, Freire during the 2016-17 school year developed several interventions around absenteeism, resulting in a growth of 5% in average daily attendance from 88% in 2015-16 to 93% in 2016-17. This growth puts Freire closer to its long-term, internal goal of 95% average daily attendance. These interventions include an automated call system to alert parents of absence; working with attendance-focused counselors to identify and work with students with attendance issues; and finally, the positive incentivizing of homerooms with high attendance.</p>
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**Note:** School comments for SY 15/16 and SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)					
	2014-2015		2015-2016		2016-2017	
Rating	**		**		2 Stars (33/100pts) Needs Improvement	
	School	State	School	State	School	State
Growth to Proficiency ELA	**	**	**	57.10 %	53.27 %	59.19 %
Growth to Proficiency Math	**	**	**	34.42 %	13.08 %	35.41 %
College & Career Preparation	**	**	**	46.41 %	n/a	49.64 %

### DOE Summary:

Freire Charter School opened in SY 15/16. The school did not receive accountability ratings for SY 15/16 since it was in its first year of operation, in accordance with 14 DE Admin. Code 3.1.4. The school was rated "Needs Improvement" for the college and career preparation metric area. Growth to proficiency in English Language Arts was 5.92% less than the State average. Growth to proficiency in math was 22.33% less than the State average.

**a) College and Career Preparation ratings over the course of the charter term**

<b>School Comments 2016-2017</b>	When Freire offers higher grade levels, this measurement will be based on a variety of measures that demonstrate college- ready proficiency. In the meantime, the measurement indicates whether students are on track to achieve proficiency within three years as determined by DDoE calculations. By these measures, there has been a year to year increase in growth to ELA proficiency, 53% of students meeting this metric in ELA as compared to the 2015-16 percentage of 46%. However, Freire is still behind in growth to proficiency in ELA with the state average at 59%. Freire has declined slightly in its growth to proficiency in Math from last year, from 14% in 2015-16 to 13% in 2016-17. Further, Freire remains behind the state average of 35%. As a college preparatory school, Freire pays the utmost attention to this rating and is determined to improve per Freire’s hallmark commitment to outstanding levels of growth. At the same time, it is important to consider that the state’s calculation is “based on an expected growth path that takes into account variations in the amount of growth demonstrated on average statewide for each grade level.” (DSSF Reference Guide 2016-17 rev. 7/24/17, pg. 16). Given Freire’s above-average growth levels, Freire expects that students will reach proficiency more rapidly than the state average.
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**b) Expected outcomes for College and Career Preparation**

<b>School Comments 2016-2017</b>	Freire Wilmington is focused on SAT, PSAT and ACT prep as we prepare to serve the 11th and 12th grade for the first time in the coming years. Looking forward, continuous focus on aligning curriculum and supporting instruction that improves assessment literacy will aide in overall preparation for these examinations. We also plan on offering a variety of AP courses and dual enrollment programs in the future as we grow to higher grade levels. Given all of these things, we expect high percentages of our students to participate in these programs and expect to meet this metric.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	Please refer to Academic Achievement section c) for methods of data collection and analysis to yield on track College and Career Preparedness outcomes.
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**Note:** School comments for SY 15/16 and SY 14/15 can be found at: <https://www.doe.k12.de.us/Page/2654>



a) 2016-2017 mission specific goal(s).

<b>School Comments 2016-2017</b>	<p>Freire Wilmington met the criteria for its mission specific goal. Further, at the heart of Freire’s ethos is college preparation, thus Freire has implemented several programs and initiatives that offer students and their families holistic support around preparing for college. Research indicates that access to opportunities and exposure to experiences are critical for college preparedness. The logic being that by exposing students to a variety of experiences outside of the classroom through field trips and extracurriculars, students will be able to expand upon what they learn in the classroom while exploring postsecondary education and potential career opportunities. As such, Freire has not only provided programming around college access but has gone beyond the metrics within the mission specific goal with its commitment to expanding student experience. Of the field trips planned in the 2016-17 year, some include not only college trips but also the 8th and 9th graders going to Shakespeare plays and 10th graders traveling to Washington D.C. to visit Smithsonian Museums.</p> <p>In addition, Freire continues to expand and change its vibrant selection of extracurricular activities. 2016-17 marks the first year a parent college workshop was offered. At the event, an expert presented to parents about the role they play in their child’s success in college, how to plan for and pay for college, and how to find the resources a family will need. Looking forward, preparation is underway to develop the programing for the high school to post-secondary transition, as Freire will be offering the 11th grade for the first time in 2017-18. This includes developing targets for SAT scores and graduation rates. Overall, this programming is expected to expand and become tailored to Freire’s unique school community through the successful acquisition of the 21st Century Community Learning Centers grant Freire Wilmington was awarded for the 2017-18 school year.</p>
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**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

### 3.2 Organizational Performance

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

#### HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	M	*	M	M	M	M	D	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

## SUMMARY AND OVERALL RATING

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

### DOE Summary:

Freire Charter School has earned overall ratings of “Meets” standard for since the school opened two years ago. The school nearly met all measures as assessed by the Organizational Performance Framework metrics excluding 4b (Attendance Rate) in SY 15/16 and 1c (students with disabilities) in SY 16/17.

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

<b>School Comments 2016-2017</b>	Freire Wilmington has met all standards in the overall rating and will describe its plan of action to improve the only indicator it is “approaching standard” in, 1c: Students with Disabilities, in the following section c).
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### b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

<b>School Comments 2016-2017</b>	Although we meet all overall standards this year, we continuously review our organizational practices for effectiveness and make every effort to remain current on constantly changing statutes, regulations, and guidance.
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**c) Indicator measure where school did not meet standard or is approaching standard**

**School Comments  
2016-2017**

**1. EDUCATION PROGRAM**

**Measure 1c.**

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

**DOE Rating Information:**

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The school had some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.

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**School Response To Rating:**

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Freire accepts into its learning community students from a wide range of backgrounds, needs and academic skill levels. Further, Freire ensures that programing and curriculum for students having difficulty with the mastery of subjects to proficient or advanced levels of academic achievement are timely, effective and monitored regularly; especially students with IEPs and 504 plans. The Freire approach has always been to meet students where they are when they arrive at the school, which requires personalizing each student’s education program –setting goals, working with parents and students on identifying and planning their needs, and creating a framework of the right blend of services and programs to build academic growth and achievement

While Freire always plans to meet the needs of identified students with special needs, the school has recognized that often times best practices for special education students can also be classified simply as good teaching. The Student Services (Special Education) staff at Freire helps to integrate supportive approaches and instructional ideas into the general education teacher’s classroom instruction, providing students the kind of deliberate, explicit teaching they need. Through adapted texts, “push-in” special education and reading and math support, supplemental “pull-out” instruction in small groups, and after school subject-matter tutoring, coupled with frequent academic monitoring, Freire is able to educate students of all needs including students with no particular learning challenges, students at risk of academic failure (far below grade level skills), students with IEPs, English Language Learners (ELL), students with 504 plans, migrant and newly immigrating students, and homeless students. A student’s individual needs are used to adjust the curriculum and scope and sequence for that student through differentiated instruction involving grouping and assignments of different types of learning tasks in projects, additional courses, and/or above-level or below-level courses in a particular academic area. We always place students in the least restrictive environment that will enable them to succeed.

Freire is engaged in a corrective action plan to address special education records compliance for a number of individual students and aims to be fully compliant with its terms.

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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2014-2015</b>	Not Applicable
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## Performance Agreement

### Organizational Performance Expectations

By September 2018, 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 this organizational performance expectation. This progress will be monitored through our annual performance review.

#### DOE Summary:

Freire Charter School has earned overall ratings of "Meets" standard for since the school opened two years ago.

#### School Comments 2016-2017

Freire ensures that it is meeting performance expectations for its educational program by submitting a school calendar that meets the minimum number of instructional hours, instituting state assessments, and teaching to Delaware content standards and program requirements. Other measures include complying with federal requirements under ESEA, IDEA, and ADA for at-risk, special education, and ELL students. Freire's Director of Student Services monitors all students with IEPs and 504 plans.

The Build the Future charter support team works closely with the Board of Directors to ensure compliance with all Governance and Reporting requirements. Freire has appropriately filed Articles of Incorporation, compliant bylaws, and numerous policies in place to this effect. The school observes state requirements regarding open meetings, the state code of conduct, conflicts of interest, membership composition, training, background checks, and annual evaluation of the school, including the school leaders and student performance.

Freire ensures the rights of students and employees through following board-approved handbooks and policies. These cover areas including admissions, student records security and access, due process, civil rights, student conduct, and staff credentialing.

Build the Future's experienced charter school operations team works closely with the Co-Head of School, Academic Supports to ensure a safe school environment. Freire holds appropriate permits, licenses, and inspections including a certificate of occupancy and fire inspections; maintains appropriate insurance coverage; and complies with requirements regarding student transportation, food service, dispensing of pharmaceuticals, nursing services, and emergency plans

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.3 Board Financial and Governance Members and Training

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

#### Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Trish	Blessing	1/19/2017	1/19/2020	Parent Representative	2/2/2017
Mia	Davenport-Chaney	9/10/2015	9/10/2018		2/2/2017
Robert	Goff	2/25/2016	2/25/2019		7/25/2017
John	Kane	1/28/2016	1/28/2019		2/2/2017
Margaret	Kelly	9/14/2017	9/14/2020		11/14/2017
Julia	Li	8/18/2015	9/14/2017	resigned, Teacher Representative	3/30/2017
Nathan	Moser	9/14/2017	9/14/2020	Teacher Representative	12/1/2017
Hal	Real	6/5/2014	6/5/2017		
Henry	Smith III	5/29/2014	5/29/2017		
Clint	Walker	12/8/2014	12/8/2020	President	7/25/2017
Mark	Stellini	12/21/2017	12/21/2020		10/13/2008
Christian	Willauer	11/10/2014	11/10/2020		2/2/2017

#### DOE Summary:

Freire Charter School's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

#### School Comments 2016-2017

The three Board members without Board Governance Training dates joined the board after the training was offered in September of 2015. These three Members with outstanding attendance will attend a training no later than fall of 2018.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

### Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Wyatt	Cadley	10/19/2017	10/19/2019	Teacher Representative	10/19/2017
John	Kane	9/21/2016	9/21/2018	Board Liaison	2/2/2017
Kevin	Lair	11/17/2016	11/17/2018	Teacher Representative	2/2/2017
Nikkole	Lee	10/19/2017	10/19/2019		11/6/2017
Jodi	O’Ferrall	11/18/2015	6/30/2017	Secretary	9/20/2011
Bill	Ray	11/18/2015	11/18/2017		2/2/2017
Tom	Wannop	1/18/2017	1/18/2019	Parent Representative	10/13/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Eric	Williams	9/21/2016	9/21/2018		2/2/2017

**DOE Summary:**  
 Freire Charter School’s Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

**School Comments 2016-2017** Currently, all CBOC members have completed the required finance training. DDoE’s offering of an online training option has made the training more accessible and realistic to accomplish given the tight time constraints in the regulation.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
93.8	15	16

**DOE Summary:**

Freire Charter School retained 93.8% of its teachers from the previous school year.

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

**School Comments  
2016-2017**

As Freire continues to grow, it is faced with the task of hiring many new staff members and at the same time ensuring that they are effective educators, indicating staff recruitment as a high need as the school continues to grow into its full capacity. As such, Freire has a rigorous application process for all staff members. Prospective instructional staff members submit a resume, cover letter, sample lesson plan aligned to Common Core Standards, and references. Staff members screen incoming applications to determine applicants' alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screenings with Freire staff to further determine whether an applicant will be a good addition to our team. Finally, a portion of applicants is invited to participate in an in-person interview with Freire staff members. Teaching applicants in most cases are required to conduct a demonstration lesson and meet with school leaders.

In addition to recruiting from local colleges, universities, other networks, as well as local and national job websites, Freire partners with Teach for America to ensure that it is attracting staff of the highest quality and effectiveness. Freire is drawn to the TFA program for recruitment because the training teachers receive is hands on and practical (teachers are prepared from day one) and instills within teachers a belief in kids and high expectations for students and their own professional growth.

Once high-quality teachers are on board, Freire employs a variety of strategies to retain them, including:

- Providing a safe, peaceful work environment
- Engaging teachers in decision making
- Providing leadership opportunities for teachers
- Providing frequent feedback on instruction
- Providing high quality professional development and ongoing instructional coaching support

At Freire, having the highest-quality teaching staff is of the utmost importance. Freire ensures this not only by striving for all teachers to be certified, but by recruiting the best people, using instructional coaches, providing effective professional development, and building planning time into the school's schedule. Monitoring of teacher attrition is maintained by the analysis of the Build the Future Performance Management team as well as school analysis of teacher exit surveys at the end of each school year. Only one teacher has left in the previous year to pursue another opportunity. We believe the strategies have helped us to keep the high-quality staff that we recruit.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School's professional development plans support teachers and leadership.**

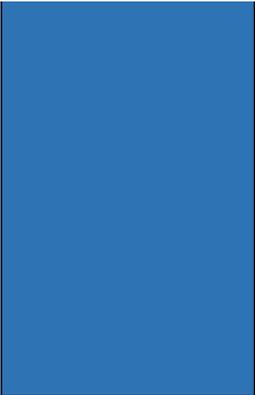
**School Comments  
2016-2017**

Freire professional development supports teachers and leadership through its dual function of providing both pragmatic and effective programming to enhance teacher efficacy and thus student achievement as well as building a strong sense of community and collaboration within the school community. Freire ensures that all teachers are supported regardless of their experience level in order to provide the best instruction to the students. Before the new school year starts, all staff participate in one week of pre-service professional development, with new teachers participating in an additional week of new teacher professional development. Based on individual and group professional learning goals, 2016-17 topics included Freire Operating Values, Review of Freire Policies and Procedures, Stories of Our Students, School Culture, Technology Training, Effective Teaching, State Assessments, Special Education, Using Data to Drive Instruction, Common Core, School Safety, Vertical Planning Teams, the Meaning of College Prep, and more. Freire also introduced Doug Lemov's Teach Like a Champion 2.0 as a text and resource training in 62 topics that put students on the path to college, which is referenced throughout the year.

Once the school year is underway, the school calendar is structured so that full-day professional development sessions happen every 4-6 weeks. In addition to Lemov, based on individual and group professional learning goals, 2016-17 topics included delivering rigorous content, core instructional techniques, understanding assessment analysis, the role of diversity in the classroom, and positive behavior intervention and supports. Professional development days may include built in planning time with either a teacher's grade level or their content area—or both. Also emphasized is common planning time outside of dedicated professional development days, with common preparation and collaboration time build into the school day for teachers.

To encourage their growth and development as educators, we are now encouraging our teachers to experience and learn from different teaching methods by visiting other high performing schools. In 2016-17, the entire teaching staff visited Freire Charter High School in Philadelphia to observe classes. In addition, certain teachers have made individual trips to other high performing schools in Philadelphia, Washington D.C., and within Delaware. Another way Freire encourages teacher professional development is through mentoring, with experienced teachers provided as mentors for first, second, and third-year teachers.

Finally, Freire also implements a teacher-coaching program, where experienced teachers provide differentiated support to other teachers. The instructional coaches provide one-on-one teacher coaching specific to instructing students with academic, social, and emotional barriers to learning. Instructional coaching focuses on classroom management, content, instruction, and assessment for learning



Freire leaders also undergo professional development and learning, both through development and mentorship from within Freire and without. Within Freire, leaders collaborate regularly with the other principals in the Freire network as well as continue development through the Build the Future Team. Freire leaders also participate in other training programs including participation in Lead for Delaware principal training program, attending workshops and conferences both in Delaware and beyond at institutions like Harvard's Graduate School for Education, as well as mentorship from other Delaware principals.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating	
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio			
Year	1a	1b	1c	1d	2a	2b	2c	2d	3		
2014-2015	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	M	M	M	M	N/R	M	N/R	M	M	Meets Standard	
2016-2017	M	M	M	M	N/R	M	N/R	M	M	Meets Standard	

#### DOE Summary:

Freire Charter School has maintained overall ratings of meets standard since the school opened in SY 15/16. The school has met all measures as assessed by the Financial Performance Framework metrics.

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

<b>School Comments 2016-2017</b>	Financially, Freire remains healthy with a 'meets standard' rating for all possible metrics within this category. While the state defined metrics for total margin and cash flow measure performance over a three-year period, Freire, for the second year in a row, met both standards as computed over the fiscal year ended in June 30, 2017. The standards were to have a positive total margin and a positive cash flow. Freire's total margin was 5%, a decrease from last year's margin of 10%, however, still over the requirement in both years. The School ended the fiscal year with an unrestricted cash surplus of \$472k, an increase of \$249k from the previous 2016 fiscal year. The financial Performance Framework Ratios require that Freire either: (1) exceed 60 days cash on hand or (2) exceed 30 days cash on hand and show an increase in days cash on hand from the prior year. Therefore, Freire will continue to budget sufficient reserves to meet this ratio in future years.
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2016-2017</b>	No changes required as financial outcomes have been strong. The school monitors financial health proactively.
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2014-2015</b>	Not Applicable
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## Performance Agreement

### Financial Performance Expectations

By September 2018, 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:

Freire Charter School has maintained overall ratings of meets standard since the school opened in SY 15/16. The school has met all measures as assessed by the Financial Performance Framework metrics.

#### School Comments 2016-2017

No changes required as financial outcomes have been strong. The school monitors financial health proactively.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

<b>DOE Summary:</b>
Freire Charter school has not had any audit findings to date.

<b>School Comments 2016-2017</b>	Not Applicable
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<b>School Comments 2015-2016</b>	Not Applicable
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<b>School Comments 2014-2015</b>	Not Applicable
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## V. INNOVATION

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

#### School Comments 2016-2017

Freire Wilmington has put significant effort into positively enabling students to achieve high standards through a variety of initiatives. Many of these initiatives stem from the fostering of a supportive school climate, creating a safe space for students, families and staff alike. Freire Wilmington takes a proactive approach in building a Freire Family, which means that the culture of the school is one where everyone is valued and where the school community is built upon mutual respect, openness and honesty. Student and staff voice is paramount to the operation of the school, as Freire believes that the success of the community, as a whole and individually, is contingent upon making sure everyone is included.

There are many ways the Freire builds this culture within the community. New students are introduced through a two-day summer clinic, before the start of the school year. The clinic serves as an intensive orientation to the unique school culture and expectations. Students learn conflict resolution skills, the anti-bullying program, and peer mediation. Throughout the year, students have access to various behavioral supports through the Dean of Students and through peer mediation. Mediations are held by trained student peers and staff and can be requested by the student themselves, a staff member or a dean as a requirement of a behavioral resolution. Mediations are completely confidential, keeping with the theme of honesty and respect. Academically, Freire has implemented the use of Afterschool Academic Centers where students can drop-in for help from teachers as well as their peers on topics and subjects that they have difficulty with.

Freire has also undertaken a number of diversity initiatives to help students and staff bridge differences. At the midway point of the 2016-17 school year, as students returned from rigorous midterms, a "Dragon Day" was held. This was a celebration focused on building the school family and creating a sense of belonging and personal development. Teachers offered workshops and activities like chess lessons and escape the room that students signed up for based on interest. The day also included a diversity session where participants discussed their own identities, got to know others, and ultimately built a greater mutual understanding of issues around diversity and sense of oneness. The 2016-17 year also featured all-school field trips to go ice skating and to enjoy Hershey Park as a way to build camaraderie and connectedness.

Further, Freire held conversation circles on race for the school community in 2016-17, including family-focused events to ensure the maximum of opportunities to integrate community voice into school outcomes. Facilitators led a discussion on a topic such as black lives matter vs. blue lives matter vs. all lives matter. Conversation was then directed toward brainstorming about how to best keep

students safe coming to and from school each day so that the Freire community could ensure student safety and success despite nationwide tensions.

Many of the innovation practices mentioned above have improved culture, impacted a decrease in attrition rates, and also impacted a complementary increase in attendance. Attrition rates dropped 18% from 2015-16 to 2016-17. Further, attendance has increased from 88% in 2015-16 to 93% in 2016-17. Anecdotally, student interviews have also described an increased sense of safety and family culture. Freire will continue to strive for excellence in these climate indicators and others year after year in the effort to foster a supportive and safe school community.

**School Comments  
2015-2016**

School comments for SY 15/16 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

**School Comments  
2014-2015**

Not Applicable

## References:

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

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> 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.

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>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.