GREAT OAKS CHARTER SCHOOL

ANNUAL REPORT

2018-2019

1200 North French Street
Wilmington,DE 19801
Phone:(302) 660-4790

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	Great Oaks Charter School
Year School Opened	2015
Enrollment 2018-2019 [1]	440
Approved Enrollment	525
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	https://wilmington.greatoakscharter.org/
Name of School Leader	Kia Johnson
School Leader Email and Phone Number	kjohnson@greatoakscharter.org (302) 660-4790
Name of Board President	Michael Maxwell
Mission Statement: The mission of the Great Oaks Foundation is to launch and support a network of charter schools that prepare students for college success through high-dosage tutoring. By design, our schools contribute to the vitality of the urban neighborhoods where they are located by attracting and creating social, human and investment capital.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row ("# of Students on Waiting List") for 2018-2019. (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	
	2018-2019[1]
Total Enrollment	440
# of Students on Waiting List	
Gender	
% Male	50.91%
% Female	49.09%
Ethnicity/Race	
% African American	77.73%
% American Indian	0.91%
% Asian	0.91%
% Hispanic/Latino	15.91%
% White	4.32%
% Multiracial	
Special Populations	
%Special Education[2]	22.27%
% English Language Learners	5.68%
% Low-Income	59.77%

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
11/1/18	NULLGreat Oaks Board of Directors would like to decrease SY 2019-20 enrollment by 20%.	Approved
February 19, 2016	Minor - enrollment increase by 8% (effective 2016-17)	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		
Cells highlighted in grey were grade levels not serviced by this school		
	2018-2019	
	Approved Enrollment	**30-Sep Enrollment Count**
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	100	87
Grade 7	100	119
Grade 8	125	126
Grade 9	200	108
Grade 10		
Grade 11		
Grade 12		
Total	525	440

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

1.5 Reenrollment:

Reenrollment Rate[2] 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		
Cells highlighted in grey were grade levels not serviced by this school		
	Great Oaks Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	1	
Grade 7	93	79.49%
Grade 8	105	71.92%
Grade 9	81	43.78%
Grade 10		
Grade 11		
Grade 12		
Total/Avg	280	62.50%

** 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 are seeking to minimize our attrition rates by implementing various activities for our 8th grade students in particular. We also plan to continue to engage students and families throughout the year in the following ways:

- We will be hosting various shadow days in the High School as well as incorporating High School mentors for Middle Schoolers. It is our hope that students will be attracted to what GOWIL High School has to offer and continue to remain with us until graduation.
- Collection of Parent Feedback: Mid Year and End of Year Parent Surveys
- Monthly PTO Meetings
- Family Engagement: Adopt a Family Fundraiser, College Visits, Potluck Dinner, Parent Shadow Days

Over the school period shown above, 75% of students that did not re-enroll cited transporation as a primary reason for withdrawal, 12% cited moving out of state, 7% cited that the school was not a good fit, and 6% did not provide a reason.

All students choosing to withdraw are prsented with an exit survey in order for Great Oaks to identify trends. As a result of overwhelming transportation concerns, we have adjusted our bus stops to accommodate families. We have also implemented DART cards for students who do not wish to utilize our bus company.

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

High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. K-12)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	19.00	19% Well Below Expectations
Academic Progress	125.00	59.00	47% Well Below Expectations
School Quality/Student Success	37.50	33.00	88% Meets Expectations
Graduation Rate	n/a	n/a	Not Applicable
Progress Toward English Language Proficiency	50.00	24.00	48% Well Below Expectations
Overall	312.50	135.00	43% 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:

In our review of student achievement, we are not yet where we ish to be with our student performance. Acknowledging this, we are continuing to see growth with our students. Approximately 80% of our students enter below grade level, with 40% coming in multiple grade levels behind.

Major Challenges:
GOWIL's Educational philosophy is that every child can learn. The most important characteristics of our model include: Unrelenting focus on College Readiness, Individualized Instruction, More Time on Task, Data Driven Instruction, Characacter Development, Blended Learning, Relationships, and Master Teachers.

One major challenge is that approximately 40% of GOWIL students entered below grade level in 2018-2019. Our goal is to get every student on grade level by 8th grade and college ready by High School graduation. Through a diversification of instructional roles at GOWIL, our students can receive more individual attention and our teachers can develop and deliver more rigorous and engaging classroom instruction.

Our Corps of Fellows has proven to be an effective mechanism to differentiate instruction. However our students with the most need still require additional supports. We have implemented our Learning Support Fellows and literacy support to foster growth for those students.

GOWIL currently serves a diverse population of students including; students with Individualized Education Programs, students with Section 504 Plans, English Language Learners, immigrant, migrant and refugee students, students identified as gifted, students at risk of dropping out, and homeless students.

GOWIL uses an array of high quality assessment tools, both formative and summative to determine the success of all students in meeting DE content standards and improving student learning. In addition to the required SBAC, students take the NWEA MAP Assessment during the Fall, Spring, and Summer. We also track exit ticket and tutorial success on the Mastery Connect Platform.
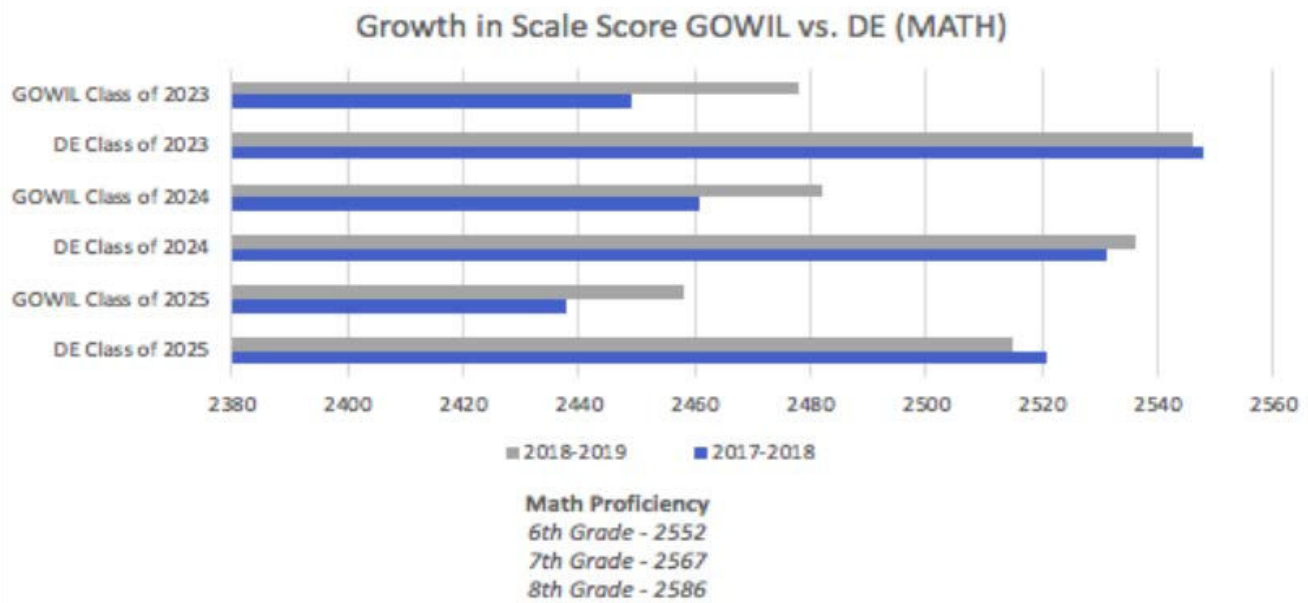
We continue to see students struggle on the SBAC with computer literacy skills. The computerized MAP and Mastery Connect have supported in building those computer literacy skills.
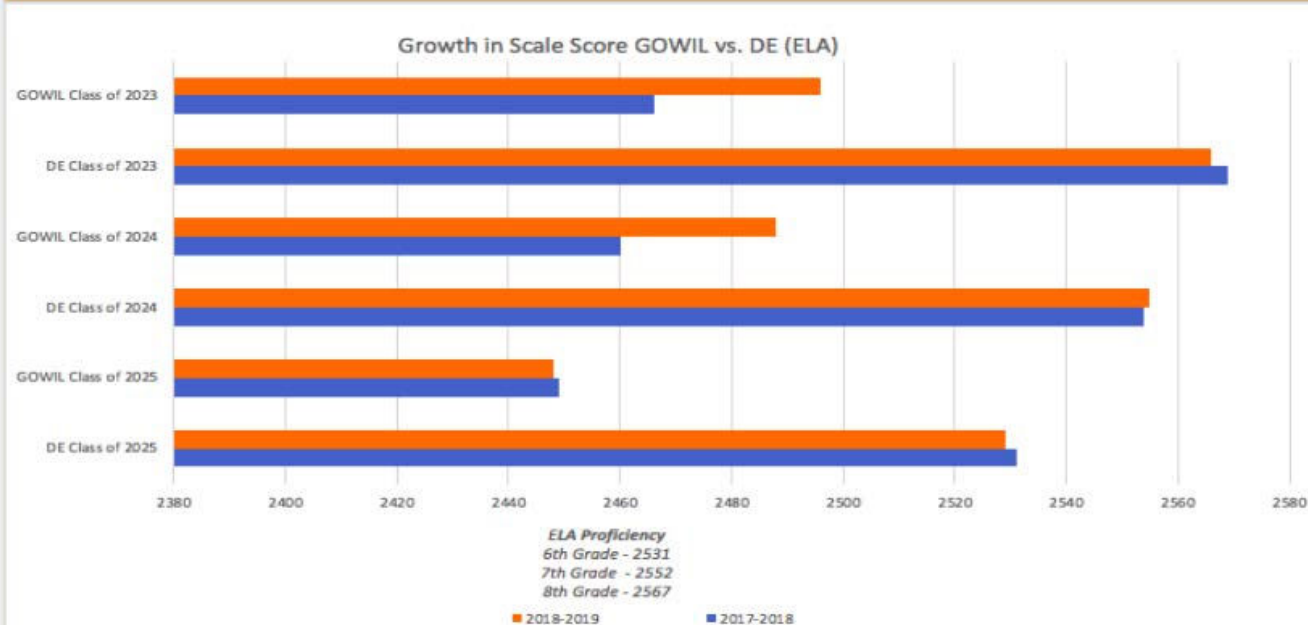
Major Accomplishments:
Over the course of last year, we recognized that our students experienced significant gains in Math Proficiency, especially in 6th grade. Our incoming 6th Grade students came in with a proficiency of 9% and they grew to a proficiency of 20%. In 5 out of 6 areas, we saw significant scale score growth. We recognized a decline in 6th Grade ELA proficiency, however our 8th grade students increased their overall ELA proficiency. Our 7th Graders remained static in ELA. Our 9th Graders made incredibly significant growth in their MAP scores from Fall to Spring. A majority of our students grew over one grade level within the year.

The graphs below show student growth in scale score as well as our gains for our 9th Grade students.
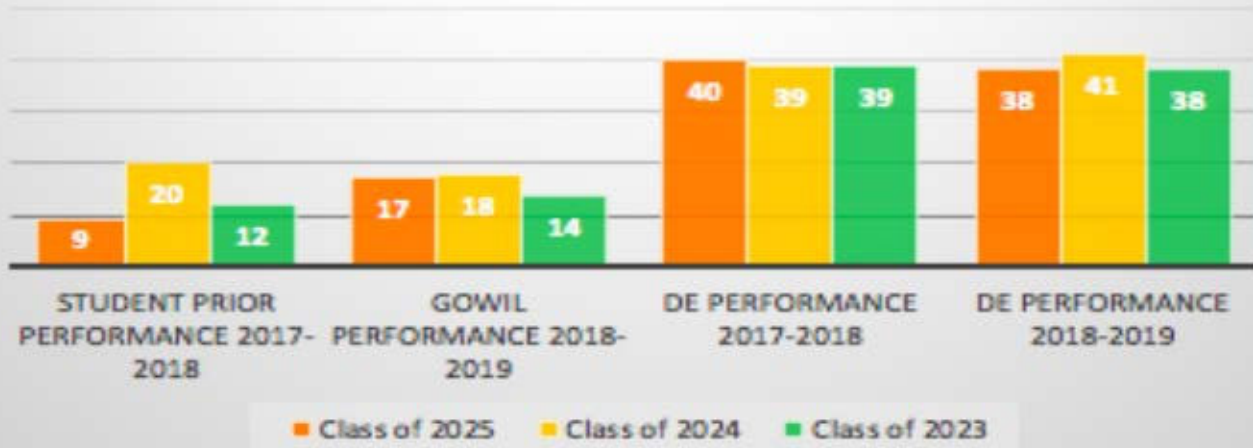
Scale Score Growth GOWIL vs. DE - MATH

Growth in Scale Score GOWIL vs. DE (MATH)

Math Proficiency
6th Grade - 2552
7th Grade - 2567
8th Grade - 2586

Scale Score Growth GOWIL vs. DE (ELA)

Growth in Scale Score GOWIL vs. DE (ELA)

ELA Proficiency
6th Grade - 2531
7th Grade - 2552
8th Grade - 2567

Growth in Proficiency GOWIL vs. DE (Math)

	STUDENT PRIOR PERFORMANCE 2017-2018	GOWIL PERFORMANCE 2018-2019	DE PERFORMANCE 2017-2018	DE PERFORMANCE 2018-2019
Class of 2025	9	17	40	38
Class of 2024	20	18	39	41
Class of 2023	12	14	39	38

Growth in Proficiency GOWIL vs. DE (ELA)

	CLASS OF 2025	CLASS OF 2024	CLASS OF 2023
Student Prior Performance 2017-2018	33	22	18
GOWIL Performance 2018-2019	20	22	25
DE Performance 2017-2018	52	54	53
DE Performance 2018-2019	52	55	52

9th Grade Reading

Winter to Spring Conditional Growth Index Significantly Above Average

	% Met Fall to Winter Growth	Conditional Growth Index
Fall to Winter	55.2%	-0.28

	% Met Winter to Spring Growth	Conditional Growth Index
Winter to Spring	61.2%	0.61

	% Met Winter to Spring Growth	Conditional Growth Index
Fall to Spring	53.8%	0.10

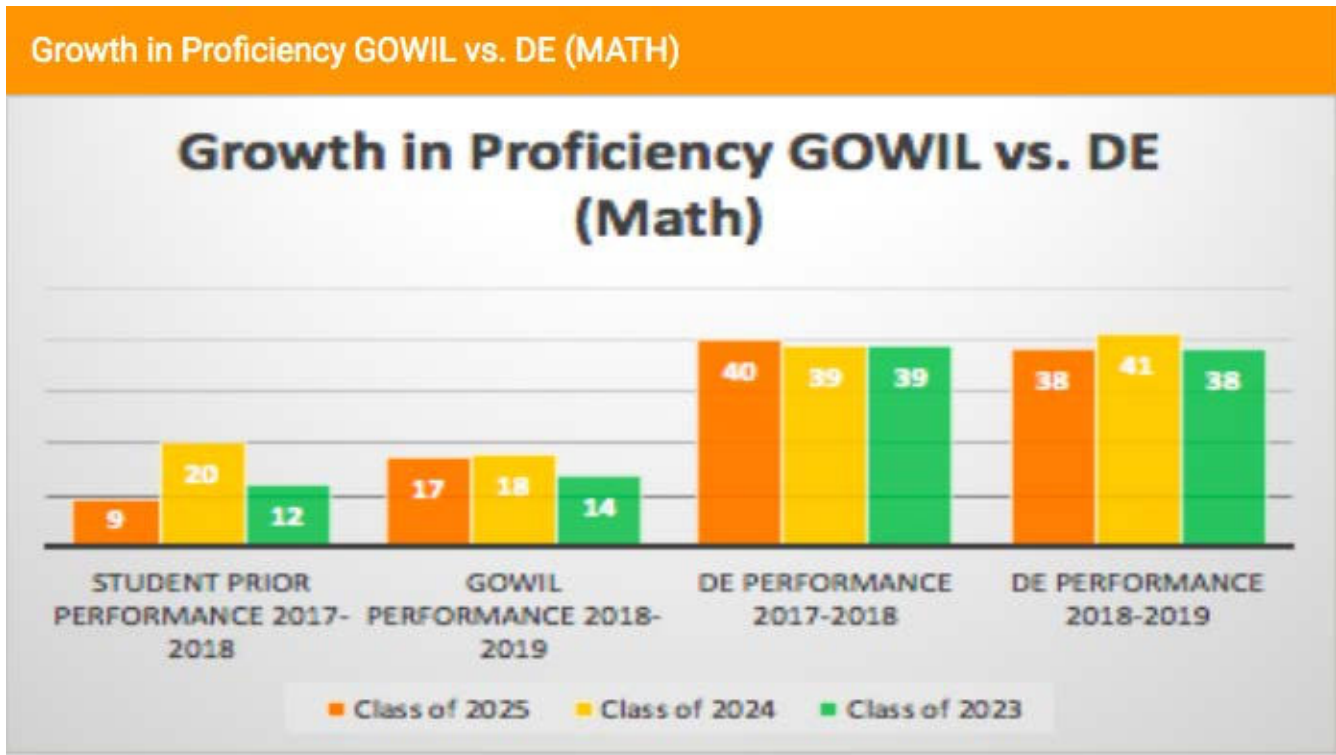**Performance Agreement**

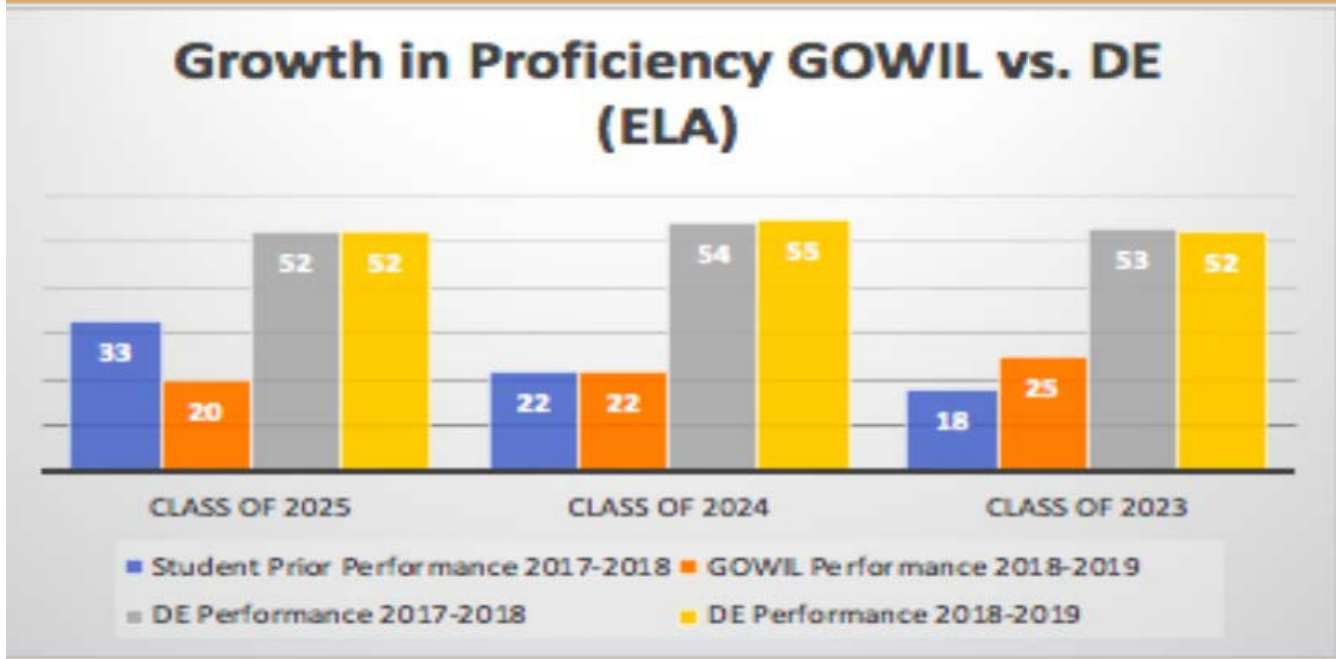**Academic Performance Expectations**

By September 2023, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework (DSSF). 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.

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

School Comments: While GOWIL did not earn a "meets standard" rating on the Academic Performance
Framework, we have shown consistent growth in our performance and in ensuring strong outcomes for students as explained in detail above. In 2018-2019, we saw the following significant gains:

- 12% increase in 6th Grade Math
- 7% increase in 8th Grade Math

Growth in Proficiency GOWIL vs. DE (MATH)

Growth in Proficiency GOWIL vs. DE (ELA)

CLASS OF 2025: Student Prior Performance 2017-2018: 33, GOWIL Performance 2018-2019: 20, DE Performance 2017-2018: 52, DE Performance 2018-2019: 52

CLASS OF 2024: Student Prior Performance 2017-2018: 22, GOWIL Performance 2018-2019: 22, DE Performance 2017-2018: 54, DE Performance 2018-2019: 55

CLASS OF 2023: Student Prior Performance 2017-2018: 18, GOWIL Performance 2018-2019: 25, DE Performance 2017-2018: 53, DE Performance 2018-2019: 52

- Student Prior Performance 2017-2018
- GOWIL Performance 2018-2019
- DE Performance 2017-2018
- DE Performance 2018-2019

We also refined our approach to teacher training and coaching using the DPAS II rubric to observe teachers on a weekly basis, followed by detailed debrief and coaching sessions. While we are encouraged by the growth our students have demonstrated, we refuse to be complacent and remain consistent in striving to adjust our approach to ensure that we are meeting our students' needs at a high level. We conduct weekly professional development sessions geared at identifying best practices, have implemented data-wise protocols into weekly data meetings in order to constantly assess student mastery, and have also integrated trauma-informed response and restorative practices into our approach in order to ensure that we are educating the whole child.

Our 2st CCLC Grant has provided us the ability to give students more time on task with rigorous summer school/camp programming in addition to a year-long Saturday School program

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	22.30%	50.00	11.00
Proficiency - Math	16.44%	50.00	8.00

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: Over the course of last year, we recognized that our students experienced significant gains in Math Proficiency, especially in 6th grade. Our incoming 6th Grade students came in with a proficiency of 9% and they grew to a proficiency of 20%. In 5 out of 6 areas, we saw significant scale score growth. We recognized a decline in 6th Grade ELA proficiency, however our 8th grade students increased their overall ELA proficiency. Our 7th Graders remained static in ELA.

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

School Comment: We hope to see an increase across all grades in the upcoming year. We are establishing scheduled weekly data meetings to review classroom data among our content teachers. We will use these data meetings to identify data trends and challenges for our students. This will allow us to establish a plan of action and support throughout the year.

We are also piloting a co teaching model to encourage additional supports for our students with disbilities.WE want to provide them with multiple opportunities to access the material and receive support from multiple adults.

Data Feedback System	Scheduled Data Meetings - Weekly & Bi - weekly - Content & Grade Level Data Meetings - Identifying trends and focus areas - Monitoring student growth within shorter time frames
Common Assessments	Establishing data points in all subjects - Monitor student growth across contents - Create comparative data between grade levels

Instructional Focus	**Standards Based Curriculum** - Supplementing EngageNY with school based curriculum **Writing Across the Curriculum** - Fostering writing skills across content - Monitoring writing trends - Norming writing responses **Data Tracking** - Tracking focus standards with Mastery Connect - Implementing data responses in class and tutorial

Curriculum Shifts	- Transitioning to Illustrative Math
	   - Reinforces additional connections & understandings
	   - More teacher/student friendly

DATA Tracking	- Tracking Exit Ticket and Tutorial data with Mastery Connect - Implementing Data response into class and tutorial
KHAN Academy	- Aligning Khan Academy with NWEA and Mastery Connect results
Co-Teaching Pilot Program	- Two Special Education teachers in 7th Grade (Mr. RIchardson and Ms. Green) - Subject specific co-teaching for all cohorts in the Math and ELA classrooms
Subject Specific Support in High School	- Ms. Gillis and Mr. Tate will be splitting 9th and 10th grade with subject specific supports in ELA/History and Math/Science.
Increased Partnerships for SEL	- Partnership with Delaware Guidance, Jewish Family Services and Center for Child Development to provide mental health services to students.

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

School Comments: We will utilize our NWEA MAP Assessment scores, classroom exit tickets, and student success in tutorial. We will be reviewing our MAP Assessmsent scores at the beginning of each trimester. We will have bi-weekly reviews of exit tickets and tutorial progress.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	48.15%	50.00	24.00
Growth - Math	46.78%	50.00	23.00
Growth of Highest Quartile - ELA	51.90%	6.25	3.00
Growth of Highest Quartile - Math	41.51%	6.25	3.00
Growth of Lowest Quartile - ELA	51.76%	6.25	3.00
Growth of Lowest Quartile - Math	54.88%	6.25	3.00

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: High School and college success remain our primary goal at GOWIL and we are proud of the growth we have seen in our students. Our culture of support and high expectations for both our staff and student body along with a rigorous curriculum has been a key lever in student growth. One particular challenge we face is the high number of students impacted by trauma personally or by living in communities rife with crime and poverty.

Root Causes/Reflections
- Students are showing more dramatic growth in Math versus ELA. WE believe this is a result of increased rigor in Math and the use of Khan Academy in conjunction with the MAP Assessments.
- Lower performing students are demonstrating more significant scale score growth than students who are performing at or above grade level.
- Additional interventions for SPED/SEL students are a major priority as we continue to see lower peformance in that demographic.
- 70% of GOWIL 6th graders are scoring in the lowest quaratile in the Fall MAP Assessment

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:We hope to increase our student achievment to meet the state average in all categories within 5 years of our charter renewal. We also seek to place 100% of our High School graduates in appropriate college and career tracks by that time as well.

We acknowledge this is an ambitious goal given the challenges that many of our students face. However, we have high expectations for ourselves and our students to learn from our successes and remain committed to our goals.

GOWIL expects to outperform the district in which we reside and demonstrate steady growth toward closing the gap between GOWIL students and the state by full expansion in the 2021-2022 school year. GOWIL will continue to work with the Great Oaks Foundation to increase academic supports and outcomes by doing the following:

Focusing teacher coaching on core themes with an intent focus on increasing the Depth of Knowledge level of student tasks.
• Effective use of formative data and MAP feedback to inform instructional decisions and for grouping students in tutorial
• Well-structured data reviews after MAP administration cycles; Setting goals around student growth & monitoring student progress
• Develop a streamlined and aligned system for using assessment data to inform instruction for diverse learners
• Utilize the tutor model to effectively target instruction for students at risk of not meeting grade level standards
• Tutor Deployment: Tutors are building off of the work done in the classroom and are assets when in the classroom
• Connection: Consistent collaboration between tutors and teachers with clear expectations for roles and responsibilities.
• Content: Content is connected to what's happening in class but still able to be personalized/differentiated. Task cards are created with enough time for tutors to be prepared.
• Deepen teachers' internalization of the Eureka curriculum and ability to identify areas to focus based on highest leverage standards and needs of students
• Strengthen instructional discourse by implanting proven instructional strategies

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: As mentioned previously, the consistent collection and monitoring of student progress
through data will allow us to create targeted, individualized programs of action and intervention for students throughout the year. In addition to the required smarter balanced, GO-WIL also administer the NWEA Assessment three times per year for reading and math to track student progress toward mastering State standards and on-track to pass State Exams. Weekly data meetings will be conducted across content teams and grade-levels to consistently evaluate the implementation of data into instruction. Success will be evidenced by:
• Significant acceleration in student growth and proficiency scores.
• Observed evidence of shifts in instruction (by administration).
• Student goal setting with students meeting NWEA and SBAC growth goals.
• Classroom observations, student work, teacher feedback.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep		n/a	n/a
On Track in 9th Grade	99.05%	25.00	25.00
On-Track Attendance	65.46%	12.50	8.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		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: GOWIL has seen a decrease in attendance rates due to the following reasons: Transportation is struggle as many of our buses are arriving late or not arriving to student stops. The large majority of our population relies on school buses to get to school. If the bus fails to arrive, students are unable to attend school, and earned an excused absence.

Family Concerns: For a small number of students, family matters require they stay home to help with family members.

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 have enlisted a group to monitor student attendance. This creates the opportunity for the school to communicate with families when we identify that students may face an attendance problem due to personal matters. We host a meeting with the families and ensure that we have a plan for students to arrive on time and be prepared for school.

Regarding buses, we utilize an all call systems to alert families of late buses with as much notice as possible. We also utilizing DART passes for our 8th-9th grade students to allow them alternative options to arrive to school.

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: Using E-School Attendance reports, we are able to monitor student attendance weekly. These reports allow us to make ongoing adjustments, especially if transportation is the primary cause.

2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate		n/a	n/a
ESEA Adjusted 5-Year Graduation Rate		n/a	n/a
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

Respond to the following questions.

a)   Based on your Graduation Rate 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 Graduation Rate 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 Graduation Rate outcomes.

School Comments

2.6 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	47.94%	50.00	24.00

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: Our ELL population receives weekly instruction in ELP in addition to their supports in class and tutorial. We have not seen the results that we wish to see with our ELL students.

Root Causes:

Within our ELL population, we have a significant percentage of recent migration to the United States. Our students are navigating an adjustment to a new country, often without close relatives. These students are struggling emotionally and academically.

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: We hope to see at least 90% of our ELL students reach their ELP goals within the next 2 years. We will continue to utilize small group and individual ELL instruction for those students. We are also implementing bi- monthly professional development on ELL instruction to our general education instructors. This will allow teachers to provide specific supports to our ELL students.

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: WE will review ELL performance in our weekly Data meetings as well as the WIDA results. WE will ensure that we analyze disaggregate data to review specific student groups and their focus areas.

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?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Great Oaks Charter School Wilmington Students will master major Common Core Standards implemented through a college exploration curriculum designed specifically for tutorial.	Meets Standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following: • Specific Common Core standards across content areas that reflect the major work of the grade. • Actionable and Measurable Objectives • Assessments geared toward tracking student's mastery of both the CCS and college-access content. Approaching Standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following: • Specific Common Core standards across content areas that reflect the major work of the grade. Far Below Standard: Students are not engaging with a college exploration curriculum on a weekly basis in tutorial.	Tutorial Curriculum, Lesson Plans, and Exit Tickets	PDF Upload and entry into system by DOE.	1a1

a) Rate the school's performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

School Comments: GOWIL has continued to meet standard on our mission specific goal since our opening.
As a program geared toward preparing 100% of students for college success, it is critical that we are integrating college exploration into their academic program. During the course of the charter term, students engaged with a college exploration curriculum on a weekly basis in tutorial that included following:
• Specific Common Core Standards across content areas that reflect the major work of the grade
• Actionable and Measurable Objectives
• Assessments geared towards tracking students' mastery of both the CCS and college-access content
Additionally, 100% of GOWIL students have been held accountable to acquiring 10

hours of college exploration each year, including (but not limited to) college visits, interviewing a current college student or graduate, researching a college, observing a college course, etc. Starting this school year, we have partnered with Wilmington University to launch our Dual Enrollment Program which propels further toward our goal of college success for all students by allowing our freshman to take college courses at Great Oaks during their school day.

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

Great Oaks Charter School

	Education Program				Governance & Reporting			Students &Staff			
	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	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	F	M	M	M	F	M	Far Below 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: In taking on new board members mid-year, all board members had not completed their required training.

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

School Comments: We have implemented extensive measures to ensure that the web reporting is accurate and timely to improve compliance as we move forward.

We hae created a board responsibility agreement in addition to estabishing committees within the board. The governance committee has been charged with assessing and reporting out monthly on all compliance measures, including web reporting, and required trainings. We believe a group effort and frequent tracking will improve results.

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

1. EDUCATION PROGRAM

Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

DOE Rating Information:

The school was placed on a corrective action plan for not implementing some mandated programming in accordance with the terms of its Consolidated Grant.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

3. STUDENTS AND STAFF

Measure 3b.

Is the school following requirements on staff certification and hiring?

School Response To Rating:

Performance Agreement

Organizational Performance Expectations

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

By September 2023, 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.

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

School Comments:

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
Kia	Childs	Head of School/Ex Officio	1/25/2018
Crystal	Edwards	Parent Representative	10/28/2018
Kia	Ervin		
Sarah	Hutton	Secretary	10/24/2017
Geoff	Langdon	Treasurer	3/30/2017
Michael	Maxwell	Chair	1/1/2018
Chelsea	Ringen	Teacher Representative	1/24/2018
Robert	Snowberger		3/26/2018

*Please list only the most recent training date.

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

School Comments:

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
Crystal	Edwards	Parent Representative	
Anyea	Hunt		
Sedare	Johnson		
Felicia	Kellum		
Geoff	Langdon		3/30/2017
Patrick	Ryan	Parent Representative	1/25/2018
Richard	Riggs	DOE Representative	11/30/2015
Antionette	Thomas		12/10/2017
Christina	Chiappine		10/28/2018
Robin	Cureton		

School Comments:

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
61	11	18

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: We have seen teachers leave as a result of graduation from their graduate programs such as Relay and Teach For America. These are natural attrition points. However, we utilize the following methods to retain teachers.

- Weekly observations/debriefs
- Quarterly staff survey
- Monthly health/Wellness Afternoons
- Opportunities for internalstaff promotion; teacher leadership and development
- Teacher Appreciation Days

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

School Comments:
Professional Development occurs 3 times per month, and is geared toward the following three areas of need: Instruction and Pedagogy, Classroom Climate, and Data Driven Instruction/Student Output. Content and grade level teams regularly convene to evaluate the quality of student work, analyze formative and summative assessment data, and to practice strategies to further enhance the culture and climate both in their classrooms and throughout Great Oaks Charter School Wilmington.

A professional development calendar is created for the year, identifying the major topics that will be addressed, and specific target areas are identified by classroom and tutorial observations/walkthroughs, school-wide data (disciplinary, attendance, etc.), and teacher surveys. The Great Oaks Foundation also provides a menu of professional development options that seek to provide practitioners with the opportunity to learn in collaborative educator groups and reflect on the success of implementation over an extended period of time.

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	
2018-2019	M	AS	AS	M	M	M	AS	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 <u>overall rating</u> 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

1. NEAR TERM INDICATORS

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2018-2019
30

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2018-2019
84%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

2. SUSTAINABILITY INDICATORS

Measure 2c. Cash Flow

2018-2019
1 YR: $-31421
3 YR: $218614

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2018-2019
M

This measures 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 FY19 independent audit disclosed related party transactions in the notes to the financial statements (Note 8). The FY19 independent audit identified a significant deficiency in internal controls (Finding #2019-001 Financial Reporting Close Process).

School Response To Rating:

Performance Agreement

Financial Performance Expectations

By September 2023, 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.

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:

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Great Oaks Charter School - Wilmington
Location:	1200 N. French Street

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

_____   _____

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.