

ACADEMY OF DOVER

ANNUAL REPORT

2019-2020



**104 Saulsbury Road
Dover, DE 19904
Phone:(302) 674-0684**

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	Academy of Dover
Year School Opened	2003
Enrollment 2019-2020 ¹	266
Approved Enrollment	298
School Address	104 Saulsbury Road , Dover, DE 19904
District(s) of Residence	Capital School District
Website Address	http://www.aodcharter.org/
Name of School Leader	Michele Marinucci
School Leader Email and Phone Number	michele.marinucci@aod.k12.de.us (302) 674-0684
Name of Board President	Kimeu Boynton
<p>Mission Statement: At the Academy of Dover Charter School each child is a valued and unique individual. The educational process is student centered and achieved by partnerships involving students, parents, and staff where each child embraces the love, joy, and value of education.</p> <p>Our Beliefs-</p> <ul style="list-style-type: none"> • Each child can develop the confidence, skills and interests to become lifelong learners. • Education is student centered and provides each child with the opportunity to maximize his/her potential by being provided with quality instruction. • We provide a school that is positive, safe, purposeful, and productive. 	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (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	
	2019-2020 ¹
Total Enrollment	266
# of Students on Waiting List	0
Gender	
% Male	51.50%
% Female	48.50%
Ethnicity/Race	
% African American	77.82%
% American Indian	
% Asian	
% Hispanic/Latino	11.65%
% White	6.39%
% Multiracial	3.01%
Special Populations	
%Special Education ²	10.15%
% English Language Learners	10.15%
% Low-Income	56.39%

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
2/27/20	Increase the grade configuration from K-5 to K-6 and increase enrollment to 330 students.	Approved

We had a successful recruiting event and were able to increase enrollment to 336. We were able to secure an actual enrollment of 329 students.

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K	60	45
Grade 1	55	47
Grade 2	50	56
Grade 3	50	30
Grade 4	45	43
Grade 5	38	45
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	298	266

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

1.5 Reenrollment:

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

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Academy of Dover		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	37	78.72%
Grade 2	49	81.67%
Grade 3	26	76.47%
Grade 4	36	81.82%
Grade 5	35	79.55%
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	184	80.35%

** 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.

The Academy of Dover monitors attendance daily through eSchool. Policies are in place to address excessive tardiness and absences. The Academy receives immediate notification of withdrawals. Requests are made to conference with parents and guardians to understand the reason for withdrawal. Typical reason for withdraw is family relocation. The Academy had a very high retention

rate of returning students. Families have indicated their satisfaction of adding the 6th grade and would like to see the Academy add 7th and 8th grades as well.

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

Indicator	Points	Percent Point
-----------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a) **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):**

- i. **Content mastery;**
- ii. **Addressing learning gaps (e.g. serving students with disabilities);**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
- iv. **Student engagement;**
- v. **Student wellness (e.g. challenges at home);**
- vi. **Assessment and measures of success;**
- vii. **Grade level differences;**
- viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

School Comments:

- i. Content Mastery-. The Academy used individualized learning plans for each student based on common core standards similar to a standards based report cards to insure parents and teachers had an accurate understand of each student's mastery. Tests and data are examined to chart student success. Intervention is given as necessary to all students whether they attend school remotely or in-person.
 - ii. Addressing learning gaps (e.g. serving students with disabilities)- , Intervention is given as necessary to all students. Students work in small groups with reading and math specialists as well as with their classroom teacher to insure students
-

-
- receive help in the areas that intervention is needed.
- iii. Equity (e.g. measuring and addressing the technology gap, technological literacy)- Our Academy has provided Chromebooks to each student whether they are remote or in-person learners. For the 2020-2021 school year hot spots have also been made available to all students to assure the ability to learn online at home. Teachers and staff are in touch and available to families to provide technological assistance.
 - iv. Student engagement- Students attend classes daily via Google Meets. Each teacher holds class and the remote learners are an interactive part of live lessons every day. As stated previously the Academy has provided Chromebooks to every student and in the 2020-2021 school year, hotspots are available to all students to allow internet access. Online learners interact in each lesson. Teachers check for understanding and activity with online throughout each lesson.
 - v. Student wellness (e.g. challenges at home)- The Academy has an on-site counselor. We also have life skills and social skills related arts classes held weekly for all grade levels. These allow for students to discuss and receive assistance for issues they may be having at home or in school.
 - vi. Assessment and measure of success- Students were given assignment and assessments to complete. They were given options of completing and submitting tasks electronically or by completing a physical packet of assignments. Parents could come to the school to pick up these packets or staff members delivered packets to the students' homes.
 - vii. Grade level differences- Overall lower grade students had a more difficult time completing or getting online than the upper grade level students. Often lower grade students completed the physical packets of work or worked online after a parent was home from work to assist them.
 - viii. Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs asynchronous learning, etc.) The Academy continued to make sure that each student had their own Chromebook to use at home for remote learning and in-person learning. For the 2020-2021 school year hotspots were made available to allow students better internet access for online remote learning.
-

Performance Agreement

Academic Performance Expectations

Academy of Dover Charter School's 2018-2019 overall academic ratings are:

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

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

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

School Comments

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

2.2 Academic Achievement

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

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

School Comments

The Academy is using the Edmentum program to provide online learning paths for students based on diagnostic tests. In 2020-2021 school year we will be implementing more rigorous curricula via EL Education in ELA and Eureka for Math across all grades.

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

School Comments

We have a curriculum map and pacing guide in place with structured scheduled conversation and updates during PLCs and staff meetings. The Academy will continue to offer support to teachers and make changes to the instructional programs where needed. Data such as RTI, formative and summative assessments and the Individual learning plans for each student will determine if the Academy is on track to meet expected outcomes. The Academy Instructional Leadership will also work together to track data and reflect on efforts that have a direct link to the Success Plan.

2.3 Academic Progress

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

Student progress during 2019-2020 was tracked via Edmentum diagnostic testing and Individualized Learning Paths for each student

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 expect that all of our students will make gains academically. We have multiple targeted efforts in place to achieve this goal. We will include regular monitoring of data, weekly PLCs with open data review, teacher observations, mentoring program for novice teachers.

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:

Data will be tracked by teachers and by using the Edmentum diagnostic testing for Language Arts, Reading, and Math.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

The Academy of Dover monitors attendance daily through eSchool. Policies are put in place to address excessive tardiness and absences in an ongoing effort to keep students in school.

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

School Comments

Due to our growth and changes the Academy expects to continue meeting and exceeding attendance requirements. Parents are made aware of excessive absences or tardiness. Once a student has 10 unexcused absences a letter is mailed to the parent.

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

The Academy will continue to track student attendance. Each marking period the school runs a report to keep track of students that have received letters or notifications of absences or tardiness. We plan to continue this process.

2.5 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.			

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

There are 31 ELL students at Academy of Dover for the 2019-2020 school year. This is an increase from 26 ELL student the previous year and 11 during the 2016-2017 school year.

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

AOD will continue working towards meeting expectations. Students will meet with Ms. Harvey via google classroom in the 2020-2021 school year for ELL services.

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

Progress will be measured by the ACCESS test given to students each Spring. The ELL teacher keeps track of the data and works with the students on areas and skills that need extra support.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 Mission Specific Goal(s)

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

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

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

One part of AOD's mission is to provide a school that is positive, safe, purposeful, and productive. Therefore, AOD will work to decrease the number of discipline referrals for 2017-18 by 25% when compared to the referral data from the 2016-17 school year.

During the 19/20 School year, the Academy met the goal of expanding activities and initiatives for the Positive Behavior Support Program in order to provide a more safe and secure school environment. AOD is continuing the process of working towards a "star school" status through PBS.

We had a total of 71 referrals during the entire 19/20 school year, decreasing from 130 in 16/17, and 90 in 17/18. The data is attached.

- a) Rate the school's performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments

The Academy met the goal of decreasing the number of discipline referrals.

- 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

Academy of Dover

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	4a	
2019-2020	M	M	M	M	AS	M	M	M	M	M	Meets 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:

With the exception of one criteria, AOD received Meets the Standards in all areas of the Organizational Framework.

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

School Comments:

The Academy has made changes and corrections in order to maintain the organizational progress areas that have achieved the ratings of “Meets the Standard”, and have taken corrective measures to meet annual progress. For the last several years the Academy has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all deadlines are adhered to and reports are submitted on time. The school webpage remains up to date and is recognized as Meets the Standard each month for the webpage monitoring by DOE. The Academy continues to provide safe and nurturing environment and remains compliant in the Omnibus School Safety Act.

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

We are monitoring all regulations code and requirement to insure that we meet the standards in all areas

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

We are monitoring all regulations code and requirement to insure that we meet the standards in all areas

Performance Agreement

Organizational Performance Expectations

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

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

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

School Comments:

For the last several years AOD has received a Meets Standard on all measures in the Organizational Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that the Academy achieves high rating.

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
Kimeu	Boynton	President	3/19/2014
Bishop W. James	Thomas	Treasurer	7/31/2018
Charles	Fletcher		9/15/2015
Beverly	Williams		
Candace	Holmes		10/24/2018
Phyllis	Robinson		10/24/2017
Esosa	Iriowen		10/30/2019
Michele	Marinucci	Head of School	
Teresa	Tridente		1/9/2020

*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
Bishop W. James	Thomas		7/31/2018
Kimeu	Boynton		3/19/2014
Michele	Marinucci	Head of School	
Lauren	Comegys		12/18/2017
Esosa	Iriowen		10/30/2019
Richard	Riggs	DOE Representative	11/30/2015
Bill	Bentz	Consultant	1/11/2011

School Comments:

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
45	9	20

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

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

School Comments:

At the beginning of the 2019-2020 school year the Academy was in a transition to a new leadership team. The Academy was raising expectations and setting a higher standard for our educators. There was higher than expected turnover rate due to these circumstances. Currently in the 2020-2021 school year only 2 staff did not return and has remained consistent. A recent staff survey shows that all but one staff member plan to return for the 2021-2022 school year.

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

School Comments:

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

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	
2019-2020	M	M	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 overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

New leadership came on and the enrollment as well as the financial situation at the Academy was not up to par. Focused efforts were made to insure the school is in a stronger position both academically and financially. Regular monitoring of both academic and financial operations occur.

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

School Comments:

All financial management is now done in house which allows for better oversight and real time monitoring of the financial matters.

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

New administration and a revamped financial management team located in house will fix the items that did not meet the standard.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2019-2020
89%

The enrollment variance depicts actual versus authorized enrollment. A school 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:

Since June 30th 2019, a myriad of enrollment and recruitment methods have been employed that have demonstrated an increase in enrollment and an upward trend. These have resulted in the Academy currently having an 99.%7 enrollment variance in the 2020-2021 school year.

Measure 2c. Cash Flow

2019-2020
1 YR: \$172007
3 YR: \$159095

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

School Response To Rating:

The cash flow for the three-year period has been negative, resulting in a metric rating of far below standard. Since the audit report, there have been concerted efforts with the budget to fix this concern and meet the standard. The July 31, 2019 board approved budget shows a reserve amount of \$67, 320.01, while the October 31, 2019 board approved budget has increased the contingency reserve to \$258,056.18 with an additional \$33,883.16 in additional

unallocated funds. While this is not where it needs to be, it is significantly higher than in was in a short amount of time and trending in the right direction. This remains a focus of the Academy. The charter modification agreement will significantly impact this and will further enable the Academy to meet the standard of having a positive cash flow each year. In addition, in December 2020 contingency fund now has \$712,979.39 with an additional \$65,487.90 in unallocated funds. This shows the Academy's continued move in the right direction for cash flow.

Performance Agreement

Financial Performance Expectations

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

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

School Comments:

The Academy has continued to monitor and improve our economic viability. The two areas that were Approaching Standard have continued to improve. As of FY 21 our contingency fund has increased by over 1,000%.

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

School Comments:

No audit findings existed therefore corrective action plan was needed.

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:

The Academy had a great success with remote learning during the 2019-2020 school year. All students were provided a Chromebook to use from home. The staff organized and developed online teaching quickly after the pandemic occurred. Physical packets of work were also provided to students that wanted to use paper and pencil instead the computer to turn in their work. In some cases, Chromebooks and packets of work were delivered to the students that were unable to get to the school to pick them up. The Academy also procured donations of food from a local butcher shop that was made available to families that wanted it. Again, food was also delivered to families unable to get to the Academy building. In addition, buses traveled routes to deliver school lunches for families to pick up.

The Academy has a great process for Response to Intervention (RTI) that proves to be effective. Currently the Academy is using Edmentum for reading RTI and Math. Our schedule allows for a 30-minute block for both Reading and Math RTI during the day in addition to 90 minutes if dedicated time for ELA and 60 minutes for Math. This allows Academy students to spend about 3 hours per day in a small group with the classroom teacher, para, and reading and math interventionists. Progress monitoring is done throughout the year with Edmentum for ELA and Math. Students also complete other benchmark testing weekly or bi-weekly depending on their tier. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place.

There are a number of positive behavior incentives in place to continue the build a culture of caring amongst our students, including the Academy of Leaders, which is demonstrated by or "bow tie boys and "blue ribbon girls." Some of these students had been on a more negative trajectory, and with positive reinforcement and recognition, have turned around and become student leaders at the Academy.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Academy of Dover
Location:	Dover, DE

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:	Dr. Michele Marinucci
Title (if designated):	Head of School
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.

