

# **FREIRE CHARTER SCHOOL**

**ANNUAL REPORT**

**2019-2020**



**201 W 14th St,  
Wilmington, DE 19801  
Phone:(302) 407-4800**

## 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	Freire Charter School
Year School Opened	2015
Enrollment 2019-2020 <sup>1</sup>	487
Approved Enrollment	500
School Address	201 W 14th St, Wilmington, DE 19801
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="http://freirewilmington.org/">http://freirewilmington.org/</a>
Name of School Leader	Madeline Weckel Nate Durant
School Leader Email and Phone Number	madeline.weckel@freirewilmington.org nate.durant@freirewilmington.org (302) 407-4800
Name of Board President	Clint Walker
<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:**

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 <sup>1</sup>
Total Enrollment	487
# of Students on Waiting List	0
Gender	
% Male	47.02%
% Female	52.98%
Ethnicity/Race	
% African American	74.74%
% American Indian	0.21%
% Asian	1.03%
% Hispanic/Latino	11.70%
% White	9.03%
% Multiracial	3.29%
Special Populations	
%Special Education <sup>2</sup>	20.74%
% English Language Learners	2.26%
% Low-Income	39.43%

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

Freire Charter School Wilmington serves a 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 2019-20 school year, the two largest subgroups of the student body were African-American students,

---

comprising 75% of the population, and low-income students, comprising approximately 40% of the 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 ensure all members of the school community understand the value of diversity.

---

### 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
10/1/18	Freire would like to decrease enrollment for 2019-20 SY from 560 to 500 students.	Approved

---

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

Our most recent minor charter modification application to decrease enrollment in the 2019-20 year by 10.71% from 560 to 500 was approved in December of 2018. We requested this modification because we had determined that a total enrollment of 500 rather than 560 would be more comfortable for our facility in its current form. This decision came out of on the ground operating experience developed over the first three years of operation. The modification did not impact the operation of the school because it aligned the enrollment expectation with the actual number of students we are serving. The 2018-19 school year marked the completion of our planned gradual initial growth phase, so lowering the enrollment target did not require a budget reduction. We developed experience operating on a budget based on lower enrollment as a built-in part of our initial growth and met all financial ratios with those enrollments. With the right-sized approved enrollment, we have successfully met the 95% enrollment threshold for the 2019-20 school year with 487 out of 500 students, or 97% enrollment. This is a sign of the modification being a good fit for our school.

No modification made has adversely influenced the progression, finances, or development of the school.

---

#### 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		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		52
Grade 9		118
Grade 10		120
Grade 11		111
Grade 12		86
<b>Total</b>		<b>487</b>

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

Please see our response to 1.3 Approved Major and Minor Modifications for more information on Freire’s 2019-20 enrollment data.

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> 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>		
Freire Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8	1	
Grade 9	59	57.84%
Grade 10	88	68.22%
Grade 11	97	80.83%
Grade 12	73	92.41%
<b>Total/Avg</b>	318	73.95%

\*\* 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.

Our 2019-20 retention rate of 74% showed a significant 8 percentage point increase from the previous year. Given that we have an 8th grade class, we expect to see some students choosing other high schools given students have many options during this natural transition year. As such, our retention percentage for returning 9th graders is much lower than the retention of other grades. Despite this, Freire has been able to increase its 9th grade retention rate from 53% in 2018-19 to 58% in 2019-20.

---

---

In 2019-20, we saw the greatest retention among the 11th and 12th graders with 81% of 10th graders re-enrolling and 92% of 11th graders re-enrolling for the 12th grade. Our increase in size and funding through sources like the 21st Century grant, have increased our capacity to provide a diverse slate of extracurricular and athletics programs based on student and family interest. We are confident in our capacity to continue this trend of positive growth as we further develop our community partnerships and continue to strengthen our school culture.

---



## 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:**

COVID-19 closures during the middle of the 2019-20 school year required us to shift our entire learning program from in-person to virtual, while still offering a high-quality instructional program. When the COVID-19 closures began, we issued all students learning resource guides for every subject to maintain student mastery of any material learned before the closure. Students worked with these guides for the remainder of quarter 3 as Freire planned for full asynchronous virtual instruction for quarter 4 of the school year. To ensure we were prepared to continue instruction virtually during the COVID closures, all teachers completed training on various instructional strategies for online instruction, including use of google

---

classroom, zoom tools, pear deck etc. Additionally, our academic advisors worked intensively with students and families to ensure students were able to interact with the online learning program and complete assignments throughout the closure. Although instruction was asynchronous students did have the opportunity to participate in live office hours with their teachers regularly.

Though we do not have any 2019-20 state assessment data due to COVID-19, we were able to benchmark our students using the STAR 360 program at three points during the school year in Reading and Math. Overall, student performance within these benchmarks increased as the school year progressed. Over the course of the school year, schoolwide performance on the Reading benchmark increased by 7% and performance on the Math benchmark increased 1%. Further, our 8<sup>th</sup> grade class showed the most progress within STAR benchmarks over the school year, with a 16% increase on Reading performance and a 5% increase in Math performance. We believe that our 2019-20 benchmarking data indicates our students are making appropriate progress and will demonstrate growth on state exams going forward.

**ii. Addressing learning gaps (e.g. serving students with disabilities):**

Despite the 2019-20 COVID-19 closure, Freire continued to deliver high-quality support to students with disabilities by adapting co-teaching, small group support, and one-one support to the remote learning model. We continued to use available progress monitoring tools for students with IEPs. English Language Learners also continued to receive one-on-one tutoring supports within the remote learning program as well. Additionally, we partnered with the West End Community Center in Wilmington to provide a safe space for 30 of our highest need students to participate in virtual instruction with the support of staff members.

**iii. Equity (e.g. measuring and addressing the technology gap, technological literacy):**

Immediately after the COVID-19 closures, we disseminated a survey to all students and families to assess any barriers to technology access. This survey showed that up to 70% of students did not have a laptop or tablet and approximately 12% did not have internet access. Within a month of the COVID-19 closures, Freire was able to implement a Continuity of Education Plan for the remainder of the 2019-20 school year, provide all Freire Students with Chromebooks free of charge, and ensure internet hotspots and/ or internet access were provided to families in need. To ensure students and families had the support they needed to use their Chromebooks and troubleshoot technology issues we created the Freire Tech Team lead by our IT team. This Tech Team monitors a phone and email hotline for students and families to access at any time. During our summer student orientation for the 2020-21 school year, we were also able to provide all students with digital literacy lessons to familiarize students with their Chromebooks and support them in navigating new learning applications.

**iv. Student Engagement:**

Keeping students engaged and enforcing participation within the virtual learning environment posed a challenge for the Freire school community during the COVID-19 closures. To this end, we focused on developing engaging instruction as well as expanding our academic advising and college counseling programs to offer holistic support to students remotely. Within the learning program, teachers utilized high-quality instructional materials and educational technology to promote student engagement during virtual learning. Further, teachers held frequent office hours to work with struggling students. Professional development and instructional coaching at this time is also heavily focused on student engagement that deepens conceptual understanding.

Our academic advising and college counseling teams worked intensively with students and families to ensure they were connected to the appropriate supports to keep students on track. The Dean's School Culture Team also made daily attendance calls to provide support to students with attendance issues as well as address any barriers to attendance. In addition to these efforts, we continued to offer after school activities and added several new activities and clubs for students to participate in remotely. We began analyzing attendance data in quarter 4 of 2019-20. We reconceptualized attendance as student participation within the virtual learning environment or whether a student turned in work at the end of each day. By the end of quarter 4, our attendance rate was 71%. As we expand our virtual learning program and student supports, we expect engagement to increase in the 2020-21 school year.

**v. Student wellness (e.g. challenges at home):**

When our buildings closed in the spring we had two main goals, 1. to minimize lost instructional time by swiftly switching to distance learning, and 2. to reestablish the connections our students have come to rely on from our Emotional Supports program. To achieve these goals, we began by remedying the significant inequities in technology access among our community, by purchasing Chromebooks for every student and providing WiFi to families without reliable internet access. Additionally, we immediately established a daily meal service to ensure all students have access to food.

---

---

During the 2019-20, we had a licensed marriage and family therapist on staff to support our Family Therapy program. In the 2020-21 school year we were able to hire a full time, on-staff school psychologist. By the first week of April 2020, Freire Wilmington successfully transitioned their Emotional Supports program to a HIPAA-compliant video-therapy platform and reached out to students receiving therapy prior to COVID-19. Throughout the 2019-20 and 2020-21 school years, the emotional supports team has been working on creative ways to connect our students with our virtual therapy services from holding drop-in hours to pushing into classrooms to integrating mental health into student clubs.

Though individual therapy remains a core program, our most recent efforts have been to establish mental health connections in a wide variety of formats. This includes holding community forums for grief and healing (e.g. around racial injustice, around the death of a fellow student), doing quick check-ins with students, integrating mental health into summer school and afterschool programming etc.

**vi. Assessment and Measures of Success:**

In 2019-20, Freire successfully implemented the STAR 360 program to benchmark student achievement in Reading and Math three times during the school year. Benchmarking produces additional data points for teachers to analyze throughout the year to optimize instruction and ensure students are mastering course content. We will continue to utilize this benchmarking program into 2020-21 to monitor student progress. Within local assessments, teachers shifted to creating more authentic assessments that prioritize problem solving and critical thinking in order to effectively measure student conceptual understanding within the virtual environment.

**vii. Grade-level Differences:**

N/A

**viii. Lessons Learned and Improvements for School Year 2020-21 (e.g. preparation, content, asynchronous vs. synchronous learning etc.):**

In response to our students' Emotional Supports needs, Freire hired a new school psychologist to helm the program in 2020-21. Understanding that the trauma our students experienced has likely increased due to the health, financial, and food insecurities of COVID-19 and the loss of social connections and routines that in-person school offered. With leadership from the school psychologist, the Emotional Supports team is strategizing how to best serve students in this virtual environment. In connection to these efforts, we have increased the frequency of our communication with students and families. Our counseling, academic advising, and Dean's staff have also created more intensive outreach and interventions regarding student attendance.

Going into the 2020-21 school year, we want to ensure we continue to provide high quality instruction within the virtual learning environment. During the 2020-21 school year we have created a remote learning schedule that more closely reflects an in-person school day to ensure consistency for students and families. At the same time, we are working to find the balance between increased synchronous learning time and overall student screen time. Further, we are developing more methods and opportunities for students to interact with their peers to increase engagement within lessons.

---

## Performance Agreement

### Academic Performance Expectations

*Freire Charter School Wilmington's DSSF ratings are:*

Indicators	Weight	Points	Points Earned
<b>Academic Achievement</b>	<b>20%</b>	<b>100</b>	<b>35</b>
<b>Academic Progress</b>	<b>25%</b>	<b>125</b>	<b>68</b>
<b>School Quality/Student Success</b>	<b>25%</b>	<b>37.5</b>	<b>34</b>
<b>Graduation Rate</b>	<b>20%</b>	<b>n/a</b>	<b>n/a</b>
<b>Progress toward English Language Proficiency</b>	<b>10%</b>	<b>n/a</b>	<b>n/a</b>
<b>Total Points Earned</b>	<b>100%</b>	<b>262.5</b>	<b>137</b>
<b>Overall Percentage/Rating</b>			<b>52%</b>

*By September 2023, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goal(s):*

Measure	Definition of Rating	Data Source	Data Collection Process
With our focus on providing a college preparatory education, our mission-specific goal is for students to gain understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	<p><b>Meets Standard:</b> 90% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.</p> <p><b>Approaching Standard:</b> 75% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, and in-school workshops, courses, and programming.</p> <p><b>Far Below Standard:</b> 60% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>-Participation rates for by DOE.</li> <li>-Participation rates for college visits</li> <li>-Student participation rates for college-related events, speakers, workshops, courses, or other programming.</li> </ul>	PDF Upload and entry into system

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

---

School Comments

N/A

---

## 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

N/A

---

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

---

School Comments

Looking ahead, Freire expects to increase academic achievement for students over the course of their time at Freire, especially for students achieving below 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 have experienced some variability with the levels of Reading and Math at which students come into our school. This variability affects student performance on statewide assessments and to address these gaps we have implemented several supports to ensure all students are achieving at the highest level. Given this, we aim to increase rates of growth within achievement with the eventual goal of having students be college ready by graduation, regardless of where they start when they enter.

Our goal moving forward is to continue to positively affect student achievement through a focus on effective assessment and engaging curriculum strongly informed by student data. Within professional development, Freire supports teachers of all experience levels in developing strong assessment literacy in conjunction with strong data analysis skills. The focus within professional development is to ensure teachers are responsive to student academic needs and can deliver appropriate interventions to affect student performance. As such, we work with teachers throughout the school year to deepen their understanding of crucial benchmarking assessments as well as revise their scope and sequence to ensure lessons are common core aligned and responsive to data. Professional development also ensures teachers are analyzing the level of critical thinking skills required within instruction for students to achieve not only within assessments but in preparation for college.

Student achievement is centered on the mastery of students’ basic skills in ELA and Math. Academic skills in ELA will be supported using the highest quality texts and the implementation of close reading and writing techniques

---

---

within the classroom. In the Math curriculum, skills such as problem-solving and critical thinking are supported by creating course content that reaches beyond basic fluency to higher-level conceptual understanding. Further, our Math and ELA courses reinforce basic skills through their strong alignment to appropriate Common Core standards. During the 2019-20 year we implemented curriculum from Illustrative Math to ensure students have a higher level of understanding of course content. In the same year, we implemented mandatory STAR benchmark testing in Math and Reading for all grade levels at least three times per year. Holding benchmarks more often will give teachers more points to evaluate the growth and achievement of their class. Additionally, academic support centers as well as extra tutoring after school provide the necessary targeted support framework for students that will maintain positive student outcomes. Freire will continue to implement and develop these measures to increase student achievement in the future.

---

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

---

### School Comments

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, STAR, Smarter Balanced etc.) will be analyzed using a comprehensive data system to create strategic instruction at the individual student and classroom level. Assessments will place a particular focus on student performance on Reading and Math. Continuous comparison of this data to Freire's-school-specific goals, surrounding schools, and statewide data will indicate weak areas from the micro to macro level. We will continue to ensure common core aligned instruction is the focal point of all grade-specific and subject-specific staff meetings. This will reinforce our analysis of benchmark data and ensure teachers are receiving the support they need.

To ensure accountability in tracking progress, Freire partners with the Freire Schools Network Office, 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, we will ensure going forward that all teacher's, especially novice teachers, are able to improve their data literacy and analysis.

---

### 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

N/A

---

- 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

Our expected outcomes in the future include stabilizing growth percentages year to year as student achievement increases. In addition to the outcomes and strategies that will improve academic achievement, Freire hopes that growth will continue to achieve a level/rating that outpaces the state average going forward. We are confident that our efforts to improve proficiency will positively impact our scores within this metric and poise us for further growth in the years to come.

Maintaining consistent strength within the growth metric will be necessary to achieve our proficiency goals. Achieving this growth goal requires teacher development to instill in teachers a strong understanding of common core standards and data analysis of state assessments in conjunction with their own assessments and schoolwide benchmarks. As such, teachers meet with grade level and course content level teams at least weekly to strengthen their skills. Also, teachers are encouraged to experience and learn from different teaching methods by visiting other high-performing schools. The teaching staff at Freire Wilmington often interacts with the staff from other Freire network schools and further the Network Office holds network-wide professional development opportunities annually to facilitate knowledge sharing and general troubleshooting issues.

---



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

Please refer to 2.2 Academic Achievement, section c) for methods of data collection and analysis to yield on track Growth outcomes.

---

## 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

N/A

---

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

---

School Comments

Looking forward, Freire will continue to improve student attendance by strengthening the sense of community within the school as well as continuing to develop creative interventions to address absenteeism. We will continue to develop our relationships with our families to ensure our conversations around attendance and school culture are as effective as possible. We believe that as we continue to strengthen our counseling program, we will increase our capacity to connect students with the resources they need to succeed at Freire. This will allow us to grow within the Career and College Preparedness metric in the future.

In the 2019-20 school year, Freire identified attendance as a priority in the school's annual needs assessment. In response, we implemented a number of interventions around attendance. In addition to our automated call system to alert parents of absence, we have also installed Swipe, an automated tardy and attendance tracking system, to give us detailed and consistent data on student attendance. Counselors analyze this data and identify any root causes to tardiness or attendance for individual students. Counselors then use this information to set up intervention plans for students with attendance issues, ensuring the student and family receive regular contact and support to improve attendance patterns. Further, we use positive incentives for high attendance within homerooms and grade levels.

---

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

Progress within the Student Quality/ Student Success metric will be tracked based on a monthly dashboard of relevant data, created collaboratively by the Freire Schools Network Office and Freire Wilmington. This data dashboard is presented to board members during almost every board meeting to ensure appropriate interventions for identified weak areas are addressed and approved.

---

## 2.5 Graduation Rate

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 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

N/A

---

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

---

School Comments

Freire Wilmington has not been rated in this area yet, however, as a school with a college-preparatory ethos it is critical that we continue to strengthen our efforts around graduation rates. Our work within this metric begins with our youngest students in 8<sup>th</sup> and 9<sup>th</sup> grade. These are critical transition years, and as such, our counseling staff works with these students frequently throughout the year to ensure they remain on track academically and emotionally. Specifically, our 8<sup>th</sup> and 9<sup>th</sup> grade counselors work with students on goal setting/ planning, student mindset, and root cause analysis. At grades 11 and 12, counselors work intensively with students on college advising. This includes working with each student to plan their postsecondary goals, plan any relevant testing, complete their college applications, and connect students and families with critical financial aid and FASFA support. Counselors also work with students at these grades levels to ensure they are supported academically and able to move on to their post-secondary goals. Throughout the school year counselors also plan several college/university tours for students of all grades to attend as well as grade-specific tours. Going forward, we hope to continue to strengthen our counseling program to increase and maintain high graduation rates.

---

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

---

## School Comments

Progress within the Graduation Rate metric will be tracked based on a monthly dashboard of relevant data, created collaboratively by the Freire Schools Network Office and Freire Wilmington. This data dashboard is presented to board members during almost every board meeting to ensure appropriate interventions for identified weak areas are addressed and approved.

---

## 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
--------	-------	--------	---------------

**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

N/A

---

- 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

N/A

---

- 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

N/A

---

### 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?

Mission Specific Goal Data Collection 2019-2020		
Freire Charter School - With our focus on providing a college preparatory education, our mission-specific goal is for 90% of students to increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.		
<b>Data sources may include:</b>		
-Participation rates for college visits		
-Student participation rates for college-related events, speakers, workshops, courses, or other programming.		
Data Source	Description	Results
Summer Clinic and Orientation Sessions	Workshop series with new and returning students about the importance of college, the admissions process, and what students need to be doing now.	Whole School -- 95% Attendance
College Visit to Lincoln University	Students visited the school to learn more about the school, including university life, academics, admissions process, etc.	All 9th Grade Students
College Visit to Mount Aloysius	Students visited the school to learn more about the school, including university life, academics, admissions process, etc. Seniors were able to apply and receive on the spot acceptances.	All 11th and 12th Grade Students
College Access Team Programming	Financial Aid Workshops, College Admissions Workshops, College Representative Visits, and one-on-one guidance on selecting colleges. Partner programming from Stand by Me and the University of Delaware provided additional workshops and	All 11th and 12th Grade Students
English Course College Focus	Teachers in English classes dedicated time to writing college admission essays, researching aspects of college, and other aspects of the admissions process.	All students
School-wide initiative to frame projects, assignments, and tasks around college	Teachers received PD and implemented ways to incorporate college themes and structures into classes. Example this year included using financial aid in math classes, college seminar-style	All students
<b>Overall Rating</b>		
Based on the above data, Freire met the criteria for the mission specific goal.		



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

---

### School Comments

Freire Wilmington has met the criteria for its mission specific goal since its implementation. College preparation is the heart of Freire's ethos and in accordance with this, Freire has implemented several programs and initiatives that offer students and their families holistic support around preparing for college and we only hope to expand these offerings in the future. Research indicates that access to opportunities and exposure to experiences are critical for college preparedness. As such, Freire expands students' view of their capabilities and supports them at every stage in their path to post-secondary life.

When we expose students to a variety of experiences outside of the classroom through field trips and extracurriculars, students can expand upon what they learn in the classroom while exploring postsecondary education and potential career opportunities. Freire offers a diverse slate of extracurricular activities supported by our 21st Century Community Learning Centers grant. Our dedicated school counselors work intensively with students every grade from the time they first enter the school up until graduation. These relationships are essential to ensuring students can take the experiences outlined in our mission specific goal and use them to influence their decisions about post-secondary life. 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.

During the 2019-20 school year, Freire completed all activities listed in our mission specific goal's data sources, however, we were not able to complete all the college visits we intended due to COVID cancellations. This school year the 9th grade was able to visit Morgan State University before the closures began. During the COVID closures in the 2019-20 school year, we were able to successfully deliver comprehensive support to students with their college essays and applications virtually within their English classes or during one-on-one sessions with their college counselor. Additionally, this school year we were able to offer our upperclassmen students a college essay workshop from the University of Delaware.

2019-20 marks the fourth year we offered our parent college workshop. 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. In addition, we host after-school sessions for students to learn more about their FAFSA applications and paying for college generally.

---

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

### Freire Charter School

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	M	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:

Financially, Freire remains healthy with a “meets standard” rating for all possible metrics within this category.

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

School Comments:

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

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

N/A, Freire met standards within all organizational performance metrics.

## Performance Agreement

### Organizational Performance Expectations

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

*Freire Charter School Wilmington's overall organizational rating is "Meets Standard." 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 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:

Freire Wilmington meets, and has met, all standards within the Financial Performance metric currently and historically. Overall, Freire has received an overall rating of "meets standard" within Organizational Performance. Freire will continue to maintain financial and organizational health and outcomes through compliance with the annual performance review.

---

### 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Mia	Davenport-Chaney	9/10/2015	9/24/2020	Parent Representative	2/2/2017	9/22/2015
John	Kane	1/28/2016		Treasurer	2/2/2017	5/1/2018
Marnie	Kelly	9/14/2017	6/9/2020	Vice President	11/14/2017	3/1/2019
Nathan	Moser	9/14/2017		Teacher Representative	12/1/2017	5/1/2018
Nathan	Will	2/21/2019			4/25/2019	
David	Singleton	4/18/2019			5/18/2020	3/1/2019
Mark	Stellini	12/21/2017			10/13/2008	5/1/2018
Clint	Walker	12/8/2014		President	7/25/2017	5/1/2018
Christian	Willauer	11/10/2014		Secretary	2/2/2017	5/1/2018
Robert	Blanchard	6/20/2019			5/19/2020	3/1/2019
Sheela	Dattani	12/19/2020			5/29/2020	
Tara	Terry	2/20/2020		Parent Representative	5/21/2020	

\*Please list only the most recent training date.

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

---

#### School Comments:

We ensured that all new board members received financial training as soon as possible once on-boarded if they did not already complete it in the past. We also held a governance training for all board members in May of 2018. We are working with our new board members to complete the required governance training.

---

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
Amber	Gagliola	Community Member	4/13/2020
Kevin	Lair	Teacher Representative	2/2/2017
Yana	Moughan	Parent Representative	12/27/2019
William	Ray	Business Manager	2/2/2017
Richard	Riggs	DOE Representative	11/30/2015
Eric	Williams	President	2/2/2017

---

#### School Comments:

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.

---

### 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
<del>56</del> 64	<del>14</del> 16	25

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:

Over the charter term, Freire Wilmington has continuously maintained high retention of both new and veteran teachers. Retaining high quality educators is a main focus of ours as the school ages. Our 2019-20 teacher retention rate was 64%. We are proud to report that we have been successful with promoting from within, as many of our administrative staff began as teachers at Wilmington or other Freire network schools.

Retaining teachers and minimizing attrition rate begins with retaining high quality and committed staff for the school; 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 and school leaders. Teaching applicants in most cases are required to conduct a demonstration lesson. Furthermore, to ensure student voices are recognized in decisions and that new staff are aligned to Freire values, a student component is also included in the interview process for new teachers.

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 within this program is hands-on and practical (teachers are prepared from day one) and instills within teachers a genuine belief in high expectations for students as well as their own professional growth.

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

- Providing a safe and 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 coaching support

In response to our 2019-20 teacher retention rate as well as an influx of new teachers in the 2019-20 school year we focused on revamping our Comprehensive Induction Program with assistance from CIP grant funding. Additionally, we expanded our coaching program providing more frequent and intensive coaching throughout the year. As such, we anticipate our retention rate into the 2020-21 school year to increase.

Freire’s professional development programming is centered on teacher empowerment and autonomy. We work with our teachers to build collective staff ownership of the school’s curriculum and culture by ensuring teachers are involved in the planning and execution of professional development. Furthermore, we give teachers a considerable amount of

---

independence in lesson planning. This enables our diverse staff to produce exciting and engaging lessons while remaining aligned to Common Core Standards. In addition, experienced teachers can take on roles as instructional mentors and coaches. Staff and faculty voice and feedback are also crucial to our academic and cultural programming. Teachers influence the culture of the school through committees that brainstorm and plan school activities such as field trips, assemblies, and other experiences for students.

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. Teacher exit survey results and teacher attrition data are collected and analyzed by the Freire Schools Network Office's Performance Management Team. The Heads of School then use this data to address areas within the professional environment needing adjustment or improvement.

---

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

---

#### School Comments:

Freire professional development supports staff holistically by providing high-quality programming as well as by building a strong sense of community and collaboration within the school community. The structure of our professional development program throughout the school year ensures all teachers, regardless of their experience level, can provide the best instruction to 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, topics covered during pre-service sessions 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 uses these sessions to introduce Doug Lemov's Teach Like a Champion 2.0 as a text and resource training, which is referenced throughout the year.

Once the school year is underway, the school calendar is structured so that full-day professional development sessions occur every 4-6 weeks. These sessions target both individual and group professional learning goals by covering topics such as, Lemov's Teach Like a Champion, delivery of rigorous content, core instructional techniques, 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 and/or their content area. We also encourage common planning time outside of dedicated professional development days by providing common preparation and collaboration time during the school day for teachers.

Novice teachers with one to four years of teaching experience must complete our comprehensive year-long induction program. These teachers are connected with a peer mentor that supports them throughout the induction period which consists of several highly structured evaluations and observations. Finally, Freire also implements a strong teacher-coaching program, where experienced teachers provide support to other teachers. In our teacher coaching program, our Co-Head of School, Academics, the Director of Curriculum and Instruction, and in-house teacher mentors (in both the regular and special education departments) provide differentiated support to our teachers. The coaching program supports teachers in navigating our unique instructional program that offers teachers a considerable amount of autonomy and creativity within lesson planning. Specifically, our teacher coaches provide one-on-one teacher coaching specific to teaching students with academic, social, and emotional barriers to learning. Instructional coaching targets classroom management, content, instruction, lesson design and enactment, and assessment for learning. At Freire, our coaching program is designed to share classroom management expertise, dig deep into content and instruction, assess for student learning, and use assessment to guide coaching and instruction. Through this program we have been able to further our staff professionally and facilitate leadership skills.

The Co-Head of School, Academics' role is dedicated to ensuring that there is a skilled and effective teacher in every classroom. In partnership with teachers and other administrators, the Co-Head of School leads the implementation of

---



---

professional learning opportunities that revolve around the instructional core and keep everyone focused on learning. Specifically, the Co-Head of School, Academics can help teachers plan and design lessons or units, observe and debrief lessons and provide actionable feedback, cultivate collaboration, develop the capacity of teachers to coach peers, and plan and set coherent, aligned, and mutually agreed upon goals for teacher development based on data specifically related to student learning. We also encourage our teachers to experience and learn from different teaching methods by visiting other high performing schools in order to encourage their growth and development as educators.

We have also recognized the need for more professional development that supports teachers in understanding the diversity of the school and the importance of social justice as a common thread in all subjects in the Freire curriculum. To help teachers cultivate strong relationships with their students based on trust and mutual respect, Freire offers professional development sessions around cultural sensitivity and the alignment of social justice themes to different subjects. Going forward, Freire will continue to develop and expand professional development topics of this nature.

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 Freire Schools Network Office. 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. Our professional development program has been developed so that we not only support the professional growth of our staff, but also support students in their journey through Freire's rigorous academic program as well as through college. We designed the program to encourage teachers to develop lessons through a social justice lens and utilize data analysis to improve their instructional practices, with the main goal being that students will gain the understanding that their achievement is directly impacted by their effort.

---

## 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	M	M	M	M	M	M	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:

Financially, Freire remains healthy with a ‘meets standard’ rating for all possible metrics within this category.

---

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

---

School Comments:

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

---

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

N/A, Freire met all standards for all financial performance measures.

### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

2019-2020
M

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

**DOE Rating Information:**

---

The FY20 independent audit disclosed related party transactions in the notes to the financial statements (Note L).

---

**School Response To Rating:**

---

N/A, Freire Wilmington received a rating of “meets standard” for financial management and oversight for the 2019-20 school year.

---

## Performance Agreement

### Financial Performance Expectations

*Freire Charter School Wilmington's overall financial rating is "Meets Standard." 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:

Freire Wilmington meets, and has met, all standards within the Financial Performance metric currently and historically. Further, Freire will continue to maintain financial health and outcomes in the future through collaboration with its support organization the Freire Schools Network Office and through compliance with the annual performance review.

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

---

#### School Comments:

N/A

---

## 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:

In our efforts to continually build a sense of community at Freire, we have focused on developing strong relationships between all our stakeholders. Improving school culture and climate through rigorous academic and behavioral expectations has been imperative to establishing a safe and supportive environment for our students. It is of central importance to us that we reinforce discipline interventions with academic outcomes. We have implemented several restorative measures to mitigate climate and discipline issues that have proven successful in creating a strong school community. Additionally, student and staff input and feedback are invaluable to further improving innovative practices in school culture and learning.

Each school year begins with our signature two-day summer clinic for new students, which serves as an orientation to our unique school culture and expectations. As many of our new students are 8th and 9th graders, this clinic helps students feel more comfortable and confident navigating the increased responsibilities of high school and, in the future, college. We also treat this time as a way to begin to generate school spirit among underclassmen. Students are introduced to the school's non-violent atmosphere and the various supports available to them to resolve their problems in a peaceful manner. In addition to conflict resolution skills, students learn about the peer mediation program, in which students can serve as trained mediators who work along with staff members to help their peers find peaceful resolutions to their problems.

Freire also offers therapy services to students and their families when needed. Within our therapy program, we provide weekly therapy with counseling interns and professional therapists at no cost to students or their families. In the 2019-20 school year, we hired a licensed therapist to oversee the program and manage our counseling interns. Partner institutions have included West Chester University, the University of Pennsylvania, Messiah College, and Cappella University. This service allows staff or parents to make referrals or for students to refer themselves. Additionally, our Emotional Supports Coordinator collects intensive data on student use of therapy and oversees our counseling interns.

The goal of our academic and behavioral support program is to reduce the amount of time students spend missing valuable learning time by providing the support students need to do well in the classroom. The percentage of students with zero out of school suspensions recorded before the 2019 COVID closures, was 91%, 12 percentage points above the rate in the previous school year. We attribute the improvements in these climate measures to taking a more restorative stance when it comes to disciplinary actions to ensure that students are spending as much time as possible actively learning. Additionally, we have seen attendance improve as we have increased our athletic and after school extracurricular offerings over the years since opening.

An emphasis on social justice is present throughout the curriculum, particularly in courses such as Peace and Social Change (senior project/capstone course), our 9th grade Writing for Change course, and our 10th grade civics class titled Power and Money. We hope to further expand our incorporation of social justice themes into courses going forward. This continuity of diversity in school activities and curriculum represents the overall mission and vision of the school.

Additionally, we host a number of events during the school year to help students and staff bridge differences and build relationships. After completing midterms, students participate in our annual "Dragon Day," a day focused on creating a sense of community where students can participate in friendly competition and explore various hobbies and interests, such as chess, yoga, or dance. A portion of the day is dedicated to a diversity session, during which participants discuss their own identities and experiences to ultimately build a greater mutual understanding of issues around diversity. Another key feature of Freire Wilmington is the diversity of after-school programs available to students. In addition to athletic programs, funding from 21st Century Community Learning Centers and partnerships with local organizations have allowed us to provide a variety of enrichment programs where students can explore new things and learn more about themselves. In the 2019-20 school year we offered students and their families multiple workshops and opportunities to learn about different resources to pay for college. Further, we have been able to expand our academic centers to include a "student center". The Student Center is a less formal form of the academic centers where students can work on projects, research for a paper, or finish a homework assignment in a safe environment with all the resources they may need. These activities have greatly impacted attendance and student engagement and have provided our students with valuable opportunities for leadership and growth.

We are continuously working to innovate our teaching and learning environment by including teachers in the creation of professional development activities, continuing to develop the teacher mentoring and coaching program, and supporting teachers and staff in pursuing new and challenging leadership opportunities. We strive to feature teacher autonomy and empowerment in professional

---

---

development; with the guidance of school leadership, teachers create and design aspects of leadership training, professional development sessions and activities, and other learning opportunities for staff and faculty. Further, staff and faculty have helped to develop our teacher mentoring and coaching program, where experienced teachers work one on one with teachers on lesson planning, observe classes, meet with teachers to debrief lessons, offer new strategies, and develop action plans. This high level of involvement has led to a supportive environment in which teachers feel encouraged to take risks in and outside of the classroom.

Staff greatly impact the climate and culture of our school by learning to build empathy and understanding for our students. In August, we provide pre-service professional development, which focuses on social emotional learning, cultural sensitivity training, developing relationships with students and parents, and the psychological safety of students. These topics are built on and used as themes to drive sessions throughout the school year. Teacher-led professional development allows teachers the opportunity to utilize their unique strengths and skills to support each other in becoming stronger teachers and leaders. Freire's administrative team is very receptive to both internal and external leadership opportunities for staff and teachers who are interested in furthering their careers in the education field.

Student voice is paramount to the school's identity; over the years, we have incorporated student feedback in various areas to improve school culture and climate. In 2017-18, we switched lunch vendors in response to student dissatisfaction with the food. Additionally, in 2018-19, students proposed and earned "free lunch" privileges for seniors, during which 12th grade students are permitted to briefly leave campus for the lunch period. We make appropriate adjustments to our field trip and afterschool programming after collecting student feedback and input. Students work closely with our team of college counselors to discuss their academic progress and address and resolve any issues they may be having in or out of the classroom. The low student to counselor ratio ensures that seniors receive the individualized support they need to prepare for the transition from high school to college, including scheduling the SAT, completing college applications, and applying for financial aid. These counselors create a safe space for students to ask questions and to create a framework for their post-secondary plans.

---

## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Freire Charter School Wilmington
<b>Location:</b>	201 nW. 14th Street, Wilmington, DE 19801

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)

1/8/2020  
Date

<b>Print/Type Name:</b>	Clint Walker
<b>Title (if designated):</b>	Board President
<b>Date of approval by board of directors:</b>	12/17/2020

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</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>3</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.



