

FREIRE CHARTER SCHOOL

ANNUAL REPORT

2020-2021



**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 2020-2021 ¹	501
Approved Enrollment	500
School Address	201 W. 14th St, Wilmington, DE 19801
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://freirewilmington.org/
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
Mission Statement: 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 2020-2021. (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	
	2020-2021 ¹
Total Enrollment	501
# of Students on Waiting List	0
Gender	
% Male	47.50%
% Female	52.50%
Ethnicity/Race	
% African American	75.85%
% American Indian	0.40%
% Asian	0.20%
% Hispanic/Latino	12.38%
% White	8.78%
% Multiracial	2.40%
Special Populations	
% Special Education ²	19.76%
% English Language Learners	2.40%
% Low-Income	38.92%

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 particularly diverse student body from across New Castle County, 91% of whom identify as students of color and nearly 40% of whom come from low income households . We believe that all students can succeed and this is core to our college prep mission. To this end, Freire Wilmington has been engaging in a multi-year antiracism effort to ensure that we are

serving our students in the most equitable way. This effort is discussed further in section 5 of this annual report.

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

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>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8	100	61
Grade 9	120	101
Grade 10	110	121
Grade 11	90	114
Grade 12	80	104
Total	500	501

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>		
	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		
Grade 9	38	73.08%
Grade 10	107	90.68%
Grade 11	109	90.83%
Grade 12	99	89.19%
Total/Avg	353	88.03%

** 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.

Freire Wilmington’s reenrollment rate has risen from a rate of 50% after the first year of our initial charter term to 77% the year after we reached full enrollment to 88% for 2020-21. In terms of risk factors within our control, we have found that academic struggle can lead families to consider withdrawing. As such, we closely monitor student performance in order to intervene early. When

students and family members feel supported and confident that they can succeed at our school, they are less likely to look elsewhere. Retrospectively, we pay careful attention to overall and disaggregated reenrollment rates each year and do our best to assess why individual students or groups of students are choosing to enroll in different schools. An area of challenge for us is 8th to 9th grade reenrollment. This is a typical transition point in a child's life and so of course we understand the draw of going to a new high school, but we work very hard to proactively reach out to 8th grade students and their families in an effort to retain as many as possible.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:
[Charter School Report Card Link](#)

- a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:
- overall academic achievement,
 - major challenges,
 - and accomplishments over the course of the school year.
 - You may also use this space to share the results of school-based data.

School Comments:

2020-21 was a challenging year due to the COVID pandemic. We started the school year using a virtual model and moved to a hybrid model in the spring. In terms of academic achievement on state tests, due to lower than normal participation rates, we need to be cautious in comparing our 2020-21 test scores to prior years. That said, it's clear that the COVID pandemic, and in particular the many months our students were learning virtually, impacted overall academic achievement as test scores were lower this year for both ELA and Math in grades 8-10 than compared to all prior years. Our 11th grade SAT scores showed a 5pt bump in both subjects though still below 18-19 levels.

SMARTER BALANCED (GRADE 8) - PROFICIENCY RATES				
	17-18	18-19	19-20	20-21*
ELA	38%	30%	NA (COVID)	25%
MATH	31%	11%	NA (COVID)	0%

PSAT9 - PROFICIENCY RATES				
	17-18	18-19	19-20	20-21*
ELA	47%	47%	34%	32%
MATH	18%	37%	11%	5%

PSAT10 - PROFICIENCY RATES				
	17-18	18-19	19-20	20-21*
ELA	49%	31%	45%	34%
MATH	16%	9%	17%	4%

SAT - PROFICIENCY RATES				
	17-18	18-19	19-20	20-21*
ELA	52%	38%	25%	30%
MATH	20%	18%	6%	11%

*Due to lower than normal participation rates, we need to be cautious about comparing data to prior years.

The data we have found most helpful in terms of understanding which students were most challenged by the pandemic is our internal benchmark data. When we compare STAR benchmark data from testing in fall of 2020 to that from the spring of 2021, we see that chronically absent students' average scale scores were significantly lower in both math and reading as compared to students who attended regularly (65 points lower in math and 145 points lower in ELA), and this pattern held true for both male and female students. Re-engaging these students in school and accelerating their learning to account for the loss in 2020-21 is a major focus of the current school year. The chronically absent students as well as others who struggled during COVID are a target group for our academic advisors, who will keep a close eye on their attendance and grades and our emotional supports team, who will be proactive in connecting with these students to see if they might benefit from therapy and social emotional supports.

We are most proud of the fact that we maintained a strong focus on our college prep mission, despite virtual college visits, kids missing testing days due to quarantines, and other COVID obstacles. 79% of seniors were accepted to one or more of 70 different colleges and universities. While this is down

somewhat from our usual rate of 90% or higher, we know that many students nationwide paused plans for college due to the impact of the pandemic. 66% of our seniors completed their FAFSA by April 13th, and collectively the senior class was awarded more than \$4.6 million dollars in scholarships and aid.

Performance Agreement

Academic Performance Expectations

By September 2023, our expectation is to achieve “Meets” or “Exceeds” ratings on each metric area of the DSSF. Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. The process 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:

Our approved performance agreement is that by 2023, our expectation is to achieve a “Meets” or “Exceeds” ratings on each metric area of the DSSF. Each year we will show growth within each metric area, putting us on track to achieve our academic performance expectations. Due to the COVID pandemic, our last DSSF evaluation was in 2018-19. As discussed above, COVID has presented significant challenges to our students since then. We know that academic achievement needs to improve at a sharp trajectory to get back to our pre-pandemic levels and to meet our DSSF goals. Freire is focusing on accelerating learning through high quality/highly rated curricula and grade level appropriate texts and materials. We believe that it is a disservice to students to pause grade-level learning to focus on what they missed. Indeed, research shows that students offered remedial work rarely catch up to where they were supposed to be. Instead, we have invested significant resources into high quality PD for our ELA and math teachers so they are better prepared to provide standards-aligned instruction with differentiated instructional supports. And now that we are back in person, we are invigorating our social emotional supports so that students are best positioned for success academically.

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 2020-2021
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.

a) Rate the school’s performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

School Comments

Freire Wilmington has met the criteria for its mission specific goal since its inception. We had to be a little creative in our programming in 20-21 due to COVID but with college preparation at the heart of Freire’s ethos, we found a way. Starting in summer orientation, students participated in workshops addressing the college mission and how we will help students get there. Teachers received professional development to help them embed college themes into coursework, eg using financial aid scenarios in math classes. And throughout the year, students participated in exploration activities (often virtually) such as Code House Tech Experience Day, where HBCUs highlighted technology career paths, visits by college admissions staff, Instant Decision Day, and other opportunities to increase their exposure.

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 at 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.

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).

See Appendix 1

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		
2020-2021	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:

Freire achieved a “meets standard” for each 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 organizational outcomes have been strong and the school monitors organizational compliance 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 has achieved a rating of Meets Standard for organizational performance this year, meeting the performance expectation that we set. We continue to monitor performance in this area through the annual performance review, as well as proactively during the year.

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	Governance Training Date
Robert	Blanchard		5/19/2020	3/1/2019
Sheela	Dattani		5/29/2020	
Evelyn	Davies	Parent		
Nate	Durant	Ex Officio		
John	Kane	Treasurer	2/2/2017	5/1/2018
Margaret	Kelly	Vice President	11/14/2017	3/1/2019
Nathan	Moser	Teacher	12/1/2017	5/1/2018
David	Singleton	Member at Large	5/18/2020	3/1/2019
Mark	Stellini		10/13/2018	5/1/2018
Tara	Terry	Parent	5/21/2020	
Clint	Walker	President	7/25/2017	9/22/2015
Maddie	Weckel	Ex Officio		
Christain	Willauer		2/2/2017	9/22/2015
Nathan	Will		4/25/2019	

*Please list only the most recent training date.

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

School Comments:

On December 10th, several board members participated in a Board training day to complete the governance training modules and several other board members successfully created their PDMS account set up so that they are ready to complete their needed trainings. We intend to connect regularly with these board members to offer any technical or other support to ensure that they can successfully finish this requirement in January 2022. We can provide the updated table and certificates at that time.

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
Eric	Williams	Community Rep, Chair	2/2/2017
Bill	Ray	Community Representative	2/2/2017
Kevin	Lair	Teacher Representative	2/2/2017
Yana	Moughan	Parent Representative	12/27/2019
Richard	Riggs	DOE Representative	11/30/2015

School Comments:

Currently, all CBOC members have completed the required finance training.

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
80.8	21	26

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:

Retaining teachers and minimizing attrition rate begins with hiring high quality staff who are committed to Freire’s mission; as such, we have a rigorous, multi stage 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 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.

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

Teacher exit survey results and teacher attrition data are collected and analyzed by the Freire Schools Network Office and the school’s leadership team. 2020-21 saw more teachers leaving due to relocation than prior years, likely a symptom of the pandemic. In terms of factors that might have encouraged staff to remain in their position, answers from the exit survey include pay increase/opportunity for advancement and more opportunities for collaboration. We will use this data to inform strategic decisions moving forward.

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. 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. 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.

Before each new school year starts, all staff participate in one week of pre-service professional development, with new teachers participating in an additional week prior to that . Based on individual and group professional learning goals, topics covered during pre-service sessions include 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.

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 delivery of rigorous content, core instructional techniques, assessment analysis, the role of diversity in the classroom, and positive behavior intervention and supports. Starting in the 2021-22 year, six of these sessions have been aligned to the school's antiracism commitment. Math and ELA teachers meet in Professional Learning Communities with structured support for implementing our new curricula. This includes strategies for accelerating learning to address learning loss due to the pandemic and using the curricula to support diverse learners in an inclusive setting.

Novice teachers with one to four years of teaching experience must complete our comprehensive year-long induction program. 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 for 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. Instructional coaching targets classroom management, content, instruction, lesson design and enactment, and assessment for learning.

Finally, Freire leaders also undergo professional development and learning. Our leaders collaborate regularly with the other school principals within the Freire network and receive coaching from the CEO and other leaders within the Freire Schools Network Office. In 2020-21, our school leaders also received weekly coaching from our antiracism and professional development partners at Rethinc. Finally, Freire leaders often participate in other training programs including participation in Lead for Delaware principal training program and attending workshops and conferences both in Delaware and beyond.

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	
2020-2021	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 and 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

2020-2021
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 FY21 independent audit disclosed related party transactions in the notes to the financial statements (Note K).

School Response To Rating:

Freire remains healthy with a ‘meets standard’ rating.

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 achieved our Financial Performance goal of a "Meets Standard" rating. Freire Wilmington 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.

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- 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 June 2020, the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, Tony McDade, and the loss of too many other Black lives prompted a long-overdue reckoning about racism in America. This inflection point for our country prompted Freire Schools to begin interrogating the presence of racism in our work and our schools, and that month we made a [Commitment to Antiracist Action](#).

We knew last year that becoming an actively antiracist school network would require a sustained commitment, as well as a long-term action plan that would keep us focused on racial justice long after the news cycle changed focus. We knew we would have to commit to the difficult, necessary work of acknowledging and fixing the real and significant ways in which our own systems perpetuate racism and white supremacy. And we knew that we did not know enough to do this critical work alone. We needed a partner to guide us.

We found this partner in REthinc (previously named Just Instruction). In 2020-21, 8 Freire Wilmington staff members, a combination of administrators and teachers, joined 34 other Freire Schools staff members for 12 full days of Equity Driven Leadership training, and participated in weekly coaching sessions as well as monthly race-based affinity groups to provide staff with safe spaces to share their experiences, process feelings brought up by our work, and begin to develop a path forward.

The Equity Driven Leadership Cohort used Ibram X. Kendi's [Stamped from the Beginning: The Definitive History of Racist Ideas in America](#) to explore the historical antecedents and causes of systemic racism in our country and in our schools. Paul Ramirez, Freire Schools' Director of Digital Learning and Innovation, reflected on the reading and its applicability to our work:

“Kendi talks about how it is power and policy, not people, that keeps racism entrenched in organizations. If instruction is the core system that impacts racist/antiracist outcomes in schools, then changing our instructional practices is the most antiracist thing we can possibly do.”

In this spirit, we began to envision an educational program in which Freire students and staff could be unencumbered by institutional racism, held to high standards, and supported and uplifted every step of the way. With support from REthinc, the Equity Driven Leadership Cohort designed our new [Teaching and Learning Continuum](#) to keep us accountable to making the sustained changes needed to grow into a fully inclusive, antiracist, multicultural school.

Our schools were excited to kick off the new 2021-22 school year. With kids fully reunited in our buildings, restoring our community is a primary focus for the year ahead. And **a safe, supportive, and uplifting community must be an antiracist one.** As such, we are continuing to focus on our equity and racial justice work, including expanding our training to all Freire Schools staff in continued partnership with REthinc.

This school year, all staff will participate in six full days of training in Equity Driven Teaching & Learning. Our 42 leaders will receive an additional eight days of Equity Driven Leadership training plus select coaching, and our Boards will participate in a day of Diversity, Equity, and Inclusion (DEI) training as well. Ten staff members across the network have begun DEI Aspiring Leaders training and coaching in preparation to facilitate affinity groups.

Our work this year focuses on three network-wide goals, each of which supports the creation of a Freire Schools community based in racial justice and antiracism. The first is to raise the bar academically. From a new culturally responsive English Language Arts curriculum to an emphasis on discourse in our math classrooms, a recommitment to rigorous, student-centered teaching and learning is our highest priority and most important act of antiracism. The second is to engage our students in revisiting our climate and culture, to ensure that our practices humanize rather than criminalize our students, and to develop restorative support systems as part of our commitment to peace. And the third is to use the tools of generative conflict to ensure that all voices are heard.

We believe that antiracism is a process and so early in ours, the most compelling data is qualitative in nature. The following feedback from participants in our first year of training provides evidence of the ways in which our antiracism learning is affecting our work.

“In reading *Stamped*, I was reminded how Black people can also hold racist ideas. This was a moment of clarity and a reminder that Black people, too, contribute to upholding white supremacy. This made me reflect on the ways in which I have and still do uphold white supremacy culture and my role in combating anti blackness.”

“Related to the goal of rejecting the mindset of assimilation, I have embarked on the journey of making changes to my approach to teaching. In particular, in the area of building classroom culture. More specifically, through the *Stamped* readings, I have become more reflective on my approach to student behavior and the origins of my thinking, and want to work to become a facilitator of learning who embraces my students for who they are and instills in them a sense of value in their culture and heritage.”

“The most powerful lesson was where we explored either/or thinking within white supremacy culture and created ‘vent’ diagrams. An ‘Aha’ moment I had this day was that there is always a third way and finding it may be difficult or not within your realm of thinking, but it is there. Vent diagrams allowed me to get to that point by realizing that we can hold multiple truths.”

“I think the most actionable item for me has been how I go about making decisions for the school. I am more deliberate and intentional about who I am speaking with to get input, creating space for either verbal or written feedback, trying not to rush important decisions.”

Getting input from stakeholders outside of the staff (students, parents for example). I think and rethink before and after on whether the way in which we do things is fair/equitable/open.”

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Freire Charter School Wilmington
Location:	201 W 14th St, 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) _____ Date 12/16/21

Print/Type Name:	Clinton W. Walker
Title (if designated):	President, Board of Directors
Date of approval by board of directors:	12/16/2021

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.

APPENDIX 1

Mission Specific Goal Data Collection 2020-2021						
<p>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.</p>						
<p>Data sources may include:</p>						
<p>-Participation rates for college visits-Student participation rates for college-related events, speakers, workshops, courses, or other programming.</p>						
Data Source	Description	Results				
Summer Orientation Sessions	Workshop series with new and returning students about Freire values, the importance of college, graduation requirements, and what students need to be doing now.	Whole School -- 92% Attendance				
Post-Secondary Advisement Plans	Workshop series for all students led by Academic Advisors where students explored college and career opportunities and set personal academic goals using MajorClarity and Naviance.	All 8th-11th Grade Students				
CodeHouse Tech Exposure Day	Students interested in computer science and Historically Black Colleges and Universities participated in live panels and tech expos with Black/LatinX corporations and HBCU admissions representatives.	All 11th and 12th Grade Students				
Catalyzing Change: From Curriculum to	A virtual forum showcasing the mid-Atlantic regions' STEM opportunities and resources, and discusses current and future workforce skills and needs. 8th and 9th grade students explored the many possibilities available in the world of STEM, learn about the paths that others have taken, and discovered the companies that are creating opportunities for the future (Boeing, DuPont, FMC Corp, Nielson-Kellerman)	All 8th and 9th Grade Students				
College Access Team Programming	Financial Aid Workshops, College Admissions Workshops, College Representative Visits, Instant Decision Days, and one-on-one guidance on selecting colleges. Partner programming from Stand by Me and the University of Delaware provided additional workshops and support.	All 11th and 12th Grade Students				
Social Studies Course College Focus	Teachers in Social Studies 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 discussion, etc.	All students				
Dual-Enrollment Classes	Students participated in University of Delaware's Early College Credit Program in the Fall and Spring semesters earning college credit upon successful completion of the course.	11th and 12th Grade Students Eligible	<i>Only a select group of students was eligible and decided to participate ("10 juniors and "20 seniors)</i>			
Standards-Aligned Curriculum	Adoption of standards-aligned, research-based materials and curriculum in Math and English classes.	All students				
Overall Rating						
Based on the above data, Freire met the criteria for the mission specific goal.						