

GREAT OAKS CHARTER SCHOOL

ANNUAL REPORT

2019-2020



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

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Great Oaks Charter School
Year School Opened	2015
Enrollment 2019-2020 ¹	479
Approved Enrollment	446
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	https://wilmington.greatoakscharter.org/
Name of School Leader	Leland Kent
School Leader Email and Phone Number	lkent@greatoakswilm.org (302) 660-4790
Name of Board President	Jim Mazarakis
Mission Statement: The mission of the Great Oaks Foundation is to launch and support a network of charter schools that prepare students for college success through high-dosage tutoring. By design, our schools contribute to the vitality of the urban neighborhoods where they are located by attracting and creating social, human and investment capital.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2019-2020 ¹
Total Enrollment	479
# of Students on Waiting List	26
Gender	
% Male	54.07%
% Female	45.93%
Ethnicity/Race	
% African American	80.58%
% American Indian	1.25%
% Asian	1.04%
% Hispanic/Latino	12.94%
% White	4.18%
% Multiracial	
Special Populations	
%Special Education ²	20.25%
% English Language Learners	5.64%
% Low-Income	58.66%

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

School Demographics: this will be the target population for physical and mental health supports GO has an enrollment of 318 scholars in grades 6-11.
 Female = 48%. Male = 52%.
 African-American = 81%

Hispanic/Latinx = 14%
Caucasian = 4%
Special Education = 28%
English Language Learners = 7% Low
Income = 59%
Medicaid Eligible = 74%

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
7/7/20	Restructure Charter Management Company Agreement with the Great Oaks foundations to provide more direct services to better meet student's needs. The modification is needed to provide the necessary staff to support their students' academic growth and achievement without compromising the schools financial position. Decrease authorized enrollment by 14.9%	Approved
11/1/18	Great Oaks Board of Directors would like to decrease SY 2019-20 enrollment by 20%.	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>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	100	70
Grade 7	100	117
Grade 8	100	123
Grade 9	125	63
Grade 10	200	106
Grade 11		
Grade 12		
Total	625	479

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>		
Great Oaks Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	2	
Grade 7	75	86.21%
Grade 8	97	81.51%
Grade 9	35	27.78%
Grade 10	88	81.48%
Grade 11		
Grade 12		
Total/Avg	297	67.50%

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

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

1. Learning Pods:

GO has created 4 exceptional learning options for distinct groups of scholars that make up the missing 30%. Food/transportation/internet are provided to all students. High school students are eligible for workforce development funds. Pods will run through June 2021.

a. WAVE: Three on-site learning pods will be facilitated by WAVE staff for Nov-Dec. AmeriCorps members will receive training in order to run pods Jan-Jun. These students have exhibited low attendance.

b. Community Intervention Team : Great Oaks has a set of scholars who have been involved with gangs/violence/arrests. These students are disengaged from school. CIT has the best possible personnel, programming, and procedures to help these students refocus and realign their life goals. Instead of contributing to dropout and violence rates, Great Oaks is intentionally partnering with CIT to change the story and outcomes. Scholars will graduate from CIT at the appropriate time and become school leaders.

c. Teen Warehouse There is a group of disengaged Great Oaks scholars who reside in Wilmington's Riverside neighborhood. These students are invited to participate in a pod at Teen Warehouse, which is walking distance from most Riverside homes. Due to violent interactions between students from different regions of Wilmington, Great Oaks is intentionally locating this pod in a discrete location.

d. Dual School: Great Oaks is contracting this organization to engage low attendance scholars who are interested in social justice initiatives.

e. Learning Pod Program Manager: Great Oaks has identified a contractor perfectly suited to lead the implementation of the new learning pods.

2. Physical Wellness

GO provides best-in-class nursing support through a school nurse, site COVID nurse, and UD nursing students to assist with all aspects of family/student health. This far surpasses normal school nurse support. Career pathways for Allied Health and Public & Community Health further reinforce healthy decisions and relevant career opportunities.

3. Mental Wellness

GO has contracted Personal Wellness, a Black-owned Wilmington organization, to find students, identify wellness needs, and drive improved outcomes. This local expert is helping GO families deal with trauma, access supplemental resources, form a more inclusive community, and foster education as a core value.

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
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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:

GO serves NCC with a focus on the City of Wilmington.

Through new partnerships and programming, Great Oaks will improve services and support to the Greater Wilmington community and improve outcomes related to high school graduation, college enrollment, workforce readiness, income, physical health, mental health, social support, crime rates, and exposure to violent behaviors.

GO is building bridges across Wilmington.

Thirty percent of Great Oaks' scholars are categorized as "missing". They are at high risk for dropout. Staff have called homes, sent text messages, communicated via social media, sent emails, connected with the friends/neighbors/relatives, and made home visits. More must be done. Great Oaks will provide robust programming that will motivate students and increase attendance rates. This will, in turn, positively impact other social determinants of health: income, occupation, food access, internet access, social support, crime rates, transportation, and neighborhoods.

Performance Agreement

Academic Performance Expectations

Great Oak's Charter School's DSSF ratings are:

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

By September 2023, our expectation is to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

School Comments

The COVID-19 pandemic has exacerbated the opportunity gap in our community. GO’s response directly addresses challenges related to income, education, social network, food access, and high expectations of scholars. The program that we are designing provides tiered supports to all GO students. The most disadvantaged students are those who are missing from classes every day. The most intensive aspects of our program -- the Learning Pods-- will be reserved for this population of students. Our program will address income level inequities by folding workforce development opportunities into the learning pod programming. In addition to receiving academic support, students who attend will be guided through job exploration programming. A select group of students will be paid for these efforts through the Department of Labor. This will add to the family income in the immediate and then increase earning potential long term. Programming will re-engage students by helping them develop long term goals for their careers and linking content to their post-secondary pursuits. In particular, GO’s CTE pathways provide coursework for students pursuing careers in education and health services. GO will use these pathways alongside culturally relevant and rigorous core- content coursework, layered with workforce development, to reinvest scholars in their education as a pathway to a healthy future.

For GO students who have had experiences within the criminal justice system, and for those at risk of involvement, the COVID-19 school closure has been a major setback. Without the consistency of a physical school environment and the physical presence of caring adults committed to their academic success, many students have become disengaged

with their education and are therefore more at risk for gang activity, drug and alcohol use, and violence. Our plan to re-engage these students through mentorship and specialized on-site programming will help mitigate this risk and promote academic achievement. Our partnership with CIT is focused on students within the GO population who are currently missing – either not attending coursework or even entirely unreachable despite our team’s extensive efforts. CIT has a history of successfully engaging community members who have faced similar challenges and reinvesting them in healthy lifestyles. Our “missing” students need the CIT/GO partnership to help them establish different life paths that embrace education and post-secondary goals.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
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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

GO has served students in New Castle County since its founding in 2015. Because of our intensive tutoring and mentoring model, we typically attract students who have struggled to receive support in traditional school environments due to a variety of factors including behavioral and mental health, socioeconomic status, and specialized education needs. Because of the demographics of our student body, we have taken it upon ourselves to be more than a school and have developed programs and partnerships to serve the diverse needs of our families. Through our partnership with the CEB, we have connected our families experiencing food or housing insecurity with meals, homes and counseling. In 2018 we were awarded a multi-year grant to develop out-of-school time programming. Through this opportunity, we have built a diverse after school program that rivals some of the most established schools in Delaware: students at GO choose from over 20 club options throughout the year including 6 sports team, a full-length school musical, book clubs, student government, and National Junior Honors Society. In addition, we launched a summer camp -Camp Gladiators- which is offered to students free of charge and provides engaging leadership development and social- emotional learning activities through our partnership with Summer Collab. The success of this programming has required our school to maintain strong partnerships with community organizations and businesses such as Summer Collab, Back to Basics, the YMCA and Boys & Girls Club.

The GO small group intervention model is unique among schools in Delaware. Since 2015 we have provided students with an AmeriCorps tutor. We have worked to perfect our mentoring model with the Education Fellows and when COVID-19 struck this spring, the Fellows provided a level of connection and support that no other school had the capacity to provide. Fellows called parents every day, hand-delivered groceries and Chromebooks to students and provided tech support where needed. This was in addition to providing daily individualized instruction, helping students grasp the concepts that were challenging to understand in a virtual classroom. When Social Contract set out to design The WAVE Learning System this Spring to meet the needs of students during COVID-19, the role of the Wave Guide (pod leader) was modeled off of the Fellows. GO will use its experience managing small group learning environments to ensure the effectiveness of these learning pods.

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

School Comments

All 183 GO scholars and their families reside in New Castle County. These families will be served by mental and physical health services funded by this grant.

Approximately 100 GO scholars will be served by a new learning pod option. Almost all of these scholars are from the City of Wilmington. Their involvement and engagement will prevent acts of violence, provide economic support to homes, drive high school graduation, and increase career options later in life.

WAVE: approximately 30 scholars with a representation similar to the schoolwide demographics noted above
CIT: approximately 25 African-American male scholars

Teen Warehouse: approximately 22 scholars from the Riverside neighborhood with a representation similar to the schoolwide demographics noted above

Dual School: approximately 12 high school scholars with a representation similar to the schoolwide demographics noted above

Goals and Targets:

1. Increase overall GO attendance from 70% to 92%. Eliminate high school dropout.
2. Zero enrolled students are retained in same grade next year; all scholars are promoted to the next grade
3. Decrease GO scholar violent incidents and arrests to zero for current school year
4. Enroll forty HS students in workforce development program- drive economic situations in homes; maximize funding to each home
5. For students participating in learning pods, show growth of at least one academic year in reading (MAP)
6. # of family members hired as AmeriCorps members, to further enhance economic wellness and social community (GO culture)
7. # of meals delivered to learning pods and homes
8. # of homes where GO provided internet access
9. % of 6th/9th graders with completed physicals (goal = 100%)
10. Increased GO enrollment for next school year due to learning pod excellence (goal = 20% increase) This program is built to provide achievable opportunities to those who are most disadvantaged.

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

School Comments

The Community Intervention Team (CIT) has a long history in the City of Wilmington and the State of Delaware, for its work to connect marginalized communities to social support services, provide opportunities that promote positive youth development, and challenge structural conditions that lead to the manifestation of gun violence in the most vulnerable communities. CIT has earned a reputation for being able to engage those labeled “the hardest to reach,” due to their commitment to employ trusted, respected and credible members of the community. These individuals house a tremendous amount of social capital. The Community Intervention Team is prepared and well positioned to support Great Oaks Charter Schools in identifying families and students that have been disengaged from the school system since the COVID-19 pandemic. They can leverage their credibility and trust in the community to locate and make direct connections with students and their families with the intention of reconnecting them to Great Oaks Charter School.

Teen Warehouse – Developed “For Teens, By Teens” the Teen Warehouse was established in Spring 2021 to provide a one-stop center serving teens in the Riverside community. Teen Warehouse offers teen-driven programming focused on recreation, education, arts, career and health. The Teen Warehouse partners with a broad network of community organizations and businesses to connect teens with the resources they need to be safe and healthy and to develop a vision for their future. The Teen Warehouse is prepared to offer learning pods for our students living in the Riverside community, which would in turn connect our students with this wide variety of resources.

Wave Learning System - WAVE was designed by Social Contract. SC found that a new collaborative infrastructure would be required to support families in navigating uncertain terrain, starting with the unprecedented closure of summer camps and widening of achievement gaps through the “COVID Slide”.

2.3 Academic Progress

Metric	Value	Points	Points Earned
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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

The COVID-19 pandemic has exacerbated the opportunity gap in our community. GO’s response directly addresses challenges related to income, education, social network, food access, and high expectations of scholars. The program that we are designing provides tiered supports to all GO students. The most disadvantaged students are those who are missing from classes every day. The most intensive aspects of our program -- the Learning Pods-- will be reserved for this population of students. Our program will address income level inequities by folding workforce development opportunities into the learning pod programming. In addition to receiving academic support, students who attend will be guided through job exploration programming. A select group of students will be paid for these efforts through the Department of Labor. This will add to the family income in the immediate and then increase earning potential long term. Programming will re-engage students by helping them develop long term goals for their careers and linking content to their post-secondary pursuits. In particular, GO’s CTE pathways provide coursework for students pursuing careers in education and health services. GO will use these pathways alongside culturally relevant and rigorous core-content coursework, layered with workforce development, to reinvest scholars in their education as a pathway to a healthy future.

For GO students who have had experiences within the criminal justice system, and for those at risk of involvement, the COVID-19 school closure has been a major setback. Without the consistency of a physical school environment and the physical presence of caring adults committed to their academic success, many students have become disengaged with their education and are therefore more at risk for gang activity, drug and alcohol use, and violence. Our plan to reengage these students through mentorship and specialized on- site programming will help mitigate this risk and promote academic achievement. Our partnership with CIT is focused on students within the GO population who are currently missing – either not attending coursework or even entirely unreachable despite our team’s extensive efforts. CIT has a history of successfully engaging community members who have faced similar challenges and reinvesting them in healthy lifestyles. Our “missing” students need the CIT/GO partnership to help them establish different life paths that embrace education and post-secondary goals.

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

School Comments

We will utilize data from MAP NWEA testing to analyze and assess student academic growth:

Reading

	Fall 2019		Fall 2020	
Grade	Growth Count	Mean RIT	Growth Count	Mean RIT
6	67/70	199.1	15/16	199.5
7	100/105	203.6	59/66	202
8	103/110	207.4	75/87	206
9	48	204.9	26/42	207
10	86	211.5	33/42	208
11	0		55/65	218

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

Mathematics

Grade	Fall 2019		Fall 2020	
	Growth Count	Mean RIT	Growth Count	Mean RIT
6	67/69	203.0	15/16	199.1
7	101/105	207	60/69	207.1
8	111/124	212.2	75/89	206
9	47	208.1	34/70	210
10	88	216.8	34/50	210
11	0		59/75	225

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
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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

GO has served students in New Castle County since its founding in 2015. Because of our intensive tutoring and mentoring model, we typically attract students who have struggled to receive support in traditional school environments due to a variety of factors including behavioral and mental health, socioeconomic status, and specialized education needs. Because of the demographics of our student body, we have taken it upon ourselves to be more than a school and have developed programs and partnerships to serve the diverse needs of our families. Through our partnership with the CEB, we have connected our families experiencing food or housing insecurity with meals, homes and counseling. In 2018 we were awarded a multi-year grant to develop out-of-school time programming. Through this opportunity, we have built a diverse after school program that rivals some of the most established schools in Delaware: students at GO choose from over 20 club options throughout the year including 6 sports team, a full-length school musical, book clubs, student government, and National Junior Honors Society. In addition, we launched a summer camp -Camp Gladiators- which is offered to students free of charge and provides engaging leadership development and social- emotional learning activities through our partnership with Summer Collab. The success of this programming has required our school to maintain strong partnerships with community organizations and businesses such as Summer Collab, Back to Basics, the YMCA and Boys & Girls Club.

The GO small group intervention model is unique among schools in Delaware. Since 2015 we have provided students with an AmeriCorps tutor. We have worked to perfect our mentoring model with the Education Fellows and when COVID-19 struck this spring, the Fellows provided a level of connection and support that no other school had the capacity to provide. Fellows called parents every day, hand-delivered groceries and Chromebooks to students and provided tech support where needed. This was in addition to providing daily individualized instruction, helping students grasp the concepts that were challenging to understand in a virtual classroom. When Social Contract set out to design The WAVE Learning System this Spring to meet the needs of students during COVID-19, the role of the Wave Guide (pod leader) was modeled off of the Fellows. GO will use its experience managing small group learning environments to ensure the effectiveness of these learning pods.

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

School Comments

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

2.5 Graduation Rate

Metric	Value	Points	Points Earned
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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

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

School Comments

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

School Comments

2.6 Progress toward English language proficiency (ELP) * new

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

Metric	Value	Points	Points Earned
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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

- 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

- 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

III. ORGANIZATIONAL PERFORMANCE

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







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

3.1 Mission Specific Goal(s)

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

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Start				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Great Oaks Charter School Wilmington Students will master major Common Core Standards implemented through a college exploration curriculum designed specifically for tutorial.	<p>Meets standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following:</p> <ul style="list-style-type: none"> • Specific Common Core standards across content areas that reflect the major work of the grade. • Actionable and Measurable Objectives • Assessments geared toward tracking student's mastery of both the CCS and college-access content. <p>Approaching Standard: Students are engaging with a college exploration curriculum on a weekly basis in tutorial that includes the following:</p> <ul style="list-style-type: none"> • Specific Common Core standards across content areas that reflect the major work of the grade. <p>Far Below Standard: Students are not engaging with a college exploration curriculum on a weekly basis in tutorial.</p>	Tutorial Curriculum, Lesson Plans, and Exit Tickets	PDF Upload and entry into system by DOE.	1:1

Great Oaks MET the mission-specific goal for 2019-20. The attached documents serve as evidence.

-  College Coffee Plans + Schedule.pdf
-  Student_Parent Prep Calendar_Juniors_Seniors.pdf
-  GOWIL College & Career Access Design.docx
-  10th grade calendar CC (school year 19-20).pdf
-  GOWIL Tutorial Content Shift.docx
-  GOWIL'S College & Career Access Philosophy.docx

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

School Comments

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Great Oaks Charter School

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	F	M	M	M	F	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:

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

School Comments:

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

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2019-2020
F

School Response To Rating:

3. STUDENTS AND STAFF

Measure 3b.

Is the school following requirements on staff certification and hiring?

2019-2020
F

School Response To Rating:

School Response To Rating:



Performance Agreement

Organizational Performance Expectations

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

By September 2023, our expectation is to achieve the overall rating of "Meets", as measured by the Organizational Performance Framework." Each year, we will be on track to demonstrate performance aligned with this organizational performance expectation. This progress will be monitored through our annual performance review.

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

School Comments:

GO works to be the most anti-racist school in the State. Diversity Equity & Inclusion is considered in every decision, purchase, and agenda. For GO's first Parent University event, the CEO of the Institute for Anti-Racist Education led an inspiring, interactive session. GO has purchased all new online curricula for the current school year, with a focus on selecting anti-racist components. GO is the only school in the State that has adopted CommonLit, an English curriculum that has over 50% of its content with either an author or main character of color. All core curricula are available in a Spanish version.

Great Oak's DEI strategy is to maintain team diversity, differentiate what/how we teach, and ensure an equitable school environment. At Great Oaks we provide a high-quality, college-preparatory education and various after-school activities to families from all over Wilmington. As such, we attract students from different backgrounds such as gender, socioeconomic status, language, and ethnicity. We recruit staff from varying backgrounds as well as those with cultural competence. Our community partners are allies in the school's goal to make success achievable for every child. Diversifying our teaching is evident in how we allow students to share ideas, show concept mastery, and provide feedback on their learning. Staff are provided with the tools to foster a DEI learning environment through professional learning, collaborating with peers, and engaging in other DEI-related experiences. In an equitable and inclusive school environment, stakeholders need a platform to have their voices heard and diversity celebrated. At Great Oaks this is demonstrated through teacher leaders, organizations led by students and families, and consistent opportunities to dialogue with school administration. Providing avenues for stakeholders to converse, have input, and the ability to affect change fosters a climate of mutual respect and the discovery of shared practices, values, and norms. Great Oaks Charter School seeks to be a transparent and welcoming organization. Progress is measured each marking period, semi-annually, and annually. A diverse staff and student body is evidenced by school demographics and staff retention. Climate surveys, course evaluations, and family feedback will be completed and shared with staff regularly. Lastly, we track the types of school organizations as well as level of participation in multicultural events as a measure of equity and inclusiveness.

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 training 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*
Jim	Mazarakis				1/4/2018	
Robert	Snowberger				3/26/2018	
Rysheema	Dixon				11/30/2018	
Cathy	Holloway				11/30/2018	
Erica	Hitchens				12/4/2018	
Michael	Maxwell				1/1/2018	
Stephanie	Toronto				7/29/2020	
Kelly	Firment				7/28/2020	
Keria	Broadnax				7/25/2020	

*Please list only the most recent training date.

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

School Comments:

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Geoff	Langdon		3/30/2017
Richard	Riggs		11/30/2015
Antoinette	Capri (Thomas)		12/10/2017
Shericka	Kerwood		

School Comments:

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
68.2	15	22

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:

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

School Comments:

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	AS	AS	M	AS	M	F	N/R	M	Approaching 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:

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

School Comments:

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

1. NEAR TERM INDICATORS

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2019-2020
24

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

School Response To Rating:

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2019-2020
93%

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

School Response To Rating:

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: -2.19%
3 YR: 0.49%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

Measure 2c. Cash Flow

2019-2020
1 YR: \$-72180
3 YR: \$-103601

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

School Response To Rating:

3. FINANCIAL MANAGEMENT AND OVERSIGHT

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 identified significant deficiencies in internal controls (Finding #2020-001 Financial Reporting Close Process and Finding 2020-002 – Allowable Costs – Payroll Amounts Not Adequately Documented). These findings are not considered material exceptions, so they do not affect the rating for this measure. However, the school should take action to address the deficiencies identified in the audit.

School Response To Rating:

Performance Agreement

Financial Performance Expectations

By September 2023, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments:

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

School Comments:

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	
Location:	

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

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.