

POSITIVE OUTCOMES CHARTER SCHOOL

ANNUAL REPORT

2019-2020



**3337 S Dupont Hwy,
Camden, DE 19934
Phone:(302) 697-8805**

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	Positive Outcomes Charter School
Year School Opened	1996
Enrollment 2019-2020 ¹	121
Approved Enrollment	120
School Address	3337 S Dupont Hwy, Camden, DE 19934
District(s) of Residence	Caesar Rodney School District
Website Address	http://www.positiveoutcomescs.org/
Name of School Leader	Edward J.Emmett, Jr.
School Leader Email and Phone Number	Ed.Emmett@pocs.k12.de.us (302) 697-8805
Name of Board President	Susan Wills
Mission Statement: Our mission is to provide an opportunity for students to learn in a safe, caring, respectful environment, where their individuality is valued and their individual needs are addressed.	

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	121
# of Students on Waiting List	6
Gender	
% Male	59.50%
% Female	40.50%
Ethnicity/Race	
% African American	37.19%
% American Indian	0.83%
% Asian	0.83%
% Hispanic/Latino	9.09%
% White	52.07%
% Multiracial	0%
Special Populations	
% Special Education ²	64.46%
% English Language Learners	0%
% Low-Income	37.19%

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

Positive Outcomes Charter School continues to serve students from throughout the state of Delaware. Our students came to our school from each county and nine different school districts. Our school continues to serve a large percentage of students who qualify for services under IDEA and have an active IEP in place. The school is racially diverse and continues to closely match the demographics of

the school district in which our school resides. Our school population is, by various definitions, at-risk for failure.

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

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

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>		
	Positive Outcomes 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	2	
Grade 8	8	72.73%
Grade 9	21	91.30%
Grade 10	21	75.00%
Grade 11	14	87.50%
Grade 12	16	59.26%
Total/Avg	82	78.10%

** 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.

Positive Outcomes Charter School typically has strong retention rates for our students. In general, once a student attends our school, they usually remain with us. Our goal is always to have our students re-enroll in our program. We analyze the numbers of families who do not re-enroll in our program and frequently find that a large percentage of the departures are due to a family move or

loss of housing. A small number of families are moving back to their home district or another school district.

Some students who attend our school feel that they have made progress and desire to return to a traditional school environment. As a result, we do have students who leave before graduation. We also have several students who attend school with us for grades 7 and 8 and then transition to a traditional high school environment. We do not view these as students leaving our program, but students who we have helped feel that they will be successful returning to a traditional school environment.

While POCS does not have any specific plans at this time to address additional retention concerns, we regularly maintain personal contact with each family to identify issues or concerns. We also survey all of our families to ensure satisfaction with our programming and identify any problems or concerns that our families may have.

II. ACADEMIC PERFORMANCE

2.1 Delaware Alternative Academic Performance 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:

The Positive Outcomes Charter School team started working immediately following the school closure to begin identifying core elements of each grade level and subject area to prioritize as we moved forward into the pandemic. The team wanted to focus on keeping as much normalcy in our instructional program as possible in the unique situation the teachers and students found themselves.

The school team resumed regular classroom meetings with their students 14 days after closure. The teachers and administrative team continued synchronous on March 30. The teachers reduced each class session to 30 minutes to help maintain acceptable levels of screen time for students. Teachers used the 30 minutes to provide direct instruction and also provided emotional support for their students.

The critical elements of our instructional program during our pandemic closure are listed below.

- Learning will be mainly focused around prioritized content
- Students will have both online and offline learning activities.
- The primary tools for communication between teachers and families will be Google Classroom, ZOOM, student email addresses, and parent-provided email addresses.
- Teachers will provide synchronous learning that can be recorded and made available to students to watch at any time. The synchronous learning sessions will be at a regularly scheduled time determined by each teacher.
- Each teacher focused on maintaining direct contact with each student daily.

During our Remote Learning Program, each child who was determined to be eligible for special education and related services, Positive Outcomes Charter School, shall have a single individual education plan. As a general principle, during this unprecedented national emergency, Positive Outcomes will work with parents to reach mutually agreeable extensions of time, as appropriate.

Positive Outcomes collaborated with parents, educators, and administrators to creatively continue to meet the needs of students with disabilities. The determination of how FAPE is to be provided needed to be different during an unprecedented national emergency. Positive Outcomes directed multiple staff members to provide additional support to students with disabilities. Positive Outcomes Charter School continued to ensure the health and safety of a student's physical, academic, and social-emotional wellbeing.

Positive Outcomes Charter School continued to provide related services to students with disabilities in accordance with the student Individual Education Plan (IEP). Positive Outcomes utilized teletherapy, zoom meetings, and independent activities to meet the needs of students. Certain IEP services to some students in-person were unfeasible or unsafe during the emergency school closure, such as hands-on physical therapy, occupational therapy, or tactile sign language educational services. Positive Outcomes did not provide services that may harm the health and safety of a family. Positive Outcomes Charter School reported progress on unique educational needs and transition activities quarterly to our families. Common core aligned assessments, classwork, unit tests, writing samples, checklists, and observations were utilized to ensure adequate progress towards the annual goals of each benchmark. Through remote learning, teachers identified appropriate assignments and assessments to determine progress towards a yearly goal.

One of the first and most crucial steps of our remote learning plan was to connect with our families to identify and address any technology deficits and gaps that could impact the ability to access learning resources. This is where our teachers, in the role of advisors, connected personally with each family to identify what resources they needed. As a result of these personal contacts, 48 families reported a lack of computer capacity in the home, and 12 families lacked access to the internet.

The school provided each family the option of a school-issued and managed Chromebook. An overall total of 83 Chromebooks was issued to our students. In addition, a total of 16 internet access WIFI hotspots were ordered and distributed to our families in need.

In addition, our teachers/advisors contacted each family daily to check on student progress, wellness needs, and technology needs.

Positive Outcomes Charter School was focused on ensuring that each family was contacted on a daily basis. Each day a student missed the synchronous instruction session, a teacher or staff member will make direct contact to identify or alleviate any issues. Our school was happy to report that our school maintained an average daily engagement rate of 85%. Unfortunately, this also was parallel with a total of 15% of our student population that we struggled to connect with regularly. Families reported that these students became disengaged and struggled to cope during the pandemic closure.

It was important for our school staff to recognize and acknowledge that our school, our families, and our students have never experienced or seen anything like this before. The missing anchor of having live class and seeing students was missing. Our school team focused on putting our community of learners in connection with one another first.

Our school Student Support Team made regular contact home to check on students' mental and emotional health. The counselors and interventionists provided one on one support with students. Often, parents and families also joined these conferences.

We remained committed to ensuring that we provided services to the whole child; therefore, the following services were available to all POCS students during our remote/closure environments:

- Individual virtual counseling or face to face counseling by appointment
- Access to school staff for support for all areas or needs
- Student supports for all mental health needs

We asked all of our teachers to focus on being real with students. We asked them to focus on prioritized curricular materials. We asked them to evaluate student performance through work products compared with formal tests and assessments. Our number one priority was our students' social and emotional performance. We must also note that Distance Nurturing is required for many of our students before Distance learning can begin.

Positive Outcomes Charter School planned to continue only to offer synchronous instruction to our students. Each student will continually have daily live classroom instruction.

During this time of COVID-19, POCS is committed to instructionally:

- providing all students with engaging, standards-driven instruction;
- providing all students with meaningful opportunities to engage and connect with their peers and teachers;
- providing all students with digital and hard copy access to materials
- providing all students with opportunities for synchronous (in real-time) and asynchronous (self-paced) learning opportunities; and,
- providing meaningful feedback and assessment opportunities for progress monitoring

For the 2020-2021 school year, all students will be held accountable for new learning in all classes.

All Zoom lessons will be recorded and uploaded to Schoology/Google Classroom so that students may access them at any time. Assignment grades will be posted/provided feedback by the end of every school week. Teachers will have their upcoming assignments posted online as a schedule to help students anticipate what's next.

Staff will be actively engaged with students online. The virtual format should be instructional and engaging. The practice/reinforcement portion of the activity should be in an individual setting.

Each student will have opportunities to receive both informal and formal feedback from his/her teacher(s) regarding learning and progress. This feedback may be provided in real-time during in-person or virtual instruction or through emails and learning platforms. To help your child be successful, he/she may also be provided opportunities for in-person, virtual, or online intervention through school-approved programs.

POCS provides comprehensive and on-going academic support throughout all of our programming. If a student is experiencing difficulty in any academic areas, the following supports are available:

- One-on-One individualized instruction in a virtual or face-to-face model by appointment
 - Specialized data review by the support team
 - Comprehensive planning and goal tracking
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Performance Agreement

Academic Performance Expectations

Overall Academic Ratings

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

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	9.00	9% Well Below Expectations
Academic Progress	100.00	40.00	40% Well Below Expectations
School Quality/Student Success	75.00	36.00	48% Well Below Expectations
Graduation Rate	100.00	75.00	75% Approaching Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	375.00	160.00	43% Well Below Expectations

By September 2023, our expectation is to achieve “Meets” or “Exceeds” ratings on each metric area of the Alternative Academic 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):

- Goal 1: As a school that focuses on high needs students, our goal is to have students increase performance in Reading Skills
- Measure/Metric: Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.
- Target: >60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.
- Goal 2: As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics Skills
- Measure/Metric: Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.
- Target: >60% of students will meet anticipated Lexile growth targets on the Spring SMI assessments.

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

School Comments

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

There was no valid assessment data taken at the conclusion of the 2019-2020.

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

School Comments

Students entering Positive Outcomes Charter School (POCS) will continue to struggle with the comprehensive, standardized tests.

POCS has and is taking steps to work with students and staff to increase success in the State mandated Standardized Tests. These include:

- Extensive professional development on emotional and social barriers to learning
 - Extensive professional development on different learning styles of students with learning deficiencies
 - The use of advisories to develop long term relationships between staff, students and parents. The advisor (homeroom teacher) will stay with students for up to 3 years and be an advocate for a student during that time
 - Dedicated time during each day for targeted intervention with students
 - Emotional supports for students including access to counselors, targeted supports for the teachers and students
 - Special Education supports for students, parents and teachers
 - POCS is working with American Institute for Research (AIR) and Delaware Department of Education (DDOE) in developing the Multi-Tiered Systems of Support (MTSS) at POCS for further teacher and student supports and resources.
 - POCS will be part of the Delaware Educator Growth Support System (DEGSS) in the 2021-2022 school year. The pilot will enable POCS to receive support, training and resources from DDOE for supporting and coaching teachers.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

Positive Outcomes Charter School (POCS) uses benchmarks and progress monitoring to gauge student progress. POCS uses Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) as benchmark assessments. POCS utilizes STAR testing as a progress monitoring tool.

In addition, POCS uses the following tools as progress monitoring:

- Writeable
 - Lexia
 - Transmath
 - Renzulli Learning
 - Reading Plus
 - Check In/Check Out (CICO)
 - Referrals
 - Attendance
 - Edmentum: Renaissance & Exact Path
 - Intervention Data
 - Classroom Data
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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

There was no valid assessment data taken at the conclusion of the 2019-2020.

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

Students entering Positive Outcomes Charter School (POCS) will continue to struggle with the comprehensive, standardized tests.

POCS has and is taking steps to work with students and staff to increase success in the State mandated Standardized Tests. These include:

- Extensive professional development on emotional and social barriers to learning
 - Extensive professional development on different learning styles of students with learning deficiencies
 - The use of advisories to develop long term relationships between staff, students and parents. The advisor (homeroom teacher) will stay with students for up to 3 years and be an advocate for a student during that time
 - Dedicated time during each day for targeted intervention with students
 - Emotional supports for students including access to counselors, targeted supports for the teachers and students
 - Special Education supports for students, parents and teachers
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- POCS is working with American Institute for Research (AIR) and Delaware Department of Education (DDOE) in developing the Multi-Tiered Systems of Support (MTSS) at POCS for further teacher and student supports and resources.
 - POCS will be part of the Delaware Educator Growth Support System (DEGSS) in the 2021-2022 school year. The pilot will enable POCS to receive support, training and resources from DDOE for supporting and coaching teachers.
-

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

Positive Outcomes Charter School (POCS) uses benchmarks and progress monitoring to gauge student progress. POCS uses Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) as benchmark assessments. POCS utilizes STAR testing as a progress monitoring tool.

In addition, POCS uses the following tools as progress monitoring:

- Writeable
 - Lexia
 - Transmath
 - Renzulli Learning
 - Reading Plus
 - Check In/Check Out (CICO)
 - Referrals
 - Attendance
 - Edmentum: Renaissance & Exact Path
 - Intervention Data
 - Classroom Data
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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

There was no valid assessment data taken at the conclusion of the 2019-2020.

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

As previously stated, and discussed, each cohort of our students is vastly different. This is never more evident than this measure. Over the last three years, we have a 21% difference in graduation rates. From a high of 91.3% to a low of 70.3%. This is a specific example of the challenges of reduced N sizes in data analysis. The variable in these groups is the students themselves. The school programming and instruction did not change. The courses offered and other school activities remained the same. While our school was rated as approaching the standard, we do not believe that this area is something that we have total control over.

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

School Comments

It is our expectation that our graduation rates will continue to show some variability. While we continue to work to support every student through graduation, it is also the reality that some students leave school before completion due to events outside of our control.

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

School Comments

POCS will continue to review all data points and continue to monitor what students need to remain on track. We will provide any required supports for students who arrive off track or drift off track while enrolled in our school. As listed above, these supports can be tutoring, one-on-one support, extra classroom assistance, summer enrichment, or any other needed support.

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

Not Applicable to Positive Outcomes Charter School for 2019-2020.

- 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

Not Applicable to Positive Outcomes Charter School for 2019-2020.

- 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

Not Applicable to Positive Outcomes Charter School for 2019-2020.

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?

Listed below and supported on the subsequent page you will find Positive Outcomes Charter School's Mission Specific Goal reporting for the 2019-2020 school year. We are providing this reporting; however, we believe that this item should be reported as Not Applicable or with a significant asterisk. This data point has been severely compromised as a result of our students working in remote settings from March 13, 2020 to the conclusion of the year. In addition, our school decided to not have students complete the final assessment of this measure as our student population struggled with the pressures of the epidemic and being removed from a school setting.

The data being reported below is not representative our students' and our schools' skills and abilities. We would respectfully request that this data be captured but not attached to any overall performance measure or benchmark.

We are providing the information for the following goals that are outlined in our approved Performance Agreement from our last renewal:

Mission-Specific Goal 1	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>
Indicators	<p><u>Meets Standard</u> <i>The school has between 60 and 100 percent of all students meeting their Lexile growth target using SRI</i></p> <p><u>Approaching Standard</u> <i>The school has between 40 and 59 percent of all students meeting their Lexile growth target using SRI</i></p> <p><u>Falls Far Below Standard</u> <i>The school has less than 40 percent of all students meeting their Lexile growth target using SRI</i></p>

Mission-Specific Goal 2	<i>As a school that focuses on high needs students, our goal is to have students increase performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>
Indicators	<p><i><u>Meets Standard</u></i> <i>The school has between 60 and 100 percent of all students meeting their Quantile growth target using SMI</i></p> <p><i><u>Approaching Standard</u></i> <i>The school has between 40 and 59 percent of all students meeting their Quantile growth target using SMI</i></p> <p><i><u>Falls Far Below Standard</u></i> <i>The school has less than 40 percent of all students meeting their Quantile growth target using SMI</i></p>

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

Positive Outcomes Charter School has two mission specific goals for the percentage of students meeting growth targets on the SRI (reading) and SMI (math) assessments. We are providing this reporting; however, we believe that this item should be reported as Not Applicable or with a significant asterisk. This data point has been severely compromised as a result of our students working in remote settings from March 13,2020 to the conclusion of the year. In addition, our school decided to not have students complete the final assessment of this measure as our student population struggled with the pressures of the epidemic and being removed from a school setting.

The data being reported is not representative our students’ and our schools’ skills and abilities. We would respectfully request that this data be captured but not attached to any overall performance measure or benchmark.

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).

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

Not Applicable

Performance Agreement

Organizational Performance Expectations

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

Positive Outcomes Charter School's overall organizational rating is _ Meets_. By 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:

Positive Outcomes Charter School has met the expectation of the organizational section of our approved Performance Agreement for the 2019-2020 school year. Our Organizational Compliance rating is due to an organizational focus on compliance. We also always strive that our organization is ensuring that we provide the best environments for our staff, students and families.

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*
Susan	Wills				2/1/2011	
Kristin	Barrall				11/19/2017	
John	Dunick				12/13/2017	
Theresa	Holleger				11/9/2011	
Doyle	Tiller				11/21/2013	
Shelly	Aliaa				9/15/2015	
Kathleen	Denny				2/20/2020	
Rebecca	Scott				11/10/2017	
Yuan	Shen				3/17/2020	
Edward	Emmett			Head of School	2/1/2011	

*Please list only the most recent training date.

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

School Comments:

Positive Outcomes Charter School has worked to identify board members who have a vested interest in the success of our program. Our Board is comprised of faculty and staff members, Parents and Community Members.

The POCS Board of Directors is currently in compliance with all training requirements; however, the board retraining date for Governance training is delayed. The Board is scheduled for their three-year renewal of the Board Governance Training during the 2019-2020 school year. This training was not able to be completed as it was scheduled after the school was closed due to Covid-19 restrictions. The POCS Board will completed appropriate training requirements during the 2020-2021 school year using the online modules created by the Delaware Department of Education.

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
Kristin	Barrall		11/19/2017
Cheyenne	Dunick		12/7/2017
Maurice	Floyd		3/19/2018
Rachel	Hohman		7/1/2011
Steven	Norman		2/1/2012
Doyle	Tiller		11/21/2013

School Comments:

Positive Outcomes Charter School has always strived to have a strong Citizens Budget Oversight Committee team that helps monitor and guide school financial practices. Our CBOC reviews all financial documents and practices. They also review all expenditures, including Purchase Card usage, for appropriateness and necessity.

Positive Outcomes Charter School’s Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

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
87.5	14	16

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:

Positive Outcomes Charter School firmly believes that the success of our school is interwoven in the abilities, capabilities and drive of all of our faculty and staff. The chart above lists the number of teachers that were retained; however, it is also critical to remember that this is only half of the total faculty and staff of our program. Each staff member is critical to the success of our school.

Working at our school can be exceptionally challenging. Our daily work involves working with students that have had damaged academic careers. We also work with students with a variety of academic disabilities, behavioral disabilities and mental health challenges. These issues can all have a dramatic impact on our faculty and staff.

Since the beginning of our school, we have found that the reasons teachers leave is for a variety of reasons. These reasons can range from a desire for more salary to a desire to work with a different student population. It is also the reality that our school’s mission frequently can burn staff out.

Following the 2018-2019 school year, all of our teachers returned to their teaching positions for 2019-2020; however, two teachers left their positions with us during the month of November 2019.

- Both teachers left our school to work in a different charter school that recruited them during the school year. Both teachers reported a level of frustration with our student population and viewed the moves as steps to improve their careers.

To minimize teacher and staff attrition and retain high-quality teachers, our school utilizes a variety of strategies:

- POCS values and respects our staff’s opinions and always seeks to work with them in all facets of our school’s operations. The staff of POCS have two elected seats on our school board. In addition, teachers have a seat on our school’s leadership team. At our school teachers have a direct impact on everything we do.
 - POCS seeks to ensure that our salaries are within 5% of teachers in our local school districts.
 - POCS strives to maintain an exceptional teacher climate and work environment by recognizing their successes and achievements and operating in a true team environment.
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- POCS also strives to ensure that teachers have everything they need in their classrooms to be successful. Teachers are always able to ask for items they need and they are provided within financial reasons.

POCS also provides teacher focused Professional Learning Community meetings that are designed to support quality instruction and our teaching climate. PLCs provide avenues for direct leadership conversations and discussion about what is needed to make our school better.

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

School Comments:

Positive Outcomes Charter School also views professional development as a critical component of teacher and staff retention. POCS supports our teachers through individualized and group development programs. Our goal is to ensure that all PD programming is aligned at developing and supporting our teacher's and leader's growth and helping to ensure positive outcomes for all of our students.

Planning for our professional development programming starts with a needs assessment that is conducted with all our staff on the last staff day of the previous year. This needs assessment reviews all the data from the current year and identifies areas that require improvement. These needs are then reviewed with our school leadership team to form a plan and revise goals. The final step is the incorporation of this plan with our school board and integration into our consolidated application and next school year planning.

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:

Positive Outcomes Charter School financial performance continues to remain strong. Our school has met expectations for all financial framework metrics and received an overall rating as Meets Standard. As in previous years, we are very conservative in our approach and use zero-based budgeting in planning for current operation.

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

School Comments:

At present, we are not planning any changes to our financial practices for the 2020-2021 school year.

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

School Comments:

Not applicable for our school for the 2019-2020 school year.

Performance Agreement

Financial Performance Expectations

Positive Outcomes Charter School's overall financial rating is Meets. By 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:

Positive Outcomes Charter School has met the expectation of the financial framework section of our approved Performance Agreement for the 2020-2021 school year.

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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:

Not applicable for our school for the 2019-2020 school year.

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:

Academic Practices that other schools could replicate:

The staff at Positive Outcomes Charter School has always viewed the school as an important component in the educational system for the state of Delaware. Many of the strategies and practices that make our school successful could be replicated throughout the state.

Specific Academic Strategies and Practices

- The school is small.
- Class sizes are small.
- The school is student focused.
- Professional Development activities are focused on student need.
- Teachers are trained to provide individual accommodations, based on student need.
- Evaluations are based on coaching staff to improve outcomes for students
- The Student to Instructional Staff Ratio is small – 1:7
- The Student to Computer ratio is high – 1:2.09
- Students are evaluated through authentic assessment of their learning through exhibitions
- Students have regular and continuous access to technological tools for learning.
- All staff members take a personal interest in the success of all students.
- The staff meets regularly to discuss the needs and issues of students.
- Intensive Behavioral, Social and Emotional Supports
- Students participate in real world internships

Within the small classes of students teaching methods appear to be traditional at Positive Outcomes, within the small classes of students. During instruction, though, a dozen strategies may be implemented which differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students.

Over 64% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations that are listed in each student IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for methods of teaching special education students.

The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff to identify students in need of accommodations, increased attention, that are having problems at home, solutions to issues, and strategies to help other staff. These weekly meetings are also attended by the school administration to ensure that our students have access to all the services that are available to them.

Each of the practices listed above adds to the cost of education. Each of the practices could be replicated elsewhere, if schools or districts are willing to commit the necessary resources. There is no inexpensive way to address the complicated needs of this diverse student population.

Organizational Practices that other schools could replicate:

One of the cornerstones of Positive Outcomes Charter School is ensuring compliance with the myriad of regulations, policies and requirements that have been established for charter schools. Additionally, as has been previously stated, our school attempts to operate with complete transparency in all school operations and programming.

Many of the strategies and practices that make our school successful could be replicated throughout the state. Identifying key aspects that could be replicated is challenging as our school has strived to be a model organization in all aspects of school operations. We frequently consult with other new and existing charter schools to assist their development and operations.

Financial Practices that other schools could replicate:

Positive Outcomes Charter School believes in having completely transparent financial processes with significant oversight and segregation of duties. This transparency has led to our school having no significant findings or acts of impropriety for the last 21 financial audits. Our school knows and understands that the foundation of our school is built upon our financial position. For this reason, our school has always focused on solidifying this area of our school operation.

Many of the strategies and practices that make our school successful could be replicated throughout the state.

Specific Financial Strategies and Practices

- High Quality Business Manager
- Strategic Planning of Financial Operations
- 15 Month Forecasting of Finances
- Transparency of P-Card Expenditures
- Integration of Business Manager into Leadership Team
- Continuous Focus on Cost Saving Practices
- Streamlined Fiscal Monitoring
- Comprehensive Inventory of Assets
- Continuous updating of reports for clarity and refinement

The most significant financial practice that could be replicated at other schools is having a high-quality business manager that is a member of the leadership team. Having a high-quality business manager that is focused on the overall success of the school is critical. As a member of the

school's leadership team the business manager is involved in all planning activities. This enables the business manager the opportunity to identify funding options for improvements. In addition, the business manager can know what changes are needed to fund critical school programs.

POCS also consistently and conservatively estimates budget revenues each year to protect against potential revenue shortfalls and deviations. The final and actual revenues are never known during the preliminary budget processes due to the fact that local funding amounts, as well as some state and federal revenues, are not provided to the charter schools until after the school year has begun. The school avoids deficit spending and is continually focused on staffing formulas based on unit count projections and estimates.

Our school also has ensured that our Board of Directors receives and reviews monthly reports showing line item expenses and revenue compared to budget projections showing favorable and unfavorable items. These reports are also reviewed and analyzed by the POCS CBOC. The board also reviews all spending and purchasing that is executed by the school. We do this by presenting all P-Card reports to the board and the CBOC at each meeting. In addition, the board and CBOC are able to have access to all financial reports that they request either in paper or in digital formats.

The school annually receives an external audit that is conducted by a certified public accounting firm. These audit reports are shared with the Board of Directors, CBOC, Department of Education and the State Auditor's Office and are posted on the school's webpage. We also welcome our annual audits as an opportunity to review current practices and identify areas that can be strengthened and improved. This belief system helps our school focus on continuous growth and improvement compared with maintaining the status quo.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Positive Outcomes Charter School
Location:	3337 S. DuPont Hwy., Camden, DE 19934

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)

2/17/21
Date

Print/Type Name:	Susan Wills
Title (if designated):	Board President
Date of approval by board of directors:	Resolution 21-35 – February 17, 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.

